



## Professional Development Institute

### Flex Course Syllabus

# Transformational Educational Leadership Practices (K-12)

**PDI Course Number: 129T02**

**UCSD Course Number: EDUC42385**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

### Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

### Course Description

As a person in a position of leadership, do you sometimes find it difficult to “walk the tightrope” between being a boss and a mentor? With all the plates you need to keep spinning, are you finding it difficult to express your expectations and mission/vision to your staff? If so, look no further! Whether you are a long-time leader, a new leader, an informal leader, or an educator who strives to be a leader, understanding the underpinnings of what it takes to be an effective, respected, and strong educational leader takes time, practice, and persistence. This online course is designed to take you through the best practices of educational leadership. The course begins by teaching the basics of how to create and implement a shared school mission/vision by setting goals and branding their mission/vision. From there, you will learn how to cultivate a strong, positive school climate so that staff are more confident and independent in their ability to manage their own classrooms. The course then takes a deep dive into the four “non-negotiables,” or four foundations upon which academic success is built — standards-based curriculum, data-informed teaching, expecting quality work, and differentiated instruction as the default. You will also learn what it takes to successfully develop and employ professional development, as well as how to build strong professional, community, and student relationships, all without taking it personally. The “nuts and bolts” of school leadership is saved for last, as you learn how to manage meetings and stay organized, all while keeping the big ideas of evaluation in mind as

you strive to create a safe school environment. By the end of this course, you will feel more confident and successful in your quest to become an effective and inspirational leader.

## **Educational Outcomes**

1. Educational leaders will learn what a leader is in an educational context, and they will explore various school leadership positions, including administrators, specialists, and teacher leaders.
2. Educational leaders will be introduced to nine main theories of leadership.
3. Educational leaders will learn about the seven main leadership styles, including a description of their various strengths and weaknesses.
4. Educational leaders will be introduced to six best practices as they relate to leadership, and they will take a deep dive into the second practice, sharing leadership.
5. Educational leaders will learn how to create a solid mission/vision statement to help school leaders define the reason for group or team so that they can work together to achieve their goals.
6. Educational leaders will learn how to use mission/vision statements to set SMART goals for their teams.
7. Educational leaders will understand what branding is, and they will learn how to transform mission/visions statements into a school or district-wide brand.
8. Educational leaders will learn about the various components of school climate (safety, teaching environment, relationships, and building environment), and they will understand how they all work together to cultivate a strong, positive school climate.
9. Educational leaders will understand the basic structure of a multi-tiered support system (MTSS), and they will learn how to apply it to various leadership roles so that positive behaviors are supported and nurtured throughout the school.
10. Educational leaders will understand the importance of classroom management as it relates to various leadership roles.
11. Educational leaders will understand the importance of being a team player, and they will learn specific strategies for making this happen with their teams.
12. Educational leaders will learn several tips and techniques for dealing with difficult staff.
13. Educational leaders will take a deep dive into four “non-negotiables,” or four foundations upon which academic success is built — standards-based curriculum, data-informed teaching, expecting quality work, and differentiated instruction as the default.
14. Educational leaders will learn how to provide goal-focused and embedded professional development to their staff, as well as ideas for differentiating professional development opportunities.
15. Educational leaders will learn specific strategies for building strong relationships with teachers, other staff members, and fellow leaders.
16. Educational leaders will learn specific strategies for building strong relationships with parents as well as with community groups and local businesses.
17. Educational leaders will learn specific strategies for building strong relationships with students.
18. Educational leaders will be introduced to several big ideas for letting go of their own emotional responses to anger.

19. Educational leaders will learn about the importance of self-care, and they understand how to incorporate self-care into their daily lives through daily laughter.
20. Educational leaders will learn the art of developing and facilitating good meetings which include adding agendas and injecting fun so that staff voices are heard.
21. Educational leaders will learn the ABCs of school safety so that staff and students can feel safe while at school.
22. Educational leaders will learn how to create a school safety team to address threats from people and bullying incidents.
23. Educational leaders will learn how to respond to emergency situations using ALICE — alert, lockdown, inform, counter, and evacuate.
24. Educational leaders will learn various organizational tips so that they can work smarter, not harder.
25. Educational leaders will explore the big ideas of evaluation, and they will learn specific strategies for making their evaluations more effective.

## **Instructional Media**

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## **Evaluation**

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Respond to School Leadership Scenarios (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- What is a Leader?
- What Kind of Leader Are You?
- Best Practices in Educational Leadership
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about being an effective educational leader at the K-12 level. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

### Unit Two

- It's All About Vision and Team!
- Using Your Mission/Vision to Set Goals
- Branding Your Mission/Vision
- **Assignment #2**  
*As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*
- **Test #2**

### Unit Three

- Cultivating a Strong, Positive School Climate
- Supporting Positive Behaviors
- Supporting Your Staff
- **Assignment #3**  
*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to being an effective educational leader at the K-12 level. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.*
- **Test #3**

### Unit Four

- The Non-Negotiables
- Professional Development

- **Test #4**

## **Unit Five**

- Building Strong Professional Relationships
- Building Strong Community Relationships
- Building Strong Student Relationships
- Learning to Not Take It Personally
- **Test #5**

## **Unit Six**

- The Art of Managing Meetings
- School Safety Issues
- Organizational Tips for Working Smarter, Not Harder
- Evaluation: It's Not "Us" Against "Them"

- **Assignment #4**

*Review the school leadership scenarios and respond to five of them. Applying what you have learned from this course, describe what the school leaders can do in each of these fictitious scenarios to better meet the goals of the school/district while simultaneously supporting and scaffolding the needs of the others who are affected in the scenario. Each response should consist of a minimum of one paragraph written in no less than six detailed sentences. Each paragraph should expressly dictate what the fictitious school leader can do to address each scenario. When you are finished with this assignment, you will have written a total of five paragraphs. To obtain full credit, be sure to follow all the parameters set forth in Assignment 4.*

- **Assignment #5**

*The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

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