

WEBSTER UNIVERSITY COURSE SYLLABUS

INTRODUCTION TO EDUCATIONAL LEADERSHIP

COURSE NUMBER: LEAD 6000 ID

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LOCATION: OFFC
Steger Sixth Grade Center
701 N. Rock Hill Road

TIME: 5-8 PM, Mondays May 13, 02

June: 3,17, and 24

COURSE HOURS AND CREDITS :
1 GRADUATE CREDIT HOUR
4 SESSIONS (3 HRS. EACH)

1. **Course Description:**

Introduction to Education Leadership initiates aspiring school leaders into the Webster University Specialists and/or Certification Program in Educational Administration Participant will examine what leaders must know (knowledge), value (dispositions), and do (performances) to advance the learning and life chances of young people.

The fundamental premise of this course is that there are no prescriptions or recipes that guarantee excellent leadership. Research and practice experience, however, suggest that exemplary leaders are exemplary learners. They thrive on the challenges of answering significant questions, pursuing deep understanding, and participating in a community of learners.

Through introspection and interaction, each participant will engage in self-assessment and reflection in order to identify:

- a. goals that build on persona(strengths and address individual challenges;
- b. strategies to achieve goals (including professional growth experiences in addition to university course work);
- c. products and services that document goals have been achieved.

2. Participants will have opportunities to document their achievement of the following Interstate **School Leaders Licensure Consortium Standards for School Leaders:**

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.

Knowledge: The Administrator has knowledge and understanding of

- 1.3.1.1.4. Information sources, data collection, and data analysis strategies.
- 1.3.1.1.5. Effective communication.
- 1.3.1.1.6. Effective consensus-building and negotiation skills.

Dispositions: The administrator believes in values, and is committed to:

- 1.3.1.2.4. The inclusion of all members of die school community.
- 1.3.1.2.6. A willingness to continuously examine one's own assumptions, beliefs and practices.

13.2.: 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.

Knowledge: The administrator has knowledge and understanding of

- 1.3.2.1.7. Diversity and its meaning for educational programs.
- 1.3.2.1.9. The change process for systems, organizations, and individuals.
- 1.3.2.1.11. School cultures.

Dispositions: The administrator believes in, values, and is committed to:

- 1.3.2.2.6. The benefits that diversity brings to the school community.
- 1.3.2.2.7. A safe and supportive learning environment.

Performances: The administrator facilitates processes and engages in activities ensuring that:

- 1.3.2.3.1. All individuals arc treated with fairness, dignity, and respect.
- 1.3.2.3.3. Students and staff feel valued and important
- 1.3.2.3.4. The responsibilities and contributions of each individual are acknowledged.
- 1.3.2.3.5. Barriers to student learning are identified clarified and addressed.

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

Knowledge: The administrator has knowledge and understanding of

- 1.3.3.1.3. Principles and issues relating to school safety and security.
- 1.3.3.1.7. Legal issues impacting school operations.

Dispositions: The administrator believes in, values, and is committed to:

- 1.3.3.2.2. Taking risks to improve schools. .
- 1.3.3.2.4. Accepting responsibility.

1.3.3.2.7. A safe environment.

Performances: The administrator facilitates processes and engages in activities' ensuring that:

- 1.3.3.3.1. Knowledge of learning, teaching, and student development is used to inform management decision.
- 1.3.3.3.9. Problems are confronted and resolved in a timely manner.
- 1.3.3.3.15. Effective problem-framing and problem-solving skills are used.
- 1.3.3.3.16. Effective communication skills are used.
- 1.3.3.3.17. Effective group-process and consensus-building skills are used.
- 1.3.3.3.18. Effective communication skills are used.
- 1.3.3.3.19. A safe, clean, and aesthetically pleasing school environment is created and maintained.

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.

Knowledge: The administrator has knowledge and understanding of:

- 1.3.5.1.1. The purpose of education and the role of leadership in modern society.
- 1.3.5.1.3. The values of the diverse school community.
- 1.3.5.1.5. The philosophy and history of education.

