

WEBSTER UNIVERSITY
Course Syllabus

LEAD 6004

Leadership and Collaboration Block

(Course Title)

Instructors

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Term: Fall I & II

1. COURSE DESCRIPTION (STUDENT FOCUS, RATIONALE, SCOPE,

PREREQUISITES): In this block students will explore a variety of theories, concepts, principles and models utilized when implementing partnerships. Through research, site visits and professional discourse students will identify and analyze the uses and applications of community and school resources in supporting families and children. Students will learn, simulate and evaluate techniques for interacting with stakeholders and examine collaboration concepts, principles, models and strategies for interdisciplinary team efforts. Emphasis will be placed on models of communication, problem solving, conflict resolution, decision-making and team building principals and skills. Focus will also be placed on best practices in the development of community information, networking, support systems, public relations and media. Issues of grant identification, proposals, implementation and evaluation will also be explored in relation to their impact on collaborative processes.

2. COMPETENCIES: Standards for School Leaders to be used in the evaluation of programs for certification of school administrators in conjunction with the Missouri Standards for Teacher Education Programs (MoStep) based on the Interstate School Leaders Licensure Consortium

Standards for School Leaders

1.3 Professional Competencies for School Leader Preparation (Advanced)

1.3.1: 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.

1.3. 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.

1.3.3: 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.

1.3.4.: 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.

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

1.3.6: 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.

Note: A listing of the "Knowledge," "Disposition," and "Performance" indicators specific to this course as outlined in the Missouri Standards for Teacher Education Programs (MoStep) have been attached for further information.

Webster University Standards

1. Demonstrate constructed knowledge of content, based on personal inquiry and scholarship.
2. Participate in a community of learners, including students, colleagues, and parents.
3. Model effective leadership/supervisory practices based on sound theory and practice and resulting in an best practice programming, instruction and optimal learning environment.
4. Will be innovative and experiment with programming, curriculum and instruction as an ongoing part of leadership/supervision, while operating within realistic parameters.
5. Provide leadership and supervision that embraces diversity and supports programming, curriculum, instruction, intervention that meets the individual needs of each student and situation that presents itself..
6. Reflect upon own practice in order to become an agent of change, at the individual student, classroom, building, district and community level.

Course Content Standards

1. Demonstrates the ability to work effectively with parents, families and other adults from a variety of diverse backgrounds.
2. Demonstrates the ability to synthesis principals and concepts from public policy, legislation, litigation research data and literature in the context of collaboration among and between families, professionals and interagency partnerships. W1,2,6
3. Identify and apply both collaboration and communication concepts, principals and skills among and between families, professionals and the individual,

- building, district and interagency level.
4. Articulates and applies best practices in the development and implementation of collaborative teams among and between professionals, families, and interagency partnerships.
 5. Demonstrate the ability to identify and effectively apply a variety of problem solving, conflict resolution and decision making processes at the individual, building, district and interagency levels.
 6. Identify a comprehensive framework of community resources/services and how to access them to support both students and their families.
 7. Understand best practice interagency models and the family/community centered approach within the schools.
 8. Identify and implement a variety of planning processes models for integrating The family school and community.

SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS, ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS AND EXAMS:

METHODOLOGY: Lecture, small and large group discussion, experimental/application activities, simulation activities, student reporting, self-examination surveys, demonstrations, active participation, outside readings and written exercises such as: journals, small topical reports, application narratives/projects, case studies and observation/shadowing narrative.

TOPICS:

Week 1 Introduction/Leadership

Characteristics/traits

Theory/models

Building teacher leadership

(Packet review, Covey & Senge review, Portfolio I:1, large and small group work)

Week 2 Leadership

Characteristics/traits

Theory/models

(Packet reading, Leadership handout, Covey Private Victory/Be Proactive, Portfolio I:2, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 3 Leadership

Characteristics/traits

Theory/models

Building teacher leadership

(Packet reading, Covey Begin with the End in Mind, Portfolio I:3, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 4 Effective communication: Leadership Effectiveness Training

(Packet reading, Portfolio I:4 and turn in reflective and/or

experimental/application activities and present to your administrative team group and/or class.)

