Spring 2-1-2004

EDLD 595.50: K-12 Leadership

William P. McCaw
University of Montana - Missoula, bill.mccaw@umontana.edu

The University of Montana
Department of Educational Leadership and Counseling
EDLD 595/567: K-12 Leadership
SYLLABUS

CLASS:
Online

INSTRUCTOR:
William P. McCaw, Ed.D.
32 Campus Drive
School of Education
The University of Montana
Missoula, MT 59812

Office: School of Education 207
Office Hours: By Appointment
(o) 406-243-5395
e-mail: bill.mccaw@mso.umt.edu

REQUIRED READINGS:
Snowden, P. E & Gorton, R. A. (2002). *School leadership and administration* (6th ed.).
New York: McGraw-Hill.

Covey, S. R. (1990). *Principle-centered leadership.* NY: Summit.

There will be additional readings throughout the course.

COURSE DESCRIPTION:
Utilizing large and small group discussions, individual written assignments, case studies, and fieldwork experiences, students in this course will be exposed to leadership considerations, management skills, and components of instructional leadership as they examine the roles, responsibilities, and relationships of K-12 educational leaders.

MASTERS OF EDUCATION CULMINATING PORTFOLIO:
The Masters of Education degree in Educational Leadership requires a culminating portfolio. As part of this portfolio, students will submit a benchmark assignment from each of the required M.Ed. courses. The benchmark assignment for this course is the Educational Platform and Administrative Entry Plan. The Educational Platform and Administrative Entry Plan will be a "work in progress" with additions being made as you participate in other Educational Leadership courses.

COURSE OUTCOMES AND STANDARDS FOR SCHOOL LEADERS:

The Department of Educational Leadership (EDLD) has adopted the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996. The ISLLC Standards are used to guide courses in educational leadership. Each standard is briefly summarized below. For a more detailed explanation of the ISLLC Standards and specific information in the areas of Knowledge, Dispositions, and Performances for each standard, visit the web site for the Council of Chief State School Officers at www.ccsso.org.

The following Standards and their areas of knowledge will be used as outcomes in this course:

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The administrator has knowledge and understanding of:
- the principles of developing and implementing strategic plans
- systems theory
- effective communication
- effective consensus-building and negotiation skills

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

The administrator has knowledge and understanding of:
- applied motivational theories
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- school cultures

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

The administrator has knowledge and understanding of:
- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- current technologies that support management functions

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

The administrator has knowledge and understanding of:
- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

The administrator has knowledge and understanding of:
- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The administrator has knowledge and understanding of:
- the role of public education in developing and renewing a democratic society and an economically productive nation
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

EXPECTATIONS:

Students enrolled in this course are expected to demonstrate regular and consistent class participate in all activities and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion (refer to Professional Standards for Student Performance Appendix A).

Students are required to be current in the assigned reading and online discussions for the course and to submit required assignments in a timely manner. Late assignments will be accepted only by prior consent of the instructor.

Written assignments will reflect the individual's original work and follow the American Psychological Association (APA) style. All references to works by other authors must be properly cited. All written assignments must include a title page (Appendix B). Written assignments are to be sent electronically to the instructor.

Online Format
- <u>Class Readings</u>:
  The two required books for reading will be read and discussed together throughout this course. Not all chapters will be covered in either book, so students may wish to read those chapters on their own to get a sense of the author's complete work.
- <u>Class Lectures</u>:
  Class lectures will be presented through MS PowerPoint slides. You can download a free "read only" version of PowerPoint. The download can be founding the "Resources" located in the Course Options within the Control Panel page.
- <u>Group Discussions</u>:
  Each student will be assigned a different group to participate in each week's class discussion. It is important that you find your group's discussion area for each week and participate in that assigned group as class participation points will be awarded each week from these discussions.
  - Each week's discussion will be monitored for student participation.
  - Each week students will receive one of the following scores for their participation:
    - 3 points for thorough contributions that stimulate discussion
    - 2 points for adequate participation and contribution
    - 1 point for contributing only in a cursory manner or posting l ate
    - 0 points for not participating
  - Use of Case Studies:
    - Snowden and Gorton's (2002) book, *School Leadership and Administration* has Part Two (Chapters 8-15) organized as case studies and simulations. At times, groups will be assigned these case studies and simulations to generate student interaction, discussion, and the application of the course content.

