

**Summer II 2005**

**Department of Teaching, Learning, and Leadership  
Western Michigan University  
Kalamazoo, Michigan 49008-5276**

**Course Number and Title:**

EDLD 602: Educational Leadership

**Credit Hours:** 3

**Instructor:**

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**Office Hours:**

Office hours are scheduled on Tuesdays and Thursdays from 2:30 p.m. to 5:30 p.m.  
Additional hours will be scheduled on an appointment basis only.

**Course Prerequisite:** None

**Course Descriptions:**

This course is an introduction to educational leadership and leadership theory and practice. It provides the foundation for leadership in educational programs and institutions. Students will be required to demonstrate an understanding of transformational leadership and other leadership theories, effective communication and problem-solving, motivation and decision-making, organizational change and renewal, and consensus building and conflict resolution.

The objectives of the course are:

1. To review historical leadership theories and practices that continue to influence education and school administration;
2. To examine and understand the societal and global trends that are shaping leadership behaviors in school organizations;
3. To become familiar with research related to organizational culture and leadership and school administrative practice;
4. To acquire theoretical and substantive knowledge of organizational culture and leadership and their relationship to organizational behavior;

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5. To relate organizational culture and leadership theory to effective practice;
6. To develop a personal leadership philosophy; and
7. To examine contrasts in transformational and transactional leadership.

### **Course Goals/Outcomes**

You should determine your present level of mastery with respect to the four basic goals described below. Under each goal, there are a number of general learning objectives that are stated in behavioral terms. They should be used to determine areas in which you can already perform satisfactorily and to evaluate your performance at the end of the course.

Study and other activities should be aimed at achieving proficiency in areas where you would like to be stronger. The objectives and major course topics indicate the areas around which class activities will center, as well as help you in preparing to participate in class lessons.

The literature relating to the course goals and topics is so extensive that a complete bibliography is impossible. The bibliography can be used as reference for further investigation in the areas of your particular interest relative to leadership. Furthermore, students represent a wide range of educational interests and each person is free to pursue his/her own interests so long as progress is being made toward course goals.

A few of the references listed as “suggested resources” at the end of each textbook chapter may not be available to the University, as the list was prepared without using institutional availability as a criterion. It is hoped that students will utilize other libraries in addition to the University’s and that the University will gradually acquire those materials not now possessed.

In using any reference, the student is expected to make judicious selections and to utilize the Table of Contents, Index and internal bibliography in locating pertinent content material. Time should not be wasted on any reference, just because it is listed, unless it seems to be useful to the student’s own objectives.

### **Class Meetings:**

Class commences on June 23 and ends on August 3. Each class session will begin at 6:00 p.m. and go to 9:15 p.m. There will be a fifteen minutes break for each class session.

### **Required Texts:**

Owens, Robert G. (2004). Organizational behavior in education. Boston, MA; Pearson Publishing Company.

Collins, Jim (2001). Good to great: why some companies make the lead . . . and others don’t. New York, NY: Harper Publishers Company.

Fullan, Michael ((2003). The moral imperative of school leadership. Thousand Oaks, Calif: A Sage Publication Company.

**Role of the Textbooks:**

The textbooks represent “tools” that provide useful foundational information to the learner. It is the responsibility of the learner to read the assigned chapters and to incorporate the author’s perspective into classroom discussions and written assignments. Presentations and discussions are expected to supplement the reading and thereby deviate from strict adherence to the texts.

In addition to the required textbooks, students are encouraged to visit the following websites for readings in the field of educational leadership. They are:

<http://www.el@ascd.org>

<http://www.mileader.org>

<http://www.gomasa.org>

<http://www.aasa.org>

**Class Schedule of Session, Reading and Activities**

<u>Session</u>	<u>Date</u>	<u>Reading</u>
1	6/23	Class introductions. Introduction to course objectives, expectations, materials and assessments. Class organization of responsibilities (e.g., assignment of book chapters in Owen for review, synthesis, analysis and oral presentations.)
2	6/28	ISLLC School Leadership Self Inventory. Participants will discuss with their colleagues about their strengths, challenges and plans for improving their leadership skills.
3	6/30	“I HAVE A DREAM” Visioning Exercise. A discussion on the history of school leadership. Discussion on “Who Wants to be Principal?” Discussion on “Superintendents’ Perspective on the School Principalship.”
.. 4	7/05	Group#1: Chapters 1, 2, 8, 12
5	7/07	Group #1: Final Wrap-up and Assessment
6	7/12	Group #2: Chapters 3, 4, 5, 9
7	7/14	Group #2 Final Wrap-up and Assessment

