

UNIVERSITY OF REDLANDS

SCHOOL OF EDUCATION

Location Address

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COURSE SYLLABUS

Course: EDUC 671
Course Title: Leadership
Term: Spring 2017
Days/Times: Wednesday/5:30 p.m. – 8:30 p.m.
Class Location: HOL – 103

Faculty: Dr. Mallanie Avinger
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Catalog Course Description

Features individual leadership assessments, administrative styles, employee motivation, and leadership theory. Emphasis on school improvement, decision-making and planning skills, and the sociology of organizations. Fieldwork assignments required.

The Following California Professional Standards for Educational Leaders are partially addressed in this course:

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|--|----------------|
| 1. Development and Implementation of a Shared Vision | Elements 1A-1C |
| 2. Instructional Leadership | Elements 2A-2C |
| 3. Management and Learning Environment | Elements 3A-3C |
| 4. Family and Community Engagement | Elements 4A-4B |
| 5. Ethics and Integrity | Elements 5A-5C |

The following California Administrator Performance Expectations (CAPE) are partially addressed in this course:

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|---------|---|
| CAPE 1A | Developing a Student-Centered Vision of Teaching and Learning |
| CAPE 1B | Developing a Shared Vision and Community Commitment |
| CAPE 1C | Implementing the Vision |
| CAPE 2A | Personal and Professional Learning |
| CAPE 2B | Promoting Effective Curriculum, Instruction, and Assessment |
| CAPE 2C | Supporting Teachers to Improve Practice |
| CAPE 2D | Feedback on Instruction |
| CAPE 4A | Parent and Family Engagement |
| CAPE 4B | Community Involvement |
| CAPE 5A | Reflective Practice |
| CAPE 5B | Ethical Decision-Making |
| CAPE 5C | Ethical Action |

Course Objectives

Upon successful completion of this course, the student should be able to:

1. Develop a philosophy and vision while experiencing common issues confronting a building principal. (CAPE 1A-C; 2A)
2. Have general understanding of how schools and districts are organized and how these organization structures relate to personnel management and leadership. (CAPE 3B)
3. Acquaint students with understanding the leadership role of the administrator and various leadership theories on effective schools. (CAPE 2A-B)
4. Develop a basic understanding of group dynamics, conflict, and collaboration in the school setting and with the community. (CAPE 4B)
5. Apply the theory, use, and application of decision-making models. (CAPE 5B)
6. Understand state mandates and value of improving student achievement through an accountability system. (CAPE 2A-D)
7. Develop a commitment to continuing personal/professional/ethical development.
8. Understand and value diversity as a strength, while ensuring equity in the school setting to establish a positive school climate. (CAPE 4A-B)

Required Readings/References

- Marzano, Robert et. al (2005) *School Leadership that Works*. Alexandria: ASCD
- Collins, Jim (2001) *Good to Great*. New York: Harper-Collins
- Fullan, Michael (2014) *The Principal - Three keys to maximizing impact*. San Francisco: Jossey-Bass

Other Reference Materials

Student's district bargaining contract

Other articles and/or online sources as assigned (may vary from student to student)

Class handouts

Candidate Assessment

1. Complete weekly reading and post four *Good to Great* reflections on Moodle comparing the text chapters to an approved leader in the student's field. Respond to other students' postings on Moodle.
2. Demonstrate the ability to use the Internet to research leadership theories and/or approaches, current educational trends and apply to assignments from the university Moodle. (CAPE 3)
3. Successfully complete 10 hours of leadership related fieldwork, accompanied by a one-page proposal, verification of completion, and a two-page evaluation of the experience. (CAPEs 1 and 5)
4. Analyze a conflict in the workplace, describe the resolution strategies, and comment on additional strategies that could have been employed to more satisfactorily resolve the issue(s). (CAPE 3)
5. Conduct a personal leadership analysis, identify personal leadership style, and develop a professional growth plan. (CAPEs 1-5)
6. Select a current trend in education using a related peer-reviewed case study; collaboratively identify issues; research relevant law, board policies, association contracts, and reform literature; and collaboratively prepare a four-five (4-5) page report; prepare relevant supporting documents and/or

reports; attach copies of relevant law/contracts; and demonstrate leadership in a group presentation. (CAPEs 1-2, 4-5)

7. Interview a leader in the student's "target position" to develop greater understanding of the position and the career path required to obtain the position. (CAPEs 2 and 5)
8. Be an active participant in a stakeholder group and action team during the shared decision-making process. Additionally, be an active participant in classmates' presentations. (CAPEs 1 and 5)

| <i>Assignment</i> | <i>Points</i> |
|--|---------------|
| Responses to Classmates' Posts | 20 |
| Fieldwork Proposal | 10 |
| Leadership Interview | 15 |
| Leadership Analysis | 15 |
| Leadership Growth Plan | 10 |
| Conflict Analysis | 15 |
| Fieldwork (Completion, Verification, Evaluation) | 20 |
| Four text-reflections of 2-3 pages posted on Moodle | 20 |
| Hybrid Class Assignments (3 @ 5 points each) | 15 |
| Case Study | 20 |
| Leadership Book Comparison | 30 |
| Participation/attendance | 10 |
| TOTAL | 200 |

Grading System/Scale

| | | |
|---------------|-----------|------------|
| 95-100 | A | 4.0 |
| 90-94 | A- | 3.7 |
| 88-89 | B+ | 3.3 |
| 85-87 | B | 3.0 |
| 80-84 | B- | 2.7 |
| 78-79 | C+ | 2.3 |
| 73-77 | C | 2.0 |
| 70-71 | C- | 1.7 |

Evaluation of your work will be based on the following criteria:

A/4.0: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

A-/3.7: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B+/3.3: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization, and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B/3.0: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

- **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**

B-/2.7: All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

- Student should arrange conferences with the professor and advisor to discuss it.