ASSIGNMENTS:

In addition to the assigned readings, expectations of class participation, and adherence to the <u>Professional Standards for Student Performance</u>, each student will be required to complete the following 4 assignments:
1. **Fieldwork Project**
   a. Approved Fieldwork Plan (Appendix C)
2. **Reflective Journal** (covering the Fieldwork Project)
3. **Critical Incident Report**
4. **Educational Platform and Administrative Entry Plan**

NOTE: All assignments should use a cover page (see Appendix B)

FIELDWORK PROJECT:

The fieldwork project is designed to foster applied learning with best practices in the field. This project provides the student with the opportunity to bring together leadership theory and practice in actual K-12 educational environments. The fieldwork project

consists of 15 hours of documented experience by the student and confirmed by their administrative mentor.

Each student is required to secure support from a K-12 administrator who will act as a mentor to the student through the student's 15 hours of fieldwork experience in leadership activities. This administrator/mentor will work with the student to develop the student's Fieldwork Project Plan (Appendix C). The administrator/mentor will also be responsible to sign off on the student's documentation of hours spent participating in the Fieldwork Project Plan.

Working with a district administrator/mentor, the student will:
1. Shadow a building administrator for one day.
2. Choose one or more leadership activities from any of the Six ISLLC Standards for School Leaders (www.ccsso.org) in the areas of Knowledge, Dispositions, and/or Performances to guide the remainder of their fieldwork experience.
3. The final Fieldwork Project will be documented by:
    • listing the leadership activities, and noting the Knowledge, Dispositions, and/or Performances of the ISSLC Standards for School Leaders that the fieldwork experience entailed;
    • recording the amount of time the student was engaged in each project;
    • the administrator/mentor signing the project/standards description to verify the student's participation; and
    • finally, the student will then mail the completed document with their signature and the signature of their administrator/mentor to the instructor.

REFLECTIVE JOURNAL:

A reflective journal recounts the *significant* experiences and observations of the fieldwork project and reflects upon those experiences and observations using the coursework as a foundation for the reflection. This process involves the analytical analysis of the actions of school leaders. Each entry in the journal should include:
• Brief description of the activity.
• Reflection on the leadership actions observed during the activity.

CRITICAL INCIDENT REPORT:

The Critical Incident Report is a reflection upon the action of another school leader as well as an analysis and critical assessment of the leadership action. The identity of the administrator and location of the school must be kept confidential. Please use fictitious names.

Think about a critical event that required leadership action. Describe the critical event with (a) sufficient detail describing the context of the event, (b) the issues of the event, (c) an analysis of the leadership action (or the reason why there was a lack of leadership action), (d) the resolution of the event, and (e) your suggestions for "the next time". (3-5 pages)

EDUCATIONAL PLATFORM AND ADMINISTRATIVE ENTRY PLAN:

The Educational Platform and Administrative Entry Plan should reflect a culmination of thought on a number of important issues. Each Educational Platform and Administrative Entry Plan will be unique because it will reflect your own belief system and leadership style juxtaposed to relevant educational issues. Evaluation of this assignment will be done through the application of writing and organizational standards consistent with graduate level work. Students should use APA writing style.

Writing and verbalizing your values and views about significant aspects of the educational process, provides personal insights and improves communication with your coworkers. This written description of your values has been referred to as an *educational platform* (Sergiovanni and Starratt, 1983). By summarizing your beliefs, values, and philosophies about education, you are better able to communicate to other people where you stand as a professional educator. Many people who create a platform claim that it helps them with an *Entry Plan* to prepare for job interviews, communicate their values to other members of the organization, and determine if their actions match their espoused ideals. In addition, your educational platform and entry plan should include consideration of a number of other issues and how you plan to address them.

Guidelines:
A variety of specific approaches might be used to develop the written platform statements. Platforms should be in narrative form, using full paragraphs. Where appropriate, a list of key ideas may be presented.

The identification of the important elements to include in the platform is an important part of this exercise. In addition, analyzing and reflecting on the components of the platform and how they have, or have not changed over time, is an essential feature of this activity.

