

WEBSTER UNIVERSITY COURSE SYLLABUS

COURSE: LEAD 6001-Foundations in Educational Leadership
TERM: Spring 2004 (Wednesday, 5:00-9:30 p.m., OFFC, Jan 12-May 7)

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Office Hours: Class time on Wednesday, or by appointment.
Prerequisite: Competency in statistical analysis and LEAD 6000 Introduction to Education Leadership.

Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

Textbooks

Required in all four Blocks :

Alexander/ Alexander, American Public School Law,
5th Edition, West Thompson

Required (this Block):

Jossey-Bass, Reader on Educational Leadership
Cahn, Classic and Contemporary Readings in the Philosophy of Education
Fullen, Leading in a Culture of Change

Recommended:

DeFour, Professional Learning Communities at Work
Blase and Blase (1998). Handbook of Instructional Leadership.
Thousand Oaks, CA: Corwin Press, Inc.
Blanchard. Gung Ho.

1. Course Bulletin Description and Purpose:

This course helps students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. The foundation block guides students in analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process. The school leadership student will study the role of the building principal as an educational leader. The students will develop an understanding of the theory and research that describe the effective school and will identify specific strategies to implement that knowledge in order to lead a high performing learning community. Students will select elementary, middle school or high school principalship as an area of concentration. Students will employ active inquiry, experimentation, and reflection to investigate issues of ethnicity, gender, disability, equity, social justice and ethics. Students will consider the impact of these issues in urban, rural, and suburban contexts.

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Method of Instruction:

The course objectives and purpose will be pursued and conveyed by use of lecture, discussion, video presentations, assigned readings and projects, and student presentations.

Evaluation Criteria:

A multifaceted approach will be used to assess the learner's mastery of the knowledge, dispositions, and performances identified in the MOStep Standards. Large and small group activities, individual and group projects, written reports and classroom presentations will be utilized to allow students to demonstrate mastery in a variety of contexts.

2. Learning Outcomes: (Goals, objectives, course outcomes, etc.)

Knowledge: The administrator has knowledge and understanding of:

1.3.1.1.1. learning goals in a pluralistic society

3. Schedule of required readings, class preparations, assignments, lectures, discussions, student presentations, and exams:

Session 1

Topics: Certification Requirements
Introduction and Overview for the Course
Review of Expectations and Projects
Organizational Structures in American Education
Analysis of schools and the Structural Models Used
Leadership, Management, and Decision Making

Activities: Group Activity - Development of a School Leadership Survey
Small Group Project - Purpose and Role of Public Education

Reading: (Text)

Session 2

Topics: Organizational Leadership
Instructional Leadership
Expectations and Goals
Problem Solving
Decision Process
Group Processes in Decision Making

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Activities: Group Activity - Development of a School Leadership Survey
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Reading: (Text)

Session 3

Topics: Colonial Education: Religion, Class and Apprenticeships...1607-1830
Foundation/history of philosophy / evolution of knowledge Europe
Social theories that might be connected to these movements
School Culture
Formal and Informal Organizations
Interacting Spheres Model
Decision Making and Power

Activities: Small Group Activity - Benefits of Bureaucracy
Student Debate - Topic: Should Schools Be
Developed on an Industrial Model?
Small Group Activity - An Administrator's Role
in a Bureaucracy

Reading: (Text)

Session 4

Topics: The Common School Movement, Reconstruction and the Schools of
the South...1820-1890
Communication Theories
Learning Theories
Political Theories
Professional Learning Communities

Activities: Group Activity - Development of a School Leadership Survey
Small Group Project - Purpose and Role of Public Education

Reading: DeFour (Book) Professional Learning Communities at Work

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Session 5

Topics: The Progressive Era and the Modern School Movement...1890-1950
Professional Learning Communities at Work

Activities: Group Activity - Book Talk
Small Group Project -

Reading: DeFour (Book) Professional Learning Communities at Work

Session 6

Topics: The Cold War, Civil Rights, Integration and Equal Rights...1950-1980
Open and Closed Systems
Differences between Systems Theory and other theories of learning
Building a Vision
Organizational Planning and Strategic Planning
School Restructuring
Beliefs and Vision
Assessment
Goals for Improvement
Action Planning/Project Management
Restructuring the Curriculum, Learning, and Time

Activities: Small Group Discussion - Cycles of events in schools
Large Group Discussion - Systems Theory
Group Simulation: Problem Solving
Effective School Research - What really makes schools work?