8	7/19	Group #3 Chapters 6, 7, 8 and 11
9	7/21	Group #3 Final Wrap-up and Assessment
10	7/26	“Good to Great”
11	7/28	Final Thoughts on “Good to Great”
12	8/02	FINAL EXAMINATION

**COE Diversity Statement:**

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and apply their learning in meaningful ways.

**Expectations**

The methods of instructions used in this class are based firmly on the assumption that learning depends on the activity of the student rather than on the instructor; that learning the process is as important as the content, that the overall aim is to develop understandings that will be used in performing the various sections that comprise the leadership process, rather than to provide mere knowledge.

The content of class discussion is considered to be important as well as the student’s own use of resources, his/her interaction with the instructor and with other students, and his/her preparation of individual assignments which force him/her to react thoughtfully to what he/she hears, observes or reads.

Preparation for class discussion, participation and the doing of individual assignments are most important. Effective learning depends on extensive use of resources, which must be started early and pursued vigorously.

Attendance in class is considered important, and aside from unusual circumstances, the student is expected to be both present and punctual for each session.

You are responsible for making yourself aware and understanding of the policies and procedures in the Undergraduate (pp.268-271) or Graduate (pp. 26-28) Catalogue that pertain to Student Academic Conduct. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity, and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Judicial Affairs . You will be given the opportunity to review the charges(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

As stated in the Student Code: “Behavior by any student, in class or out of class, which for any reason materially disrupts the class work of others involved substantial disorder, invades the rights of others, or otherwise disrupts the regular and essential operation of the University is prohibited.”. (Some examples of disruptive behavior may include, but not necessarily limited to, the following: repeated and unauthorized use of electronic devices, cell phones and pagers, disputing authority and arguing with faculty and other students, harassment, physical disruption or physical altercations, etc.)

Any student with a documented disability (e.g., physical learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Ms. Beth Denhartigh at telephone number 269.387.2116 or email [beth.denhartigh@wmich.edu](mailto:beth.denhartigh@wmich.edu) at the beginning of the semester. A disability determination must be made by that office before any accommodations are provided by the instructor.

### **Course Activities:**

#### **Activity 1: Chapter Summary Presentations**

Small groups will present the text chapters. Groups are responsible for explaining, summarizing and giving “their spin” on the content of the assigned chapters. Each group member must make at least part of the overall oral presentation. A lesson plan must be e-mailed to the instructor at least 3 days prior to presenting “their segment. Each presentation must include the following elements:

1. A minimum of 60 minutes, and a maximum of 75 minutes, to adequately cover the topic and provide opportunity for questions and clarifications;
2. The use of some instructional technology (PowerPoint, Internet sites, etc.). On occasion, a dry erase board, overhead projector, audio and/or video materials may be used;
3. Appropriate handouts;
4. “Hands-on” learning experience (provide appropriate materials for all class members to participate); and
5. An assessment to evaluate the class’ understanding of key concepts presented.

Remember: “Be Creative.” Take our different learning styles into account.

#### **Activity 2: Periodic Assignments. Mini-Papers**

Mini-papers related to session topics will be periodically assigned. Book chapters, educational journals, business issues and industry publications and other media resources of interest can be used to complete the assignments. You must have at least two (2) sources of information for each mini-paper. One source must be a journal article. Your textbook and knowledgeable people may be used as a second resource. These written

assignments are not to exceed 3 to 4 double-spaced pages in length. Please follow the *Publication Manual of the American Psychological Association*, 5<sup>th</sup> Edition (APA) format when attaching references to your mini-paper. Also attach a photocopy of the journal articles. (You may go to [http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796) for an overview of the APA writing style.)

