

Spring 2-1-2005

EDLD 550.01: Foundations of Educational Leadership

Dean Sorenson
The University Of Montana

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Sorenson, Dean, "EDLD 550.01: Foundations of Educational Leadership" (2005). *Syllabi*. 10092.
<https://scholarworks.umt.edu/syllabi/10092>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Please turn off cell phones during class

UNIVERSITY OF MONTANA
Department of Educational Leadership and Counseling
EdLd 550
Foundations of Educational Leadership

Instructor: Dean Sorenson, Ph.D.
Phone: 243-5610
Email: dean.sorenson@mso.umt.edu
Office Hours: By Appointment, Room 208

1. Course Description

This course will cover the appropriate leadership and management roles of the modern school principal and how current theories inform the practice of the effective administrator, in both leadership and supervisory functions. The evolution of leadership will be investigated as well as the relationship between principal, superintendent, school board and the greater educational community.

2. Culminating Outcome.

Often practitioners reject the application of leadership theory to their day-to-day work in favor of the “real world” approach to problem solving. This attitude is at best uninformed and at worst, anti-intellectual. Powerful theory should help us explain what goes on around us. Therefore, using the text, other teaching materials and class discussions, **students will develop and make a presentation that describes an application of leadership theory to leadership from the principal’s perspective. This application will be couched in the student’s belief system and include the student’s treatment of a real or a hypothetical “real world” situation that might reasonably be encountered by today’s school principal.**

3. Enabling Outcomes with OPI Standards

Your study of leadership theory, both in this class and outside, should include but not be limited to the following issues:

- Develop an understanding of your beliefs, vision, operating principles as they relate to principal leadership. [[OPI 10.58.704; d,iii](#)]
- Theoretical and historical foundations of schools and leadership
- Become familiar with the school as an organization (organizational culture – and changing culture) [[OPI 10.58.704; 1a, I, ii, iv](#)]
- Become familiar with the challenges, issues and problems encountered by the modern principal [[OPI 10.58.701; 1d, iv, g,iv](#)]
- Investigate and become familiar with educational/organizational change.
- Principal/Board/Community relations [[OPI 10.58.704; b,ii, vi](#)]
- Principal as facilitator of effective curriculum and instruction
- Principal as human resource developer (personnel functions)
- Principal as communicator (internal and external publics)
- Principal as decision maker, motivator

Please turn off cell phones during class

- Schools as social systems
- The politics of education

ISLLC Standards

The program in Educational Leadership at The University of Montana incorporates throughout its coursework, the standards developed through the Interstate School Leaders Licensure Consortium. This course is intended to provide experiences and information designed to assist in the development of knowledge, dispositions and skills (performance) related to these standards. K-12 School Administration students should focus on the development of these skills, knowledge, and dispositions especially in preparing a portfolio entry. Knowledge, dispositions and skills (performances) too numerous to list here, are available in a matrix kept in the department office.

ISLLC Standards for this class:

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.

Standard 2

A school administrator is an education 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.

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.

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.

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.

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

Students are required to reference the ISLLC standards contained in this syllabus and any others they have developed in their work in the course, and present/document those standards in their presentation to their comprehensive exam committee.

Please turn off cell phones during class

4. Activities

Class activities require the active participation of all class members. The instructor subscribes to a philosophy of learning that holds that everyone engaged in learning teaches every other engaged person. That is, an open mind, participating in meaningful discussion is a powerful learning environment. When someone is not in class and thereby not engaged in the discussion, the learning environment for everyone else is diminished.

Student contributions will be judged on a demonstrated understanding of the knowledge base, the ability to translate and apply that knowledge to real situations and the student's ability to communicate effectively during times of disagreement among colleagues. Informed contributions to class discussions are critical to collective learning and professional development. It is expected that all students will foster their own learning and the learning of others through their positive and thoughtful engagement in class activities.

Should individual written assignments be given, it is expected that these assignments be the original work of the individual and that APA style will be applied with requisite attribution and citation.

Activities may include:

- Individual written assignments and oral presentations
- Large and small group discussions of readings, professional experiences and emerging ideas and concepts
- Individual and small group presentations on other activities in which collaboration and team work is expected

Questions for Class Discussions (Daily)

Depending on the size of the class, reading assignments may be parceled by groups so that material may be more effectively covered. Students are expected to **read, in detail** the assigned readings.

As a part of the reading assignments, each student is expected to bring to class, the following day, and three higher order thought provoking questions for class discussion. These questions should be in writing and may be submitted to the instructor or class members.

Individual Class Presentation (20-30 minutes)

Presentations will present a "real life" school issue and describe how as a leader, you would respond to the issue. You should be able to justify your response predicated on applicable theories and the practical nature of leadership. Your response should also be based on your belief system and be tied to your vision for the school.

Please turn off cell phones during class

5. Grading

Students will be asked to engage in developing student assessment criteria and describe the nature of quality work. The following products/activities will be part of that discussion. Students will also be asked to self-evaluate their performance.

- Class attendance and quality of participation in class discussions 15%
- Quality of questions provided for class discussion 15%
- Presentation to class outlined in culminating outcome p. 1 35%
- Final examination 35%

Important Note:

For students seeking a master's degree, the presentation connecting theory to practice is a benchmark assignment meaning that it will be synthesized with appropriate benchmark assignments from other classes in the master's program and presented as part of a portfolio for comprehensive examination. Although this assignment could be combined with a number of other benchmark assignments it may fit well with K-12 leadership, school finance, or instructional leadership issues addressed in leadership classes.

6. Required Readings

- [Hanson, E. Mark, Educational Administration and Organizational Behavior. Fifth Edition, ISBN 0-205-33431-8](#)
- Other readings as may be assigned.

School of Education Mission Statement

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Mission Statement

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

Please turn off cell phones during class

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

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

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

It is the belief of the faculty that those entering educational administration should represent the most capable in our profession and that those who do not demonstrate the ability to perform the above list of qualities, should not be educational leaders. These standards have been adopted by the Educational Leadership faculty and are used both for admission to the program and to judge student progress. Failure to demonstrate the aforementioned qualities, on a consistent basis, may result in removal from classes and/or the educational leadership program.