



## Course Syllabus: **District Level Leadership**

West College of Education

EDLE6003 X20

Spring 2022

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### **Syllabus Changes or Updates**

This syllabus is subject to change based on a variety of factors that may impact the hybrid course design.

### **How to Contact Me**

Email is always the best, through D2L or MSU email, and you can expect a response within 24 hours during the week. I am available to zoom or video conference as needed if students have questions or need further guidance.

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### **Required Texts**

Maxwell, John C. (2011). *5 Levels of Leadership*. Yates & Yates, LLP, Literary Agency, Orange, California.

Maxwell, John C. (2007). *The 21 Irrefutable Laws of Leadership, Follow Them and People Will Follow You*. Yates & Yates, LLP, Literary Agency, Orange, California.

Maxwell, John C. (2012). *The 15 Invaluable Laws of Growth*. Yates & Yates, LLP, Literary Agency, New York, NY.

Northouse, Peter G. (2016). *Leadership theory and Practice Seventh Edition*. Sage Publications.

Additional Readings (suggested):

Maxwell, John C. (2003). *Ethics 101 What Every Leader Needs to Know*. Hachette Book Group, New York, NY.

**Textbooks:**

Familiarity and use of texts will be critical to maximize class time and online discussions within the context of district-level leadership. Students will be expected to summarize key chapters and/or components (as assigned) in class or online discussions to be shared with other classmates as resources and guides. Synthesis of key concepts of leadership and school governance will be the priority as we build a shared understanding of key concepts, practices, and components.

**6003 District-Level Leadership Overview:****Class Type and Meeting Times**

This is a hybrid course that includes both online and in-person requirements. We will meet three times during the spring 2022 semester at the MSU Flower Mound Campus:

- January 29, 2022: 1:00-4:00 P.M.
- March 5, 2022: 1:00-4:00 P.M.
- April 9, 2022: 1:00-4:00 P.M.

These dates and times are subject to change.

**Course Objective and Key Work Products**

Coursework for 6003 District Level Leadership will prepare students to apply general leadership skills to public school administration within established research frameworks in the social media age.

All class participation, presentations, and written assignments will sequentially prepare students for the two key NELP assessments:

- Assessment #1 Understanding Intentional Leadership Assessment
  - This assessment will be completed mid-course
- Assessment #6 Superintendent Interview
  - This assessment will begin with April 9 class presentations and will be fully completed as part of your final.

Both assessments will be based on the NELP framework (see course attachments) that include students' written and oral presentations. Final artifacts will synthesize leadership principles with best practices in district level leadership within the NELP assessment standards.

**Pre-Class Videos**

To save in-person class time, I will provide you with a pre-class video in the form of a narrated PowerPoint with a slide printout. The video will primarily serve to facilitate the upcoming Saturday session, so we can focus on content rather than housekeeping. Everyone will be required to view the video by midnight on the Thursday before Saturday class, but I encourage you to watch

it as early in the week as possible. The narrated PPTS will prepare you for the class activities and the next block of the course. Pre-Class videos will be posted the preceding weekend for each class.

### **Object Lesson:**

All students will be expected to bring a Rubik's Cube (or generic equivalent) to class.

### **In Person Class Time:**

In person class time will focus on ensuring that students understand key concepts from the texts as well as key components of district leadership. Post-discussion quizzes are intended to be formative tools. Ultimate mastery of material will be evidenced in final two NELP assessments.

We will begin each class with an opportunity to ensure there are no questions about the expectations of the upcoming block, and we will end each class with a review of all expectations. If we run short on class time for any reason, we may incorporate an online component for the week following in-person class. It is critical that all participants be prepared upon arrival, stay on point, and honor allotted time boundaries.

### **Online Discussions:**

Between in-person classes, students will be expected to participate in online discussions and submit certain documents. Participation in these is required as they will progress students toward final Assignments #1 and #6.