Week 5 Effective communication

Blocks/filters
Effective practices/models
Self-analysis
Communication tools (technology)
Application

(Design 3, Packet reading, Senge Shared Vision & Mental Models, Portfolio I:5, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 6 Team Building

Process/options
Running effective groups
Consensus building
Negotiations
Application

(Design 1.2.1-5b and 6.3, Packet reading, Covey First Things First, Portfolio VI:1, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 7 Running effective groups

(Packet reading, Senge The Laws of the Fifth Discipline & The Art of Seeing the Forest for the Trees, Portfolio VI:2, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 8 Internal Communication

Collaborative Models among and between professionals
Consult/team models (CARE Team, Team meetings, Collaborative Teaming, Building Teacher Leadership)
Self-analysis
Application

(Packet reading, Covey Think Win/Win, Portfolio VI:3, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 9 External Communication

Family School Partnerships
Family support (empathy, empowering, support models)
Family communication (home-school links, conferencing)
Family partnerships
Family-community partnership
Application

(Design 4, Packet reading, Covey Seek First to Understand, Senge The Principle of Leverage, Portfolio VI:4, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Community School Partnerships
Theory/models/examples

Processes

Community School and Home Partnerships

Design community Programs

(Design 4 and 6.1-2 and 7.1 Packet reading, also Packet reading in “Pulling it all Together,” and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Communication with the Press

Tax Campaigns

Public Policy: Home Community and School

Theory

Research data

Think Tanks

Philosophy/History/Law

Week 10 Problem Solving

Models

Application

(Design 1.1.2.6-20, Packet reading, Covey Synergize, Portfolio VI:5 and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 11 Conflict Resolution

Theory/models

Application

(Design 1.1.2.6-20, Packet reading, Senge The Sixth Discipline, Portfolio V:1, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 12 Program Planning

Vision/mission/guiding principles/goals/action
plans/evaluation-data

Outcome based/revision

(Design 5, Packet reading, Senge Rewriting the Code, Portfolio V:2, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 13 Planning for Change

Change Process/management

Advocacy

Decision making options

Application

(Design 1.1 and 5, Packet reading, Senge The Indivisible Whole, Portfolio V:3 and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 14 School Climate

Inclusive across all

Respect for diversity
Dignity/trust for all, supportive/edifying environment conducive to all
Safe Schools

Application

Guest speaker

(Design 2 and , Packet reading, Senge The Leader's New Work, Portfolio V"4-5,
and turn in reflective and/or experimental/application activities and present to
your administrative team group and/or class.

Week 15 Summary/Reflection

Application Presentations

Celebration

(Turn in reflective and/or experimental/application activities
and present to your administrative team group and/or class.)

4. RESOURCES:

Text Used: Blank, M; and Kershaw, C. (Ed.Ds.) (1998). The Designbook for
Building Partnerships: School, Home and Community. Lancaster,
Pennsylvania: Technomic Publishing Company. {Required}

Stephen R. Covey (1989)The 7 Habits of Highly Effective People.
Fireside Book Published by Simon & Schuster, New York (Required)

Peter M. Senge (1994). The Fifth Discipline: The Art & Practice of The
Learning Organization. Currency Doubleday, New York. (Required)

Gallager, D.R. and Kindered, L.W. (1997). The School and Community
Relations. Needham Heights, MA: Allyn & Bacon. {Optional}

Supplemental Readings: (List and indicate how these are to be used.)

A packet containing material to support weekly sessions will be distributed to each
student on the first night of class. An additional assortment of handouts for review will
also be distributed. A fee (approximately \$35.00) will be charged for this material
materials. . See the attached bibliography for a list of additional suggested readings.

Audio Visual/Other: overheads, guest speakers, site visits and video presentations

5. EVALUATION:

Assessment Competencies

Students will document all competencies in professional portfolios

Students will:

1. Demonstrate constructed knowledge of content based on personal inquiry and
scholarship through analysis of critical issues and events, and case studies. Students will

write journals, course content outlines, essays, and summaries from literature, field experiences, class discussions and interviews. Students will complete case studies, problem solving/conflict resolution/decision making vignettes and finally application projects. All of these activities will include content knowledge personal inquiry and scholarship.

2. Develop collaborative/communication skills and effective collaborative leadership/supervisory practices through participation in a community of learners, including students, colleagues, and parents through simulations, application activities and cite based experiences. Students will participate in class discussion, small group activity/application sessions and share between and among their class colleagues completed. Students will also interview leaders in leadership and participate in field activities involving a peers in a variety of professional and community roles.

3. Synthesize principles and concepts from public policy, legislation, litigation, research and professional literature on collaboration and public relations among families, professionals and interagency partnerships and practice resulting in a best practice programming, instruction, and public relations through structured simulations and applied activities. Students will complete problem solving/conflict resolution/decision making vignettes, case studies, model program narratives which include effective practices, and finally application projects that incorporate best practices in collaborative educational leadership and supervision. Research projects will also require best practice themes in the above component areas.

4. Be Innovative and experiment with programming as an ongoing part of collaborative leadership/supervision, while operating within realistic parameters as documented through application projects, research papers and model program narratives which include effective practices.