Developing the Written Product:
The length of an educational platform and entry plan will vary considerably from person to person. There are no minimum or maximum page limits; however, most platforms are between 15-20 pages.

The platform/plan should address your personal attitudes and beliefs concerning a variety of topics (see EDLD M.Ed. required courses and the ISSLLC Standards). Be sure to connect information and ideas presented in different sections of the Educational Platform and Administrative Entry Plan. These connections demonstrate important relationships and consistencies in your thoughts and actions.

You may want to follow the suggestions of several authors in organizing your ideas. One possible format has been advocated by Sergiovanni and Starratt (1983) who suggest that a platform is comprised of the following elements:
- The aims of education

- The major achievements of students
- The social significance of students' learning
- The image of the learner
- The value of the curriculum
- The image of the teacher
- the preferred kind of pedagogy

Another format for organizing an educational platform has been suggested by Barnett (1991) who recommends the following areas be addressed:
- Student outcomes (academic and social learning outcomes)
- Instructional climate (physical environment and interpersonal interactions)
- Instructional organization (instructional delivery and organization)
- Community-parental/community involvement and resources
- Beliefs and experiences (significant personal values, beliefs, meaningful experiences institutional context-external resources and constraints from local, state, and federal sources)
- Leadership behaviors (actions taken to ensure the outcomes, climate, instructional organization, community involvement, and external support occur)

Evaluative Criteria:
The following criteria will be used to evaluate your platform/entry plan:
- How well the final paper adheres to the guidelines and format described above. The consistency of ideas expressed throughout the platform.
- The degree to which examples are provided to illustrate key ideas and beliefs.
- The quality of the personal analysis of the platform exercise.
- The physical appearance and quality of the written product
  - How well the written product is organized, presented, and clearly communicates the key features of the platform
  - The use of scholarly citations (when appropriate) to support stated positions

GRADING:

Grading for this course is explained below.

An "A" is an indication of excellence. Excellent work is complete, original, technically sound, and fully supported with scholarly citations.

A "B" is an indication of good work. It is complete, technically sound, has some scholarly citations and adequately addresses the subject of the assignment.

A "C" is an indication of average work. It covers the assignment and little else and lacks adequate scholarly citations.

Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or

consist of research that that the writer finds more interesting than the class assignment. Papers that are plagiarized, both by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly.

Grades will be determined by the following weighted formula:

Class Participation	20%
Fieldwork Project	10%
Reflective Journal	20%
Critical Incident Report	20%
Educational Platform and Administrative Entry Plan	30%

A FINAL NOTE:

I want to be sensitive to any special needs that you may have. If you require some special accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me.

TENTATIVE CLASS TOPICS AND READINGS:
School Leadership and Administration (Snowden & Gorton, 2002)
Principle-Centered Leadership (Covey, 1990)

Topics	Readings
Introductions and Course Overview	
Principle-Centered Approach: Preface	*pp. 13-25*
Introduction to Section 1	*pp. 29-32*
Characteristics of Principle-Centered Leaders	*Ch. 1 (pp. 33-39)*
Seven Habits Revisited	*Ch. 2 (pp. 40-47)*
Three Resolutions	*Ch. 3 (pp. 48-56)*
Primary Greatness	*Ch. 4 (pp. 57-66)*
A Break with the Past	*Ch. 5 (pp. 67-78)*
Six days of Creation	*Ch. 6 (pp. 79-86)*
Decision Making	Ch. 1 (pp. 3-26)
Seven Deadly Sins	*Ch. 7 (pp. 87-93)*
Moral Compassing	*Ch. 8 (pp. 94-100)*
Communication	Ch. 2 (pp. 31-48)
Clearing Communication Lines	*Ch. 10 (pp. 109-118)*
Authority, Power, and Influence	Ch. 3 (pp. 51-66)
Principle-Centered Power	*Ch. 9 (pp. 101-108)*
Thirty Methods of Influence	*Ch. 11 (pp. 119-129)*
Managerial and Organizational Development	*pp. 153-156*
Abundance Managers	*Ch. 14 (pp. 157-162)*
Group Leadership	Ch. 4 (pp. 69-85)
Six Conditions of Empowerment	*Ch. 18 (pp. 190-201)*
Completed Staff Work	*Ch. 23 (pp. 236-243)*
Manage from the Left, Lead from the Right	*Ch. 24 (pp. 244-249)*
Conflict Management	Ch. 5 (pp. 89-109)
Managing Expectations	*Ch.19 (pp. 202-209)*
Organizational Control Versus Self-Supervision	*Ch. 20 (pp. 210-216)*
Involving People in the Problem	*Ch. 21 (pp. 217-223)*
Organizational Culture	Ch. 6 (pp. 113-127)
Shifting Your Management Paradigm	*Ch. 16 (pp. 173-180)*
Seven Chronic Problems	*Ch. 15 (pp. 163-172)*
Using Stakeholder Information Systems	*Ch. 22 (pp. 224-235)*
School Improvement	Ch. 7 (pp. 131-152)
Transforming a Swamp into an Oasis	*Ch. 28 (pp. 278-287)*
Principle-Centered Learning Environments	*Ch. 31 (pp. 302-312)*