Dispositions: The administrator believes in, values; and is committed to:

- 1.3.5.2.3. The right of every student to a free, quality education.
- 1.3.5.2.4. Bringing ethical principles to the decision-making process.
- 1.3.5.3.8. Development of a caring school community. .

Performances: The administrator.. - .

- 1.3.5.3:1. Examines personal and professional values.
- 1.3.5.3.6. Considers the impact of one's administrative practices on others
- 1.3.5.3.8. Treats people fairly, equitably, and with dignity and respect
- 1.3.5.3.9. Protects the rights and confidentiality of students and staff
- 1.3.5.3.10. Demonstrates appreciation for and sensitivity to the diversity in the school community.
- 1.3.5.3.12. Examines and considers the prevailing values of the diverse school community.
- 1.3.5.3.16. Applies laws and procedures fairly, wisely, and considerately.

13.6.: A School administrator is an educational leader who promotes the success of all students by understanding, and influencing the larger political, social, economic, legal and cultural context.

Knowledge: The administrator has knowledge and understanding of

- 1.3.6.1.3. The law as related to education and schooling.
- 1.3.6.1.7. The dynamics of policy development and advocacy under our democratic political system.

1.3.6.1.8. The importance of diversity and equity in a democratic society.

Dispositions: The administrator believes in, values and is committed to:

1.3.6.2.1. Education as a key to opportunity and social mobility.

1.3.6.2.2. Recognizing a variety of ideas, values and cultures.

1.3.6.2.5. Using legal systems to protect student rights and improve student opportunities.

3. **Course Schedule:**

(Please note that readings must be completed *before* each class. Be sure to read the assignments *before* the first class session.)

The course will include intense dialogue and discussion of educational trends, theories, and practices.

Week 1:

Introductions: **Theories of Professional Development / Leadership Skills**

Overview of course and Program

Defining Educational Leadership

Developing a Professional Portfolio

Introduction of Mini-Case Studies

Handout/reading/discussion – aspiring school leaders

Handout. ISLLC: Standards

Introduction – Administrative entry plan

** Readings: 1. The Nature of Leadership (Fullan pg. 3 –12)

2. Leadership for the Twenty First Century (Fullan pg.156-164)

Week 2:

1. Introduction: **Group Case Study Analysis** (*must* include a product - - handouts, transparency) - Interactive presentation of power point, hyper studio, or in excel format. Written product must be research driven and documented.

2. Lecture: **Trends in Effective Principal Leadership Preparations.**

3. Reading: **The Interstate School Leaders Licensure Consortium:**
From the text: Educational Leadership. Pg. 97 -114

Week 3:

1. Discussion: **The Interstate School Leaders Licensure Consortium – standards for strengthening educational leadership.**

2. Professional Development – Lecture / discussion

Week 4:

1. Due: **Case study analysis team product and presentation to class**
2. Reflections on Professional Growth
3. Due: **Professional Portfolio**
4. Due: **Administrative Entry Plan**

4. **Required Reading:**

1. Text: **What's Worth Fighting for in the Principalship. (Michael Fullan, 1997) Teachers College Press . Sec. Ed.**
2. **The Leadership Paradox. Balancing Logic and Artistry in School (Deal and Peterson. 2000) Jossey - Bass Inc.**
3. **Educational Leadership. Jossey - Bass. 2000**

Recommended Reading:

The 7 Habits of Highly Effective People (Covey, 1989)
Leading with Soul (Bolmon and Deal, 1995) Jossey-Bass Inc. publishers

Supplemental Reading:

Handouts will be provided in class by professor

Audio Visual/Other:

Guest Presenters/Panelist

- Attendance is mandatory at all class sessions

5. **Evaluation:**

- **Administrative Entry Plan** graded by professor
- Mini-case studies required, not graded, class feedback
- Classroom interaction
- Leadership portfolio – Reviewed by professor - ungraded
- Feedback from peers, ungraded
- **Case study / team project presentation – 1. Physical product**
2. **Classroom presentation** – graded by professor

Assessment:

50% **Administrative Entry Plan**

50% **Case Study** – Team Project = (25 points physical product – 25 points class presentation)

100%

Grading Scale

90-100 =A 80-89=B 70-79=C 60-69=D 59-F