

John Carroll University
Department of Education and Allied Studies
Syllabus

Course Number: ED 551

Course Title: School Leadership I: An Introduction to School Leadership

Knowledge base or rationale: Research on both leadership and the school principal indicates its importance for high-performing organizations, including schools. The knowledge base is anchored in the view of leader as one who develops a shared vision, influences others to accept that vision, and thinks strategically to achieve success.

Specifically, the following theory-based views of leadership are included:

- ◆ *The Florida Principal Competencies*, (Snyder & Drummond, 1988).
- ◆ Servant leadership, (Greenleaf, 1977).
- ◆ NAEP's *Principals for our changing schools: Preparation and certification*, 1990.
- ◆ Theories of leadership (Yukl, 1981; Burns, 1978; Gardener, 1990).
- ◆ Transformational leadership (Burns, 1978; Tichy & Devana, 1986).

Major Target Areas from the ELCC guidelines:

1. Professional and Ethical Leadership
2. Information Management and Evaluation
4. Professional Development and Human Resources.
6. Organizational Management
7. Interpersonal Relationships.

Course Objectives:

Knowledge: The student:

1. Know theories, concepts and principles affecting such leadership areas as program planning, change theory, communication, leadership, teacher evaluation, content analysis, climate analysis, the nature and importance of interpersonal communication, strategic goals, program evaluation, action research, and diagnostic-prescriptive teaching.
2. Knows major concepts in conflict management and is able to identify them in a role or case study involving conflict.
3. Knows the ideas behind the school as a "learning organization."

Skills: The student will be able to:

1. Conduct consensus-seeking meetings, using the *Delphi*, the *Nominal Group*, and the *Crawford Slip Writing* techniques.
2. Construct a strategic plan for a school, including creating a mission statement shared vision, strategic goals, annual objectives, and specific action plans.
3. Conduct a discrepancy analysis assessment to learn about the school's "climate for change."

Attitudes: The student will believe:

1. That maturing as a self-directed learner requires the acceptance of greater responsibility for making one's own learning decisions.
2. That the instructional leadership is the most important role of the principal.

Desired Results:

- ◆ reflects on professional work
- ◆ demonstrates accuracy, organization, and persistence in achieving intellectual and professional goals
- ◆ contributes to the school, district, and the broader professional community
- ◆ engages in systematic inquiry
- ◆ seeks out opportunities for professional development and growth
- ◆ actively participates in professional events and projects
- ◆ assists fellow professional
- ◆ demonstrates knowledge of content and pedagogy
- ◆ Uses knowledge of communication techniques to foster collaboration and supportive interaction.
- ◆ take initiative in assuming leadership roles
- ◆ Challenges negative attitudes and practices; is proactive in serving clients/students/colleagues

Course Outline (topics)

1. Self-assessment using a learning style delineator
2. How to use your style effectively
3. Leadership viewed as a set of competencies
4. Improving your leadership competencies
5. Effective time management
6. Interpersonal communications
7. The visionary leader -- *Leader Behavior Questionnaire*
8. Community relations tasks for the principal
9. Managing agreement for achieving goals
10. Managing conflict constructively
11. Empowering people to achieve the school's potential
12. Diversity in the school and classroom
13. Emerging educational technologies
14. 360-degree feedback: A technique for motivating the professional staff.

Assignments:

1. Write one to two pages describing your vision of education. **Due Sept. 19th** (25 pts.)
2. Identify and describe the leadership style existing in your school and describe the environment created by the style. Compare the styles and environments in class in small group work and report the results with the total class. **Due Oct. 3rd** (15 pts.)
3. Describe an existing professional development problem, and the adult learning strategy that could be used to solve this problem. Draw from the text in describing the staff and describe the leadership style that could support the problem. **Due Oct. 17th** (25 pts.)
4. Gather all of the materials in your school that relates to a safe school environment and that promote student health and welfare. Study these and be prepared to take part in small group work where class members will compare and contrast materials from their districts. **Due Oct. 24th (to be done in pairs- 25 pts.)**
5. In small groups, select a topic area of best practices for classrooms. Create a "fact sheet" about this topic, how will it be distributed to staff and parents. Brainstorm a list of websites to assist a teacher. **Due Nov. 7th** (15 pts.)
6. Interview a principal and a central office staff member to learn what guidelines they have been given to follow when they are working with: the school board, booster

clubs, parent organizations, student groups and the business community. Write a two page paper describing these guidelines. What are the dos and don'ts? **Due Nov. 14th** (25 pts.)