References

Barnett, B. G. (1991). The educational platform: Articulating moral dilemmas and choices for future educational leaders. In Barnett, B.G., McQuarrie, G.O., and Norris, C.J. (Eds.) *The moral imperatives of leadership: focus on human decency.* Fairfax, V A: National Policy Board for Educational Administration.

Bateman, D. & Bateman, c. F. (2001). *A principal's guide to special education.* Arlington, VA: Council for Exceptional Children.Begley, S. (2000, May 8). Mind expansion: Inside the teenage brain. Newsweek, 68.

Berliner, D. C., & Biddle, B. J. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's public schools.* Reading, MA: Addison-Wesley.

Bracey, G. W. (2000). *Bail me out: Handling difficult data and tough questions about public schools.* Thousand Oaks, CA: Corwin.

Bulach, C., Pickett, W., & Boothe, D. (1999, March). Mistakes leaders make. *School Administrators of Montana Bulletin*, 3-4.

Covey, S. R. (1989). *The 7 habits of highly effective people: Powerful lessons in personal change.* New York: Fireside.

Covey, S. R. (1990). *Principle-centered leadership.* NY: Summit.

Covey, S. R. (1994, July). Be loyal to those absent. *Executive Excellence*, 3-4.

Covey, S. R., Merrill, A. R., & Merrill, R. R. (1994). *First things first: To live, to learn, to leave a legacy.* NY: Simon & Shuster.

Daresh, J. C. (2001). *Beginning the principalship* (2nd ed.). Thousand Oaks, CA: Corwin.

Deal, T. E. & Peterson, K. D. (1994). *The leadership paradox: Balancing logic and artistry in schools.* San Francisco: Jossey-Bass.

Deal, T. E. & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership.* San

    Francisco: Jossey-Bass.

Duffrin, E. (2000, October 15). What it takes to make a school sing—and why CPS comes up

    short. *CATALYST* [on-line]. Available: http://www.catalyst-chicago.org/10-

    00/1000main1.htm.

Ferrando, V. L. (2001, February). Challenges for 21st-century elementary school principals. *Phi*

    Delta Kappan, 440-442.

Fullan, M. (2003). *The moral imperative of school leadership.* Thousand Oaks, CA: Corwin.

Gewertz, C. (2001, February 28). 'Freak dancing' craze generates friction, fears. *Education Week*

    [on-line]. Available: http://www.edweek.com/ew/ew_printstory.cfm?slug=24freak.h20

Hanson, K. L. (2001). *Preparing for educational administration using case analysis.* Upper

    Saddle River, NJ: Merrill Prentice Hall.

Horton, J. L. (1999, October). Discipline under IDEA. *The School Administrator,* 30-35.

Kline, P., & Saunders, B. L. (1995, April). Ten steps to a learning organization. *Executive*

    Excellence. Provo, UT: Executive Excellence Publishing.

Kleiner, C. (2000, June 12). Test case: Now the principal's cheating. U.S. News [on-line].

    Available: http://www.usnews.com/usnews/issue/000612/cheating.htm

Kouzes, J. M., & Posner, B. Z. (1993). *Credibility; How leaders gain and lose it, why people*

    demand it. San Francisco: Jossey-Bass.

Lambert, L. (2003). *Leadership capacity for lasting school improvement.* Alexandria, VA:

    Association for Supervision and Curriculum Development.