Reading: (Text)

Due: Report - Leadership Interview
Small Group Report: Community Analysis

Session 7

Topics: Reform Efforts and Current Trends...1980-2002
Leadership

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Activities: Group Activity - Book Talk
Small Group Project - Purpose and Role of Leadership

Reading: Blanchard (Book) Gung Ho

Session 8

Topics: Leadership and Motivation
Defining Leadership
Leadership Styles and Theories
Theories of Motivation

Activities: Small and Large Group Activities -
Developing a Leadership Interview
Developing Long-range Goals
Student Debate:
Topic-Intrinsic Versus Extrinsic Rewards
Individual Project: Report on an Ethical Leader (Interview)

Reading: Independent Reading on Selected Topic
Due: Case Study on School Organization

Session 9

Topics: Publics
The Impact of Gender, Ethnicity, Age and Other Diversity
Factors on Leadership
Leading for Diversity

Activities: Large Group Activity - Report on a Leader (Interviews)
Small Group Activity - Identifying Publics
Book Talk - African- American Children

Reading: Jenkins (Book) African-American Children

Session 10

Topics: Conflict Theory
The Benefits of Conflict

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The Costs of Conflict - Stress
Conflict Management
Managing the Staff

Activities: Large Group Activity - Conflict Simulation
Student Debate: Conflict is Never Good

Reading: (Text)

Due: Report on Identifying Publics
Individual Report on an Ethical Leader

Session 11

Topics: School Reform and Educational Change
Planning Change
Managing Change

Activities: Student Debate: Topic-
A Nation at Risk Has Been the Best Thing to
Happen to Public Education Since Sputnik.
Small Group Project - Team Building

Reading: Independent Reading on Selected Topic

Due: Group Project on Vision
Individual Report - Diversity in a School

Session 12

Topics: Ethics, values, leadership
Pros and Cons of Consensus
Management Tools and Techniques
Management Information Systems
Computer Communications

Activities: Large Group Activity - Assessing Values
Small Group Activities - The Role of the: Leader, Teacher
Student

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Reading: (Text)

Due: Individual reports - Diversity in my school
Building Schedule
Announcements, Newsletter and Daily Bulletin

Session 13

Topics: Leadership/Followership
Developing a personal leadership style

Activities: Large Group Activity - Reflections from Personal Journals
Small Group Activity:
The Role of the Administrator
Personal Leadership Style
Formal Reports: Leadership Topic

Reading: (Text)

Due: Oral Presentation and Written In-depth study of the principalship

Session 14

Topics: Data Analysis

Activities: Small Group Activity - The Role of the: Leader, Teacher and Student
Formal Reports: Leadership Topic (if needed)

Reading: Data Analysis for comprehensive School Improvement - Bernhardt

Session 15

Topics: Instructional Leadership

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Activities: Group Activity -
Small Group Project -

Reading: Blase and Blase (Book) Handbook of Instructional Leadership

Session 16

Topics: Policy Analysis

Activities: Group Activity -
Small Group Project -

Reading: (Text)

Cooperative Agreements with Community Agencies. Establishment of Latch Key Programs, Summer School, Staff Handbooks, Student Handbooks, or others to be approved.

Competencies to be addressed will vary somewhat by topic, but may include:

1.3.1.3.7	1.3.4.1.3	1.3.4.1.4	1.3.6.1.4	1.3.3.3.13
1.3.4.3.4	1.3.4.3.6	1.3.4.3.7	1.3.4.3.8	1.3.4.3.9
1.3.4.3.10	1.3.4.3.14	1.3.4.3.15	1.3.4.3.16	1.3.5.3.12
1.3.5.3.13	1.3.5.3.14	1.3.6.3.1	1.3.6.3.4	1.3.6.3.5
1.3.4.2.1	1.3.2.1.7	1.3.5.1.3	1.3.6.1.8	1.3.1.2.4
1.3.2.2.6	1.3.4.2.4	1.3.6.2.2	1.3.2.3.1	1.3.2.3.6

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1.3.4.3.5 1.3.4.3.11 1.3.5.3.10

Grades will be assigned based on the following

Students will be evaluated on the following:

Group Projects

Outstanding School	50 Points
Leadership Skills	50 Points
Role of Public Education	50 Points
Case Study on School Organization	50 Points
Philosophy and Values	50 Points
Identification of Publics	50 Points

Individual Projects

Historical Research Paper	50 Points
Report on an Ethical Leader	25 Points
Diversity in a School	25 Points
Comparison Theory to Practice	50 Points
Building Schedule	25 Points
Announcements, Newsletters etc.	25 Points
Community Analysis	50 Points
Report - Leadership Interview	50 Points
Report on Leadership Topic	
Oral Report	50 Points
Written Report	50 Points
In-depth Study of the Principalship	
Oral Report	50 Points
Written Report	50 Points
Exam	100 Points
Attendance/Participation	100 Points

GRADING:

<u>Grade</u>	<u>Points</u>
A	950 and above
A-	900 to 949
B+	850 to 899
B	800 to 849
B-	750 to 799
C+	700 to 749

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C 650 to 699

6. **Final Project:**

Students providing a self addressed and stamped envelope will have their Report on Leadership Topic returned following final review by the instructor.

Other:

Class attendance is mandatory. Students will be required to complete a make-up assignment for missed classes, or a penalty of one letter grade will be assessed.

Assignments which are not handed in by the deadlines listed on the syllabus will be penalized one full letter grade. No original assignments will be accepted after the final class time. Mutually agreed to revisions of previously evaluated assignments will not be accepted after the last scheduled day of the term.

Students who do not complete the requirements of the course by the final class period published on the syllabus will receive no credit unless they have developed a contract with the instructor in advance of the end of the course.