

**University of Nevada, Las Vegas
Urban Leadership Development Program**

ULD 700*
**Special Topics Seminar: Educational Leaders as Financial and Social
Entrepreneurs**
3 Credits

CONTACTING THE INSTRUCTOR

INSTRUCTOR NAME:

E-MAIL:

PHONE: 7

OFFICE

LOCATION/HOURS:

I. CATALOG DESCRIPTION

This seminar will explore educational leaders' roles as entrepreneurs within existing organizational structures as well as how educational leaders can develop partnerships with various community, government, and business entities to augment financial and human resources toward increasing student learning.

II. COURSE STANDARDS

This course addresses the following Nevada Administrator Standards:

Instructional Leadership Domain:

Standard 1: Creating and Sustaining a Focus on Learning

- *Engaging stakeholders in the development of a plan for obtaining high pupil achievement and college and career readiness for pupils and periodically reviewing and revising the plan as necessary (IL 1.1)*

Standard 3: Creating and Sustaining Productive Relationships

- *Creating and maintaining a welcoming, respectful and caring environment that promotes the well-being of pupils, staff and school community (IL 3.1)*
- *Provides opportunities for extended, productive discourse between the school-level administrator and teachers and amongst teachers to inform decisions designed to meet the goals of the school, including, without limitation, structuring the school environment to enable such collaboration (IL 3.2)*
- *Creating processes to communicate and partner with teachers and parents and families in a manner that support the goals of the school (IL 3.3)*

Standard 4: Creating and Sustaining Structures to Support an Effective School

- *Implementing systems and processes to align curriculum, instruction and assessment with state standards and standards for college and career readiness and periodically reviewing and revising those systems and processes when necessary (IL 4.1)*

- *Allocating resources, including the organization of time, effectively to support and further the goals of the school (IL 4.3)*

Professional Responsibilities Domain:

Standard 4: Family and Community Engagement

- *Involving the parents and families of pupils and the community in appropriate policy implementation, program planning and assessments (PR 4.1)*
- *Involving the parents and families of pupils and the school community in the goals of the school and the school improvement efforts (PR 4.2)*
- *When appropriate, informing the parents and families of pupils of available education, health and social services and connecting the parents and families with those services in response to their needs (PR 4.3)*

II. COURSE OUTCOMES

By the end of the course it is expected that participants will:

- Engage in self-reflection regarding social justice and ways to ensure this is in the fabric of all decisions pertaining to schools and school improvement efforts.
- Use the PELP framework to identify and solve problems associated with public education issues while focused on the concept of coherence and the importance of the instructional core.
- Understand organizational barriers and means to work through those barriers while remaining ethical, legally sufficient, and aligned to the goals and targets of the organization.
- Apply methods to build, create, and sustain partnerships with inside and outside entities.
- Understand how to systematize innovation at schools and within organizations.
- Realize the importance of motivation in relationship to subordinates and other key stakeholders.
- Collaborate on ideas to emphasize succession management in schools and within organizations.
- Understanding all sources of fiscal, human, and in-kind resources to align school improvement processes and planning.
- Adopt an entrepreneurial style associated with problem solving, innovation, leadership, management, and improvement efforts at a school.

III. TEXTS AND SUPPLEMENTAL MATERIALS

REQUIRED TEXT:

Readings as assigned by instructor.

IV. COURSE REQUIREMENTS

Performance Assessments

Students' ability to apply theories and practical thoughts will be assessed through:

- (a) Written analysis of case studies/inbox activities assigned each week:
Each student will submit a weekly written analysis of a case study as assigned by instructor. (100 points)
- (b) Student Guided Discussion: In small groups, students will plan and lead a discussion on one of the weekly topics. (100 points)

Other Assignments

Class Participation: Each student is expected to attend all classes, read assigned material prior to class, complete in-class assignments, and actively participate in class activities and discussions. (50 points)

Culmination Project Related to Weekly Inbox/Case Study: Each student is expected to produce answers and action related to the weekly assignments. This project is due the last week of class and will be presented to all. A rubric will be provided for this assignment during the first week of class to determine understanding of the class concepts (50 points)

VI. GRADING POLICY

Percent of Total Points (300)	Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
Below 74	F

<p>1 July 13, 2016</p>	<p>Overview and Orientation to Course—PELP Framework for Solving Problems in a Social Justice Lens</p> <ul style="list-style-type: none"> ▪ Expectations and Outcomes ▪ Leadership Ethics and Professional Responsibilities ▪ GRIT (University Of Pennsylvania) ▪ School Franchising ▪ Theory of Action ▪ Strategy and Planning at Schools ▪ Innovation <p>Assignment</p> <ul style="list-style-type: none"> ▪ Problem Solving Case Study/Inbox – Decentralizing in Sin City – PELP as a guide and Social Justice 	<p><i>Coherence Framework (Harvard), Rawls, Pisano (HBR), Duckworth</i></p>
<p>2 July 20, 2016</p>	<p>“Cage Busting” and Needs Assessment Processes</p> <ul style="list-style-type: none"> ▪ Defining ▪ Barriers and Control Management ▪ Social Impact Bonds ▪ Pay for Performance – Motivation - Daniel Pink – Consequences and Benefits of SB 407 from the 2013 Nevada Legislative Sessions – California case law ▪ Six Principles of Entrepreneurial School System (NewSchools) ▪ Guest Speaker – Katie Decker ▪ Knowledge Management in Education <p>Assignment</p> <ul style="list-style-type: none"> ▪ Case Study/Inbox – What could pay for performance do to attract talent to our most needy schools in America? What legislation could eventually produce to avoid the suburban ring? ▪ Readings 	<p><i>Drive, Rick Hess, Liebman (Center for American Progress), Pay for Success Contracting, NewSchools Venture Fund, New Leaders for New Schools, TNTP</i></p>
<p>3 July 27, 2016</p>	<p>Partnerships</p> <ul style="list-style-type: none"> ▪ Collective Impact Model ▪ Principal partnerships ▪ Return on Investment – School Comparison, Programs, and Department Evaluation <p>Assignment</p> <ul style="list-style-type: none"> ▪ Case Study/Inbox – Partnerships Producing Results in K-12 Education ▪ Readings 	<p><i>WestEd, Hanushek,</i></p>
<p>4 August 3, 2016</p>	<p>Succession Planning and Capacity Building</p> <ul style="list-style-type: none"> ▪ Cultivating Talent – Techniques and Networks ▪ Extending the Reach of Talent – Teachers and Administrators ▪ Competencies associated with roles ▪ Mission creep ▪ Practitioner Standpoint – Nevada Succeeds Speaker <p>Assignment</p> <ul style="list-style-type: none"> ▪ Case Study/Inbox – Which organizations prepare future leaders well? What works for onboarding, inservice, and advancement learning? ▪ Readings 	<p><i>UVA, Gallop, Jonker & Meehan,</i></p>
<p>5 August 10, 2016</p>	<p>Managing Internal Controls in an Organization/Data Driving Change</p> <ul style="list-style-type: none"> ▪ Organizations as Learning Organisms ▪ Culture and Community ▪ Staying nimble and Out of Trouble ▪ Internal Auditing Processes 	<p><i>Nevada Legislative website, CCSD Budget Book</i></p>

	<ul style="list-style-type: none">▪ Categorical Funding/Compensatory Funding Streams (Title I, Victory Schools, Zoom)▪ Data dashboards – Middle Management <p>Assignment</p> <ul style="list-style-type: none">▪ Final Project/Presentation – Rubric Provided after Second Class	
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University Expectations

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the

course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.