National Association of Secondary School Principals. (2001). *Breaking ranks: Changing an*

    American institution. Reston, VA: Author.

Nahavandi, A. (1997). *The art and science of leadership.* Upper Saddle River, NJ: Prentice-Hall.

Norris, C. (1997). Personal correspondence with author. (Syllabus for ADSU 6301-6302, 1997).

Peterson, K. D. (2001, Winter). The roar of complexity. *The Journal of Staff Development,* 18-21.

Riehl, C. J. (2000, Spring). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Educational Research, 70* (1), 55-81.

Sarason, S. B. (1990). *The predictable failure of educational reform.* San Francisco: Josey-Bass.

Sergiovanni, T. J. and Starratt R. J. (1983). *Supervision: Human perspectives*. New York: McGraw- Hill.

Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.

Sergiovanni, T. J. (2000, September). Standards and the lifeworld of leadership. *The school administrator,* 6-12.

Sergiovanni, T. J. (2000). *The lifeworld of leadership: Creating culture, community, and personal meaning in our schools.* San Francisco: Jossey-Bass.

Sergiovanni, T. J. (2001). *The principalship: A reflective practice perspective.* Needham Heights, MA: Allyn & Bacon.

Skrla, L., Erlandson, D. A., Reed, E. M., & Wilson, A. P. (2001). The emerging principalship. Larchmont, NY: Eye on Education.

Snowden, P. E & Gorton, R. A. (2002). *School leadership and administration* (6th ed.). New York: McGraw-Hill.

Starratt, R. J. (1996). *Transforming educational administration: Meaning, community, and excellence.* New York: McGraw-Hill.

The National Institute on Educational Governance, Finance, Policymaking, and Management. (1999, June). *Policy brief: Effective leaders for today's schools: Synthesis of a policy forum on educational leadership.* Office of Educational Research and Improvement, U.S. Department of Education. Jessup, MD: Education Publications Center.

The Jossey-Bass reader on educational leadership (2000). San Francisco: Jossey-Bass.

The principal, keystone of a high-achieving school: Attracting and keeping the leaders we need. Alexandria, VA: National Association of Elementary School Principals, Renton, VA: National Association of Secondary School Principals, Arlington, VA: Educational Research Service.

Tomlinson, C. A. (1999, October). Leadership for differentiated classrooms. *The School Administrator,* 6-11.

Ubben, G. C., Hughes, L. W., & Norris, C. J. (2001). *The principalship: Creative leadership for effective schools* (4th ed.). Boston: Allyn and Bacon.

Wilhelm, W. (1996). Learning from past leaders. In F. Hesselbein, M. Goldsmith, & R. Beckhard (Eds.), *The leader of the future* (pp. 221-226). San Francisco: Jossey-Bass.

Wilmot, W. W., & Hocker, J. L. (2001). *Interpersonal conflict.* Boston: McGraw-Hill.

APPENDIX A

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at The University of Montana are expected to:

Y Demonstrate professional vision in the practice of educational administration

Y Accept responsibility and accountability for class assignments in their role as members of the class

Y Demonstrate growth during the period of their graduate career

Y Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives

Y Demonstrate imagination and originality in the discussion of educational leadership issues

Y Understand the relationship between theory and practice and the value of reflective leadership

Y Demonstrate a moral, humanistic, ethical and caring attitude toward others

Y Demonstrate an ability to build trust and positive relationships with others

Y Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions

Y Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor

Y Demonstrate an ability to express himself/herself well in speech and writing, and

Y Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

> **FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.**

APPENDIX B

Assignment

Paper Title

by
Your Name

Submitted to
William P. McCaw, Ed.D.

In Partial Fulfillment of the Requirements of
EDLD 567: K-12 Leadership

The University of Montana

APPENDIX C

Fieldwork Project Plan
EDLD 595/567: K-12 Leadership

Student's Name: _____   Semester: _____

Administrator/Mentor

| _____ | _____ | _____ |
| Name | Title | Phone |

Fieldwork Project Location: _____

Briefly describe the Fieldwork Project Plan and the level of supervision/mentoring that will be provided by the site administrator/mentor (use additional pages if necessary).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signatures and Date:

| _____ | _____ | _____ |
| Student | Administrator/Mentor | Professor |