### **Semester Organization:**

*District Level Leadership 6003* will be divided into three blocks designed to progress students toward final artifacts. Because each block sequentially prepares students for the next, awareness of course progression is encouraged but attempting to work too far ahead may be inefficient. The course is designed to be rigorous yet manageable if completed in sequence. Being prepared for the first in-person class is essential.

### Essential Preparation for January 29<sup>th</sup> In-Person Class

1. Students must bring device to class that enables access to online materials for class participation (laptop is preferred, but tablet or smartphone is acceptable).
2. Students must bring a Rubik's Cube (or generic equivalent) to class.
3. Students must watch Introductory Video – it will review syllabus, class expectations, and prepare students for the first in-person class. (It will be available by January 22 on D2L).
4. Students will familiarize themselves with all texts (organization, chapters, purpose).

5. In preparation for Assignment #1, students will identify three sample District Mission/Vision Statements from Texas school districts. Home district, if applicable, should be included. Be prepared discuss/analyze them on January 29<sup>th</sup>. (Direct links to source websites will be required.)

Preparation For Superintendent Interview Assignment

Due to the incredible time demands on superintendents and board presidents, students are encouraged to begin planning for these components of Assignment #6. Identifying candidates and scheduling your interviews early will help ensure your success and course manageability. Interviews may be in person or through Zoom or other real-time video conferencing format.

1. In preparation for Assignment #6, students may begin considering/identifying potential superintendent and board president candidates to interview. (No identifiable information of interviewees will be shared in class or in assignments.) Interviews may be scheduled accordingly.
  - a. Board President Interviews: May be scheduled to occur after January 29 and must be completed on or before April 1.
  - b. Superintendent Interviews: May be scheduled to occur after March 5 and must be completed on or before April 1.
2. In preparation for Assignment #6, Students may observe board meeting at any time. School board meeting observation and documentation must occur prior to March 5 class. In-person attendance is preferred, but online/virtual observation is permitted if the Board meeting has occurred on or after January 2022.

**Block One, January 29 through March 4:**

- Focus: Exploring of key concepts, components, and expectations of district level leadership.
- Key Progress Points:
  - Draft District Mission and Vision Statement for Assessment #1
  - Observations and interview of school board president and superintendent scheduled
  - Completion of school board meeting observation.

<b>Block One Assignments</b>	<b>Weight/Points</b>
In-class participation and engagement	5 Points
Online discussions and submissions	5 Points
Class quizzes/assessments	5 Points
In-class presentations	(Preparation)
District Mission and Vision Statement (Assignment #1)	(Preparation)

Superintendent Interview (Assignment #6)	(Preparation)
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**Block Two, March 5 – April 8:**

- Focus: Synthesizing individual philosophies, leadership principles, and district level leadership dynamics into formal Mission and Vision statement as evidenced in Assignment #1; preparation for Assignment #6, Superintendent Interview.
- Key Progress Points:
  - Final Draft of Mission and Vision Statement Submitted.
  - All formal interviews and observations completed for Assignment #6.

<b>Block Two Assignments</b>	<b>Weight/Points</b>
In-class participation and engagement	5 Points
Online discussions and submissions	5 Points
Class quizzes/assessments	5 Points
In-class presentations – Mission and Vision Statements -- March 5	5 Points
District Mission and Vision Statement (Assignment #1) – Final Draft Due March 12 13	20 points
Superintendent Interview (Assignment #6)	(Preparation)

**Block Three: April 9 – End of Semester:**

- Focus: Integrating, interpreting, and understanding district leadership within context of mission statements, interviews, and observations.
- Key Progress Point:
  - Assignment #6 presentations (in class)
  - Final Submission of Superintendent Interview (Assignment #6)

<b>Block 3 Assignments</b>	<b>Weight/Points</b>
In-class participation and engagement	5 Points (5 Additional points assigned after in-person classes end)
Online discussions and submissions	5 Points
Class quizzes/assessments	5 Points
In-class presentations	5 Points
District Mission and Vision Statement (Assignment #1)	Completed
Final Assessment: Superintendent	20 points

Interview (Assignment #6): Final Due Date TBD	
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### **Objectives**

Upon completion of 6003 District-Level Leadership, students will demonstrate understanding and application of the following competencies:

- Competency 001-The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.
- Competency 002-The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.
- Competency 003-The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for students.

