

Wilmington University

College of Education

Leadership for Innovation

Course Number: EDL 7111

Course Title: Leadership for Innovation

Faculty Contact:

Course Description: The leader alone cannot carry the responsibility for innovation in schools, but the leader can set the tone and create a climate and a culture in classrooms, schools and districts in which innovation is safe and encouraged. In Leadership for Innovation, students will study the research on innovative leadership, the cultures of innovative classrooms, schools, school districts and companies, and distill the best practices of leadership that encourage an innovative culture. EDL7111 is taken in conjunction with EDL7110.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	70

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Theory and Foundation

Link to Taskstream to the Program Theory will be housed at the top of your program on Taskstream.

Program Competencies: [EDL Doctorate in Educational Leadership](#)

Specialized Professional Association Standards: [NELP-Building-Standards.pdf](#) and [NELP-DISTRICT-Standards.pdf](#)

Teacher Leader Exploratory Consortium Standards (Research based and aligned to InTASC standards): [Teacher Leader Exploratory Consortium Standards](#)

Technology Standards: [International Society for Technology Administrator Standards](#)

Wilmington University Graduate Graduation Competencies: [Graduate Graduation Competencies](#)

Delaware Performance Appraisal System II: [DPAS II for Administrators](#)

Texts: Leadership for Innovation: How to Organize Team Creativity and Harvest Ideas – The John Adair Leadership Library

The Ten Faces of Innovation – by Tom Kelley

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

Assignments and Grading

1. Class Discussion, Case Studies, Reflective Journal and Collaboration
2. Culture of Innovation Plan
3. Collaboration Plan for Innovation and Creativity in the Educational Environment
4. Plan for Overcoming Resistance to Change
5. Structured External Assignment – Innovation in Practice

College of Education Attendance Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments.

Course Materials and Reading List:

Adair, J. (2017). Action Centre Leadership. Retrieved from <http://www.learn-to-be-a-leader.com/john-adair.html>

Case, A. F., & Traynor, J. (2016). Early field experience innovations to increase positive impact on K-12 students. *AILACTE Journal*, 13(1), 1-21.

Govindarajan, V. (2010). Boston, MA: Harvard Business Review.
Retrieved from <https://hbr.org/2010/08/innovation-is-not-creativity.html>

Wong-Kam, J. (2012).
Available from ProQuest Dissertations & Theses A&I. (UMI No. 1027591110).

3. Candidate synthesize and apply their understanding of innovation and the organizational climate to collaboration and district/school culture.

Learning Outcome 2 – Innovation, Inclusion and Collaboration (NELP 3.1 – TL D1)

Learning Activities/Performance Tasks:

3. Candidates will collaborate with diverse families and caregivers in innovation practices to strengthen and extend student learning.
4. Candidate

changes you will make that will create an environment in which it is safe to be creative and innovative in educational decisions. Be sure to include how these initiatives will strengthen and extend student learning. Your role as a group leader is to support two-way communication and carefully listen, clarify and summarize information, manage conflicts, and facilitate decision making

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
<p>NELP 5.1 Content</p> <p>Candidate provides knowledge of research on the role of families in supporting student learning in and out of school; research on student and family diversity; and strategies for understanding and cultivating relationships with families and engaging them in their children's education.</p>	<p>Candidate is reviewing the research on the role of families in supporting student learning in and out of school.</p> <p>Candidate knows to review research on student and family diversity.</p> <p>Candidate knows working with families and engaging them in their children's education is important.</p>	<p>Candidate knows research on the role of families in supporting student learning in and out of school.</p> <p>Candidate knows the importance of research on student and family diversity.</p> <p>Candidate knows strategies for understanding relationships with families and engaging them in their children's education.</p>	<p>Candidate understands the research on the role of families in supporting student learning in and out of school.</p> <p>Candidate understands the importance of research on student and family diversity.</p> <p>Candidate understands and fosters strategies for building relationships with families and engaging them in their children's education.</p>	<p>Candidate understands and synthesizes the research on the role of families in supporting student learning in and out of school.</p> <p>Candidate understands and synthesizes the importance of research on student and family diversity.</p> <p>Candidate understands, synthesizes, and fosters strategies for building relationships with families and engaging them in their children's education.</p>
<p>NELP 5.1 Educational Leadership Skills</p> <p>Candidate demonstrates skills required to gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning; cultivate collaboration among staff and families in support of student learning and success; and foster two-way communication with families.</p>	<p>Candidate gathers family demographics that can be used to</p>			

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
	Candidate advocates for an improved district culture.	Candidate designs an advocacy plan for a supportive and inclusive district culture.	Candidate designs advocacy plan for a supportive and inclusive district culture with the district and the school leadership teams.	Candidate designs advocacy plan for a supportive and inclusive district culture with the district and the school leadership teams.

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Preston, C., Goldring, E., Berends, M., & Cannata, M. (2012). School innovation in district context: Comparing traditional public schools and charter schools. *Economics of Education Review*, 31(2), 318-330.

<https://doi.org/10.1016/j.econedurev.2011.07.016>

Wagner, R. (2012). *Creating Innovations: The making of young people who will change the world*. New York, NY: Scribner.

Wong-Kam, J. (2012). *Creating a climate for innovation in education: Reframing structure, culture, and leadership practices*.

Available from ProQuest Dissertations & Theses A&I. (UMI No. 1027591110).

SUPPLEMENTAL MATERIALS:

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[APA Manual], 2010, 6th edition, 7th printing 2.35 Tm0 g