C+/2.3: All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

- Student should arrange conference with the professor; and a conference with the advisor is **required**.

C/2.0: Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

- A meeting with the professor should be arranged; and a meeting with the advisor is **required**. The professor will notify the advisor of the grade.

Below 2.0: Grades below 2.0 are not acceptable for credit toward a degree or credential. A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

D/1.7 and F 1.3 – 0.0: Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.** A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

SCHOOL OF EDUCATION POLICY

Academic Honesty

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Attendance

Active class participation and attendance is required and a vital part of the course. If you miss more than two classes, you may be asked to repeat the class at another time. You are expected to be on time for class and stay for the entire class.

ADA statement: Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation.

Assignments

Assignments are due the following class meeting date by 11:59 PM. ***The instructor must approve late work or exceptiona in advance.***

Class Schedule

1. Class starts at 5:30 and ends at 7:50 without a break – 7:50-8:00 questions/clarifications.
2. Dr. Avinger will meet with each student once for 30-minutes out of class time – 8:00-8:30 by sign-up.

Student Meetings

The following are the days student meetings will take place with a duo meeting. Only one day will have one one-on-one meeting: 1/24/17, 2/8/17, 2/15/17, 2/22/17, 3/1/17, 3/15/17, 3/22/17

Topic Outline, Schedule, Readings and Activities

*Topic outline may be adjusted at the end of the first class session and/or updated/modified as necessary. ***Assignments are due the following week.***

| <u>Class Session</u> | <u>Activities</u> | <u>Date</u> | <u>Assignment</u> |
|----------------------|--|------------------------------------|---|
| Class 1 | Introduction /Overview of Course: Defining Leadership; Leadership Approaches; Leadership Theories Leadership Activity: Identify your personal style, philosophy, vision | 1/11/17 | Consider Fieldwork options Post proposed leader on Moodle (name and position)* - No duplications; first post gets priority Post preliminary fieldwork proposal on Moodle (<50 words). |
| Class 2 | Leadership Approaches: Trait, Skills, Style and Situational Fieldwork Discussion | 1/18/17 | Read Collins Ch. 1 – “Good is the Enemy of Great” Comparison reading selection: <i>The Principal</i> by Michael Fullan |
| Class 3 | Leadership Theories: Contingency, Path-Goal, Leader-Member Exchange <i>School Leadership that Works</i> – Ch. 1-2 Collaborative Case Study Assignments – Presentation Dates Selected | 1/24/17 Student Meeting (2) | Read Collins Ch. 2 – “Level 5 Leadership” Begin reading <i>The Principal for comparisons</i> with <i>Good to Great</i> Fieldwork Proposal – One page |
| Class 4 | Conflict Analysis: Difficult People Categories; Conflict Management Strategies; Documentation Video: https://www.youtube.com/watch?v=toUJlYqKfQ&list=PLXerNiozYvi-Oc39NxTgMuJym2w4ESVx&index=71 | 2/1/17 | Read Collins Ch. 3 – “First Who... Then What” Conflict Analysis Post first <i>Good to Great</i> Reflection on Moodle and respond to three classmates’ postings |

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|-----------------|--|------------------------------------|--|
| Class 5 | Decision Making, Conflict Management, Climate <i>School Leadership that Works – Ch. 7</i> <i>Collaborative Case Study Presentations</i> | 2/8/17 Student Meeting (2) | Read Collins Ch. 4 – “Confront the Brutal Facts” |
| Class 6 | Morale, Student Discipline, Power, Courageous Conversations - Employee Discipline <i>School Leadership that Works – Ch. 4</i> | 2/15/17 Student Meeting (2) | Read Collins Ch. 5 – “The Hedgehog Concept” Post second <i>Good to Great</i> Reflection on Moodle and respond to three classmates’ postings Plus Portfolios |
| Class 7 | Standards and Accountability Guest Speaker <i>Good to Great</i> <i>Collaborative Case Study Presentations</i> | 2/22/17 Student Meeting (1) | Read Collins Ch. 6 – “A Culture of Discipline” Distribute Leadership Analysis Forms Leader Interview Report |
| Class 8 | Culture and Leadership, Community, Ethics <i>School Leadership that Works – Ch. 5</i> <i>Collaborative Case Study Presentations</i> | 3/1/17 Student Meeting (2) | Read Collins Ch. 7 – “Technology Accelerators” Personal Leadership Analysis |
| Class 9 | Community Involvement, Diversity, Crisis Management | 3/8/17 | Read Collins Ch. 8 – “The Flywheel and the Doom Loop” Post third <i>Good to Great</i> Reflection on Moodle and respond to three classmates’ postings Leadership Growth Plan |
| Class 10 | Types of Leaders: Transformation, Transactional, Team and Women; Career Planning - Interviews Guest Speaker <i>Collaborative Case Study Presentations</i> | 3/15/17 Student meeting (2) | Read Collins Ch. 9 – “From Good to Great to Built to Last” Fieldwork (Completion, Verification, Evaluation-two pages) |
| Class 11 | Supervision of Curriculum and Instruction Discussion: <i>School Leadership that Works – Ch. 6</i> <i>Collaborative Case Study Presentations</i> | 3/22/17 Student meeting (2) | Complete Collins <i>Good to Great</i> and <i>The Principal</i> Post final Moodle Reflection FINISH MAKE-UPS AND RE-WRITES |
| Class 12 | <i>Good to Great</i> and <i>The Principal</i> presentations Celebration Evaluations | 3/29/17 | |