Clinical/Field Experience: This course includes a one-hour clinical experience used to do the following:

- ◆ Shadow the principal, or assistant principal, to learn the challenges they face on a daily basis. Relate the day's activities to competencies in the ISLCC standards. Do you consider the standards to be comprehensive enough? Please explain. Which standards were focused on more during your observation? Please describe. Do you feel some standards are more important than others? Please explain. **Due Oct. 24th** (30 pts.)
- ◆ Detail the Incentive/Reward System in your building for students and staff to increase morale. What might be done to improve this area? **Due Oct. 12th** (20 pts.)
- ◆ Create your own area to explore for the field experience. **Due Nov. 7th** (20 pts.)
- ◆ **Portfolio:** Begin to collect documentation to support the six ISLLC standards and seven Effective Schools Correlates evidenced in your school to include in a portfolio. This portfolio should also include:
 - resume
 - vision statement (1-2 pgs.)
 - philosophy of education

Due Dec. 5th (50 pts.)

Evaluation:

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| ◆ Assignments | 45% |
| ◆ Clinical work | 25% |
| ◆ Attendance & participation | 15% |
| ◆ Portfolio | 15% |
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- ◆ Attendance is expected at all scheduled classes. A four point deduction will be assessed for each absence.
 - ◆ Students are expected to model professional behavior within the educational profession.

Representative Works Consulted:

References:

- Ackoff, R. L. (1974) Redesigning the future. New York: John Wiley & Sons.
- Beer, S. (1985). Diagnosing the system for organizations. New York: John Wiley & Sons
- Burns, J.M. (1978). Leadership. New York: Harper.
- Creemers, B.P.M., (1994). The effective classroom. New York: Cassell.
- D'Aprix, R. (1982). Communicating for productivity. New York: HarperCollins.
- Euske, K.J. (1984). Management control: Planning, control, measurement, and evaluation. Reading, MA: Addison-Wesley.
- Goodlad, J.I. (1984). A place called school: Prospects for the future. New York: McGraw-Hill
- Hilt, W.D. (1991). The leader-manager. Columbus, OH: Battelle.

- Isgar, T. (1988). The ten-minute team: Ten steps to building high performing teams. Boulder, CO: Seller Press
- Ivey, A.E. (1988). Managing face to face. Kent, England: Chartwell-Brat.
- Johnson, J. and Immerwhar, J. (1994). First things first: What American's expect from the public school. New York: Public Agenda.
- Leithwood, K., Begley, P.T., & Cousins, J.B. (1992). Developing expert leadership for future schools. Washington, DC: Falmer
- Louis, K.S., & Miles, M.M. (1990). Improving the urban high school: What works and why. New York: Teachers College.
- Martin, A.P. (1983). Think productive: new insights into decision-making. Ottawa, Canada: The Professional Development Institute.
- Merrill, A.R., (1987). Connections: Quadrant II time management. Salt lake City, UT: Publishers Press.
- Ohmae, K. (1982). The mind of a strategist: The competitive advantage. New York: Penguin.
- Pellicer, L.O. Et al. (1990) High school leaders and their schools. Reston, VA: National Association of Secondary Principals.
- Peters, T., & Waterman, R.H. (1982). In search of excellence. New York: Harper & Row.
- Scheerens, J. (1992). Effective schooling: Research, theory and practice. New York: Cassell.
- Senge, P. (1990). The fifth discipline. New York: Doubleday/Currency.
- Shaw, J.C. (1978). The quality-productivity connection. New York: Van Nostrand Reinhold.
- Smith, W.J. (1994). Educator's guide to implementing outcomes. Princeton Junction, NJ: Eye on Education.
- U.S. Department of Labor. The Secretary's Commission on Achieving Necessary Skills: A SCANS Report for America 2000. Washington, DC: US Government Printing Office.
- Varney, G.H. (1989). Building productive teams: An action guide and resource book. San Francisco: Jossey-Bass.
- Want, M., & Haertel, G.D., & Walberg, H.J. (1993). A knowledge base for school learning. *Review of Educational Research*, 63. 249-294.
- Wheeler, D.J. (1993). Understanding variation: The key to managing chaos. Knoxville, TN: SPC Press.

Journals consulted on a regular basis:

Harvard Educational Review
Harvard Educational Newsletter
Teachers College Press
ERIC Digest
Bulletin of the NASSP
The Elementary Principal

Writing Style:

The APA Style manual should be consulted for written work.

SPECIAL NOTE:

John Carroll University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities.

Students with disabilities are entitled to reasonable accommodations and should have equal access to learning. Please contact the office of Services for Students with Disabilities at (216) 397-4967 if you have any questions or to set up an appointment to meet with the coordinator, Allison West. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. Please keep in mind that accommodations are not retroactive so it is best to register with Student Disability Services at your earliest convenience.