The format for mini-paper summaries includes:

1. Title. The title of the article along with other appropriate reference material is to be highlighted in bold print.
2. Issue Statement. A few sentences may be used to identify the major issue(s) addressed in your reading.
3. Content Summary. A brief description of the content surrounding the major topic and sub-issues. The reader, by reading the content summary, should be able to determine (a) author's perspective, (b) important themes, (c) any significant quotes and (d) findings and/or conclusions.
4. Personal Analysis. A brief statement indicating where and how you view the information being applied to the principalship. Also, consider the usefulness of the information on factors related to school district leadership and/or shaping a school district's culture. This is an important part of the mini-paper.

Mini-papers are assigned for you to reflect and react to a specific issue impacting on the school leadership. These papers will be shared in class in an effort to allow for the reactions of other classroom participants.

These papers are due on the following dates:

30 June 2005  
 14 July 2005  
 28 July 2005

### Activity 3: **Critique**

You are to conduct a 5 to 7 page critique of Michael Fullan's book, *The Moral Imperative of School Leadership*. Your critique of this book should contain the following elements:

1. An overview of the book
2. Implications for the school principal

3. Strength and weaknesses of the book
4. Personal reflections

#### Activity 4: **Performance Leadership Handbook**

Each student must complete a 3-5 hour internship within his or her district. This might mean examining policy or discussing school operational procedures with teachers or administrators. Eight (8) objectives are listed on the TLL (Educational Leadership under EDLD 602) website. (Students can go to <http://www.wmich.edu/tll/pdl/courses.html>., then click on EDLD 602 for a copy of the actual form.) Students will need to meet with the instructor to discuss and agree upon a plan of action for completing this portion of the assignment.

Merging theory into practice is an integral part of the course. Briefs and notes should be included in the notebook. Students may introduce each section with a paragraph or an overview of the section followed by the major points. Points may be bulleted. Emphasis should be placed on what teachers and administrators need to know in reference to educational leadership. The goal is for each student to leave the class with a useful reference guide. Organization is left to the discretion of the student.

#### Activity 5: **Final Examination**

A final examination will be administered during the last class session. This cumulative examination will consist of essays and short responses to questions that reflect the course's objectives. Examination emphasis will be on your understanding and application of leadership and management concepts and best practices used by effective school practitioners.

#### **Assessment of Learning**

The student's grade will be determined as follows:

Mini-papers	20%
Class presentations	20%
P. Leadership Handbook	20%
Book critique	20%
Final Examination	20%

#### **Grading Scale**

95 – 100	A
90 - 94	BA
85 - 89	B

80 - 84	BC
Below 79	C

Incompletes are given only in extreme emergencies (e.g., medical reasons).

## Bibliography

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**APPENDIX A:**

ASSESSMENT OF CLASS PRESENTATION

Elements	Total Points	Your Points
<p>I.     <b>Organization</b></p> <ul style="list-style-type: none"> <li>a. The presentation was well organized</li> <li>b. Materials were appropriate, clear and concise</li> <li>c. Team members were actively involved</li> <li>d. Adequate use of technology</li> </ul>	25	
<p>II.    <b>Presentation</b></p> <ul style="list-style-type: none"> <li>a. Used time wisely</li> <li>b. Adequately covered the topic</li> <li>c. Displayed energy and enthusiasm</li> <li>d. Actively involved all team members</li> <li>e. Did something fun (creative)</li> <li>f. I got something out of the presentation</li> </ul>	25	
<p>III.   <b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>a. Effectively used strategies to engage all learners</li> <li>b. Was able to motivate learners to participate</li> </ul>	25	
<p>IV.    <b>Assessment</b></p> <ul style="list-style-type: none"> <li>a. Evidence of a design to assess student learning</li> <li>b. Utilized strategies to assess student mastery</li> </ul>	25	
<b>TOTAL POINTS</b>	<b>100</b>	

ADDITIONAL REVIEWER’S COMMENTS:

Reviewer’s Name \_\_\_\_\_