5. Embrace diversity in a multicultural setting and meeting the needs through collaborative leadership and sensitive public relations approaches by participating in structured site based experiences, interviews, exploration of community resources, program summaries and applied projects.

6. Reflect upon own practice in order to become an agent of change, at the individual student, classroom, building, district and community level by modeling collaborative leadership skills in both simulations and specific internship assignments. Students will write reflective journals, course content outlines, essays, and summaries from literature, field experiences and interviews. Students will complete case studies, problem solving/conflict resolution/decision making vignettes and finally application projects. All of these activities will include a reflective component that will stimulate growth, innovation, best practice application and next step implementation as it would relate to the individual, classroom, building district and community levels.

Note: A listing of the "Knowledge," "Disposition," and "Performance" indicators specific to this course as outlined in the Missouri Standards for Teacher Education

Programs (MoStep) and corresponding assessment activities have been attached for further information.

Assessment Activities:

In a nutshell:

Expectation: Excellence, "A" work with in-class (and out-of-class) activities. An implementation plan in order to obtain an "A," grade for the course is outlined below.

1. Collaborative participation in both large and small work groups in and out of class
2. Weekly reading and reflections and/or application activities
 - a. "A," work would include one of the following:
 - *Response Journal:* Complete a two-page literature response journal In this journal you should write your personal reactions to and reflective analysis of class discussions and related assigned readings. Tell what you are thinking, questioning, wondering about, and learning. You could also include comments of disagreement, insight, concern, and/or connections with other readings, experiences, ideas, research and theory.
 - *Response Essay:* Two page essay re: topics discussed in class
 - b. "B," work would include:
 - *Response Summary:* Two page summary of main points of each class session

Note: Be prepared to share some or all of the content (from the above activities) with your classmates in small group discussions which will be scheduled each week. You should turn in the weekly journal on the following week. A matrix will be used to assist in your writing and in my feedback.

- c. Readings: Information to supplement each class session is presented in the text and supplemental packets Chapters and/or placket material should be read to provide a background for discussion and gain information before each class. Other selected materials will be given out for review related to topics not covered in the text or packet. Please refer to the course schedule in order to prepare for each class.
3. Weekly response to ISLLC portfolio and/or assessment questions
4. Weekly administrative team projects with large group presentations and a final culminating packet of material

Possible Make-Up or additional options to meet the "A," Standard when ones performance, attendance, participation is in question.

Each student can select from the menu of activities mentioned below those activities that best fit their individual need. Students can contract for the grade of their choice.

I. Mini Assignment Options: (One every week and in at least one in each of the main Standard/theme areas covered in this class.

A. *Literature Summary*: Review of articles related to class topics.

Choose an article from a professional journal or a chapter from a book. Summarize the article or chapter in two or more pages. This summary may include the purpose, methods, findings, educational implications and personal comments. Be prepared to present and discuss the issues and/or trend in class.

B. *Administrator Interview*: Interview a current special education administrator. This write up should include:

1. The administrator interviewed and his/her title
2. Topic area for the interview
3. Administrator's role in that area
4. Outline of the specific information obtained as it relates to components outlined in the course syllabus. For instance if the topic is problem solving, conflict resolution or decision making you might include:
 - a. The processes this administrator uses
 - b. The current issues administrator is working through and how they are approaching each
 - c. The collaborative aspects of this process

Experimental Activities: Engage in experimental/applied activities which will enable you to grow professionally in regard to one or more of the learning outcomes from each of the domain areas (administering, planning/programming, staffing, coordination/communication) covered in this class. You could apply situations/examples/case studies/dilemmas/self-assessment/activities covered in class to your own situation or make up your own. Examples could include, but are not limited to, application of problem solving, conflict resolution, decision making skills. More specifically develop a vignette/situation/dilemma in each of the domain areas following the below mentioned steps.

1. Description of Vignette/situation/issue/dilemma:
2. What factors should be considered?
3. How might this situation/dilemma be handled?
 - a. Options
 - Description of each with pros and cons
4. Select an option
 - a. Rationale for selection
 - b. Detailed description of steps
5. When the dilemma is of a learning/teaching/instructional nature include:
 - a. Description of the instructional issue

- b. Identify competing claims for resources
 - c. Prioritize action steps
 - d. Explain instructional and curricular strategies appropriate in response to the situation.
 - e. Discuss the situation's instructional implications
6. A variation of 1-5 above would be to give (or develop) a scenario with supplemental documents/data involving a school and its community. Answer the following:
- a. What is the important issue in the data presented in this scenario and supplemental data?
 - b. What other information would you need to assess the information presented in the document and where would you get it?
 - c. What important patterns do you observe in the data presented in these? documents?
 - d. What steps would you take with your staff and/or others to address the issues raised by the data presented?
 - e. How would you present the information contained in this document to parents, community organizations, staff etc.?

