# Course Description

This course provides an in-depth examination of the research relating to organizational behavior, the development of theories of administration, and the applications of theory in educational institutions. You will have the opportunity to evaluate your own leadership style by analyzing the major frames for assessing organizational development. Through the lens of these frames and the concept of change theory, you will apply your personal philosophy of leadership to an authentic educational scenario.

# University Learning Outcomes (ULO)

* **ULO1**:Communication Skills
* **ULO2**: Professional Competency
* **ULO3**: Moral and Ethical Judgment
* **ULO4**: Problem Solving
* **ULO5**: Critical Thinking
* **ULO6**: Leadership in Society
* **ULO7**: Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1**: Evaluate the skills, characteristics, and personality traits of an effective leader.
* **CLO2**: Develop a personal vision of leadership that incorporates contemporary leadership studies.
* **CLO3**: Evaluate the major components of effective 21st-century educational leadership.
* **CLO4**: Analyze how change management can be leveraged to foster a culture of continuous improvement.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Grant, A. (2014). *Give and take: why helping others drives our success*. London: Penguin books.

ISBN: 978-0143124986

Razik, T. and Swanson, A., *Fundamental Concepts of Educational Leadership and Management,* 3rd Edition, Pearson, 2010

ISBN-13 978-0-13-233271-2

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: The Workplace as a System | 25 |  |
| Discussion: Participating in a Learning Organization | 25 |  |
| Assignment: Personal Leadership Philosophy | 55 |  |
| **Week 2** |  |  |
| Discussion: School Leadership | 25 |  |
| Discussion: What It Takes to Be a Great Leader | 25 |  |
| Assignment: Leadership Self-Assessment Reflection | 55 |  |
| Case Study: Communication for Accountability | 55 |  |
| **Week 3** |  |  |
| Discussion: The Ripple Effect | 25 |  |
| Discussion: Establishing Trust | 25 |  |
| Assignment: Code of Honor | 55 |  |
| Assignment: Interview a with Program Evaluation Leader | 80 |  |
| **Week 4** |  |  |
| Discussion: Organizational Talent | 25 |  |
| Discussion: Education Leadership | 25 |  |
| Case Study: Institutional Decision-Making | 105 |  |
| **Week 5** |  |  |
| Discussion: New Ideas Dialogue | 25 |  |
| Discussion: Leadership Capacities | 25 |  |
| Assignment: Analysis of Educational Leadership and Organizational Structures | 80 |  |
| **Week 6** |  |  |
| Discussion: Self-Organized Learning Environments | 25 |  |
| Assignment: Systemic Change Approach to Equity | 105 |  |
| **Week 7** |  |  |
| Discussion: Reflection on Continuous Improvement | 25 |  |
| Discussion: Leadership Vision | 25 |  |
| Assignment: Entry Plan for Your Current Position/Desired Position | 85 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Education Reform** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify fundamental concepts of systems thinking. | | CLO1 | |
| * 1. Illustrate how school communities function as organizational systems. | | CLO1 | |
| * 1. Describe an authentic issue faced by an educational organization. | | CLO1, CLO2 | |
| * 1. Describe your current perspective and goals in educational leadership. | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback. | | N/A | N/A |
| **Note: On Organizational Leadership**  This course often seeks to allow students to personalize their assignments by taking lessons from the organization where they currently work or learn. If this frame does not work for you, you should feel free to use an organization that you are familiar with or that you can study through research to help you complete any of the assignments.  When you use your own organization, you should be careful to preserve the confidentiality of your coworkers as well as any other sensitive information (such as student information, parent information, etc.). It is assumed you will, at a minimum, change any identifying information when you talk about other people, including their names. | | N/A |  |
| **Week One Reading**  **Read** the following selections in *Fundamental Concepts*:   * Chapter 1 * Chapter 2 * Chapter 3 | | 1.1, 1.2 |  |
| **Discussion: Course Introduction**  Because this course typically has a wide range of student experiences and outlooks, you will be asked to create an introduction for the class. You may use any appropriate medium for this introduction, including video, Padlet (and other web applications), PowerPoint presentations, etc.  **Create** a brief introduction (equivalent to five minutes or less) of yourself to the class that includes the following:   * How would you describe yourself as an educational professional? * What is your educational background? * What is your educational position? * Is there anything else you would like to share about yourself, your experiences, or your perspective?   **Post** your introduction in the “Course Introduction” discussion forum no later than 11:59 p.m. EST on Thursday. | | 1.4 | Discussion = **1 hour** |