### **Dispositions**

- The candidate will value integrity, fairness, and ethical behavior.
- The candidate will recognize the value of reflective practices.
- The candidate will value the wisdom of veteran educational leaders.
- The candidate will be a life-long learner.
- The candidate will demonstrate an attitude that is open to instruction, new ideas, and direction.

### **Assessment**

- Students will arrive to class prepared to fully engage and participate in class discussions and collaborative activities.
- Students will participate in online discussions and submit online artifacts as required to facilitate/support online discussions.
- Students will complete online assessments independently and without assistance from others.
- Students will deliver in-class presentations within the expected format and timeframes.
- Students will produce a final District Mission/Vision Statement in accordance with NELP Assignment #1 guidelines.
- Students will produce a final Superintendent Interview presentation and document in accordance with NELP Assignment #6 guidelines.
- Students will exhibit high professional standards and behavior at all

- times.
- Students will adhere to and comply with all MSU policies, procedures, and expectations.

### **Course Grading**

<b>Assignment</b>	<b>Weight/Points</b>
In-class participation and engagement	20% (20 points)
Online discussions and submissions	15% (15 points)
Class quizzes/assessments	15% (15 points)
In-class presentations	10% (10 Points)
District Mission and Vision Statement (Assignment #1)	20% (20 points)
Superintendent Interview (Assignment #6)	20% (20 points)

### **Attendance Policy**

Our projected dates for the Saturday courses in the spring are:

January 29<sup>th</sup>, 2022: 1:00-4:00 P.M.

March 5, 2022: 1:00-4:00 P.M.

April 9: 2022: 1:00-4:00 P.M.

Classes will meet at the MSU Flower Mound Campus.

Regular attendance is expected. If a class must be missed, please discuss with the professor beforehand. If an emergency arises, please either telephone or email the professor, if possible.

*One of the cornerstones to the WCOE Ed.D experience is the opportunity to interact with colleagues from across other campuses, districts and professions. To this end, we hold Saturday classes three times per long semester. Students are expected to maintain a physical and professional engagement in these experiences. However, we do understand some circumstances cannot be avoided. Therefore, we have established the following policy*

*1 absence = make up required experiences/coursework with colleagues*

*2 absences = final grade will be lowered by one letter and make up required experiences/coursework with colleagues*

*3 absences = F*

*COVID policy – if a student is quarantined due to COVID, that student may Zoom a Saturday class. Under these circumstances a student will be required to provide documentation of quarantine requirements from his/her public health district or health care provider.*

### **Course Objectives**

The objectives of this course are aligned with the Principal Standards:  
**Domain I-Leadership of the Educational Community**

**Competency 001-**

The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

**Competency 002-**

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.

**Competency 003-**

The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for students.

**Student Handbook**

**Refer to:** [Student Handbook-2020-2021](#)

**Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.  
[Office of Student Conduct](#)

**Academic Honesty**

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

**Attendance/Participation**

- Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities are part of this class; participation will be considered part of the grade.

**Quality Requirements**



- High-quality, professional work is expected at all times from students that would meet the high standard of public scrutiny for language, tone, and intent in a social media age.

### **Expectations for Written Work:**

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment in dropbox on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment, unless otherwise specified.
- Due dates must be met for grading purposes and for readiness for upcoming course components.
- When referring to the ideas of others, works should be cited using the APA format.

### **Desire-to-Learn (D2L)**

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **College Policies**

### **Campus Carry Rules/Policies**

Refer to: [Campus Carry Rules and Policies](#)

### **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### **Plagiarism Statement**

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [Student Handbook 2020-2021](#)

### **Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **Senate Bill 11 Handgun Policy**

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#)