C. *Community Resource Summaries*: Investigate community resources and write up a summary outline). The following components could be used to organize and summarize the critical information about each resource. A narrative summary report would also be fine. The components area as follows:

1. Community resource
2. Contact person
3. Method of contact (phone/mail/visit)
4. Description of program
5. Demographics (population served, age, push in or pull out)
6. Services (type, frequency/duration, access service/transportation, appointments, waiting list, fees, criteria for using the services)
7. Program requirements (accreditation, licenser)
8. Staff requirements training (required for staff, for volunteers)
9. How is individualization and diversity addressed.
10. Strengths/weaknesses
11. Overall perceptions

Be prepared to share a reflective analysis of this experience in class at an upcoming class session (normally the week after you implement it or when it is pertinent to the class topic being covered.) We will explore option for this assignment in class each week,

II. *Field Experience*

This experience could be related to a focused topic/theme area or related to the day in the life of a special education administrator. Information obtained could include:

- A. The administrator interviewed and his/her title
- B. Topics/theme area for the field experience
- C. Administrators role in that topic/theme area

- D. Outline of the specific information obtained as it relates to components outlined in the course syllabus.
- E. Log of activities with descriptive and reflective comments
- F. Reflective thought as a result of this activity

IV. The Final Assignment: (We are looking at having 2 administrative team projects over the duration of the course that can be used instead of the options listed below.) Develop a Case Study or Research Paper or Major Applied Project write-up for uses in your present/future work setting.

- A. *Case Study*: Develop a case study of a program or topic/theme area identified in your district you would like to improve You will begin your study with the program or topic/theme profile and history. You will review relevant literature/documentation/data which addresses this profile as it relates to the program model components identified in this course (see the program visitation criteria matrix). You should supplement your study with actual experiences and interviews with appropriate key persons (teachers, community agency representatives, students, school staff etc.). You will then develop an action plan for making the needed changes. This action plan should include the process for problem solving, conflict resolution, decision making, change and/or other components identified in this course. Provide a rationale for the processes chosen. recommend. W1-6

This paper will be evaluated using a matrix on the following:

1. Introduction
 2. History and present profile
 3. Information gathering
 - a. Relevant data/documentation
 4. Statement of the problem
 5. Analysis of the problem
 - a. Data/documentation/evaluation review
 - b. Literature review (analysis of literature findings)
 6. Identification of options for consideration
 - a. Outline pros and cons
 7. Select an option
 - a. Rationale
 - b. Detailed model program description
 - Use the program visitation criteria matrix)
 8. Action Plan (program development/change process)
 - a. How will you get from where you are now to the new design
 - b. Who will be involved in the planning?
 - c. Timelines
 - d. Implementation
 - f. Program evaluation and refinement
- B. *Research Paper*: Chose a theme related to this course and create a typewritten research report with appropriate documentation and current bibliography.

Ideas should include specific topics/themes covered in this class.

Attention could be given to what research and literature review has to say about best practice implementation, strength/weaknesses, options/variation for implementation, and your own personal thoughts on the subject. You could identify aspects of this research you would like to implement in the future. W1,3,4,6 and to a degree 2 and 5

C. *Applied Project*: Develop a practical application project narrative in a topic area covered in this course. The content should include components covered in class.

Examples are as follows:

1. Program description/handbook for staff and or parents
2. Staff (teacher and/or administrator) handbook outlining procedures, program write-ups, curriculum options etc.
3. Write a collaborative grant
4. Develop a school community network/link

NOTE For all major assignments:

Submit a short proposal of the focus of your final assignment for approval by week three. The paper is due the last night of class. Please include a stamped self-addressed envelope if you want me to mail it back after it is graded. Turn it in earlier and you will probably know your final grade on the last night.

The paper should be typed and double-spaced. References should be cited according to APA style (see attached sheet). All students should be prepared to discuss their research paper during one of the last two class periods.

6. SUPPLEMENTS: (STUDY GUIDE, SAMPLE TESTS, PROJECT OUTLINES MAY BE ATTACHED) Please list.

- A. MoStep indicators and corresponding assessment
- B. Bibliography of supplemental readings
- C. Guidelines for APA format

7. FINAL PROJECTS: Students should provide a self-addressed envelope (appropriate size and postage) to the instructor so project/paper can be returned. YES

8. OTHER: This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required. Students are to make copies of all their work for their professional portfolio. Submitted materials may be retained by the instructor.