| **Resource: Levels of Leadership**  John C. Maxwell’s bestselling book *The 5 Levels of Leadership* explains how leaders evolve within organizations, and how they manage their authority and power. The lowest level of leadership is just about having a position, a job title that gives you some authority. The highest level of leadership is about people following you automatically because of who you are.  **As you watch the video**, consider your own personal leadership and the leadership of other leaders you know. How would you categorize yourself and others as leaders? How can you evolve as a leader?  **Watch** “[John Maxwell The 5 Levels of Leadership](https://www.youtube.com/watch?v=4KqL_1G8JD8)”. | | 1.1 |  |
| **Resource: Number One Trait of Great Leaders**  This article, by organizational psychologist and Wharton professor Adam Grant, claims that great leaders are always looking to advance a vision—and they succeed because they help their people achieve the goals necessary to advance that vision.  **As you read the article and watch the video**, consider your vision for educational leadership. Do you have one? What *could* you accomplish?  **Read** “This Is the No. 1 Trait of Great Leaders, Says a Wharton Professor Who's Studied Thousands of Executives,” available on CNBC.com: <https://www.cnbc.com/2017/08/09/this-is-the-no-1-trait-of-great-leaders-says-whartons-top-professor.html>  **Watch** the video clip at the above address. | | 1.1 |  |
| **Upcoming Assignments**  In this course, you will often have two discussions and a major assignment for the week. If you have extra time in any weeks, you are encouraged to look ahead and begin work on upcoming assignments.  This is a list of the major assignments for the course after Week One:   * **Week Two**: Case Study: Communication for Accountability * **Week Three**: Assignment: Interview with a Program Evaluation Leader * **Week Four**: Case Study: Institutional Decision-Making * **Week Five**: Assignment: Analysis of Educational Leadership and Organizational Structures * **Week Six**: Assignment: Systemic Change Approach to Equity * **Week Seven**: Assignment: Entry Plan for Your Current Position/Desired Position | | N/A |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note*: A recorded lecture will be made available to those who are unable to attend the live session. | | N/A | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Workplace as a System**  **Read** Activity 2.1 “The Workplace as a System” on p. 39 of *Fundamental Concepts*.  **Respond** to the following prompt and questions within 200–250 words in the “The Workplace as a System” discussion forum by Thursday:   * Consider the organization in which you work (or an organization in which you used to work or aspire to work).   + What is its environment?   + What are its goals?   + Is it primarily a closed or open system?   + Is it a complex, adaptive system?   + What are its major elements in systems terms?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Participating in a Learning Organization**  **Read** Activity 3.1 “Participating in a Learning Organization” on p. 59 of *Fundamental Concepts*.  **Respond** to the following question within 200–250 words in the “Participating in a Learning Organization” discussion forum by Thursday:   * Consider the organization in which you work (or an organization in which you used to work or aspire to work):   + Is it a learning organization as discussed in the text?   + In what ways is it so? In what ways is it not?   + What could be done to move the organization toward becoming a learning organization?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Assignment: Personal Leadership Philosophy**  **Write** a200–350-wordreflectionon your personal leadership philosophy that addresses each of the following questions and prompts:     * What is your current perspective on educational leadership? * What are your goals in educational leadership? * Describe a challenge that your institution (or an institution in which you have previously worked or aspire to work) has navigated successfully in recent years and a challenge that institution is currently facing. * Based on your current perspective and leadership thinking, how would you address the challenge that the institution is currently facing?   **Submit** your assignment to your instructor no later than 11:59 p.m. EST on Sunday. | | 1.3, 1.4 | Assignment = **1 hour** |
| **Total** |  |  | **5 hours** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then use the questions that come up in the first part of the week to tailor the live Adobe Connect class session scheduled in the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect live session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Organizational Assignments and Confidentiality:** This course often seeks to allow students to personalize their assignments by taking lessons from the organization where they currently work or learn. If this frame does not work for you, you should feel free to use an organization which you are familiar with, or which you can study through research, to help you complete any of the assignments.

