

**Course Syllabus**  
**Southeast MO State University**

**Dept. of Elementary, Early & Special Ed**  
**Title of Course: Mathematical Leadership for**  
**Elementary Mathematics Specialists: Influencing and**  
**Facilitating Improvement Curriculum Process**

**Course No. EL 668**  
**New: Fall 2013**

**I. Catalog Description and Credit Hours of Course:** This second leadership course in the EMS program focuses on research and practice related to teamwork, interaction, communication, conflict resolution, and leadership in K-5 schools. Candidates will also examine effective strategies for influencing and facilitating school/district improvement (e.g., mentoring and observing colleagues, conducting professional development, and making data-informed decisions to improve student learning) collaborating with colleagues and administration. Candidates will focus on mentoring and observing colleagues, conducting professional development, and making data-informed decisions to improve student learning school- and district-wide. (3)

**II. Prerequisite courses:** Foundations of Mathematical Leadership for Elementary Mathematics Specialists

**III. Purpose and Objectives of the Course:** The purpose of this course is to assist candidates establishing a culture of continuous improvement in schools and districts and working with adult learners. Specific content will include effective communication, handling conflict and resistance, designing improvement initiatives, understanding and facilitating data-driven decision making, helping teachers develop cultural competence and understand issues related to equity and diversity, facilitating professional development, and coaching teachers.

The learner will:

- Promote effective communication and facilitate conflict resolution to aid in collaboration to create a shared vision for school improvement
- Select from a repertoire of methods to communicate professionally about students, curriculum, instruction and assessment to educational constituents – parents and other caregivers, school administrators, and school boards.
- Plan, and develop professional development programs at the school and district level and support teachers in systematically reflecting and learning from practice.
- Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction, and make a plan to act professionally to assure that all students have opportunities to learn appropriate mathematics.
- Develop plans to use leadership skills to improve mathematics programs at the school and district levels through data-driven decision making in order to:
  - Develop appropriate classroom-or school-level learning environments
  - Build relationships with teachers, administrators, and the community develop evidence-based interventions for high and low-achieving students

- Collaborate to create a shared vision and develop an action plan for school improvement
- Partner with school-based professionals to improve each student's achievement
- Make a professional plan to mentor and coach new and experienced teachers based on their professional needs and the needs of students

#### **IV. Student Learning Outcomes:**

- A. The students will plan, and develop professional development programs at the school and district level and support teachers in systematically reflecting and learning from practice.
- B. The students will evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction, and make a plan to act professionally to assure that all students have opportunities to learn appropriate mathematics.
- C. The students will make a professional plan to mentor and coach new and experienced teachers based on their professional needs and the needs of students

#### **V. Course Content Outline:**

- 1) Working with Adult Learners (40%)
  - A. Facilitating effective communication and conflict resolution
  - B. Dealing with resistance
  - C. Facilitating professional development
  - D. Working with teams
  - E. Mentoring and coaching
- 2) Data-driven decision making (40%)
  - A. Analyzing school and district data
  - B. Evaluating and monitoring the effectiveness of an improvement process
  - C. Disseminating information to administrators, parents and community
- 3) Designing and Evaluating a Professional Development Plan (20%)
  - A. Developing a school-wide professional development plan
  - B. Developing a professional development experience
  - C. Enhancing self-awareness and identity in relation to leadership

#### **VI. Resources**

Zimmermann, G., Guinee, P., Fulmore, L.M, & Murray, E. (Eds.) (2009). *Empowering the Mentor of the Experienced Mathematics Teacher*. Reston, VA: NCTM.



**Mentoring plan****10% of grade**

Complete “Taking Stock of the Mentor’s Professional Development Needs”. Write a reflective paper that summarizes what you learned about yourself and the steps you plan to take to gain the knowledge or resources you need. Use one of the areas from this assessment and create a plan for how you could mentor either a beginning or experienced teacher in this area.

**VIII. Grading Scale**

90% - 100% = A

80% - 89% = B

70% - 79% = C

0% - 69% = F

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

**IX. Academic Policy Statement:**

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:

<http://www6.semo.edu/judaffairs/code.html>

**X. Student with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.