When you use your own organization, you should be careful to preserve the confidentiality of your co-workers and any other sensitive information (including student information, parent information, etc.). It is assumed you will, at a minimum, change any identifying information when you talk about other people, including their names.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Educational Leadership | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify leadership skills that enhance group effectiveness. | | CLO1, CLO3 | |
| * 1. Analyze your leadership style. | | CLO1, CLO2, CLO3 | |
| * 1. Develop a plan for effective communication. | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Reading**  **Read** the following selections in *Fundamental Concepts*:   * Chapter 4 * Chapter 5 * Chapter 6 | | 2.1, 2.2, 2.3 |  |
| **Resource: How Leadership Influences Student Learning**  This leadership study starts with a simple premise: good educational leadership positively affects student learning in a clear and tangible way. The study goes on to detail how successful educational leaders operate, and how other factors, including organizational context, matter in effective leadership.  **As you read**, consider how leaders you know practice or fall short of the recommendations in the study. What factors make them good leaders? What areas can they improve in?  **Read** pp. 1-17 in “How Leadership influences Student Learning,” available from the Wallace Foundation: <http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf> | | 2.1, 2.2 |  |
| **Resource: What It Takes to Be a Great Leader**  In this talk, Roselinde Torres poses three questions, dealing with change management and network diversity, that define leadership in the 21st century.  **As you listen to the talk**, think about how you would answer the questions Torres poses. How able are you to anticipate future trends? How diverse is your network? How willing are you to change your leadership actions in the face of a changing future?  **View** “What It Takes to Be a Great Leader,” available at Ted.com [9:19]: <https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader-> | | 2.1, 2.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: School Leadership**  **Review** “How Leadership Influences Student Learning,” available from the Wallace Foundation: <http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf>  **Respond** to the following questions in the “School Leadership” discussion forum by Thursday:   * Describe a school leader you know who has made a positive impact on your school learning community, as measured by empirical data.   + How does this leader set directions?   + How does this leader develop people?   + How has this leader redesigned the organization?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: What It Takes to Be a Great Leader**  **Review** “What It Takes to Be a Great Leader,” available at Ted.com [9:19]: <https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader->  Torres asks the question, “What is the diversity measure of your personal and professional network?” She believes that it is critical to develop relationships with stakeholders who are very different from you.  **Respond** to the following questions in the “What It Takes to Be a Great Leader” discussion forum by Thursday:   * Why is diversity important? Be specific about the benefits of diversity. * How might you nurture diverse relationships in your personal and professional networks?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Leadership Self-Assessment Reflection**  **Navigate** to the “Leadership Self-Assessment Questionnaire”: <http://www.nwlink.com/~donclark/leader/survlead.html>  **Take** the leadership assessment questionnaire.  **Score** your questionnaire.  **Review** your responses and the results.  **Write** a 150–250-word response and reflection on your leadership self-assessment that responds to the following questions:   * What three areas are the most developed leadership areas for you? * What three areas do you need to develop further?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 2.1, 2.2 | Assignment =  **1 hour** |
| **Case Study: Communication for Accountability**  **Read** the Case Study “Communication for Accountability” on page 155.  **Imagine** that you are the school board president in this case study.  **Assume** that increased communication for accountability is the primary goal.  **Prepare** a presentation (approximately five minutes in length) using a presentation tool of your choice (PowerPoint, PowToon, Padlet, etc.) that you will show the school board, the public, and administrators in open session detailing the school board plan for increased and improved communication with stakeholders.  **Include** specific communication strategies that you would recommend, why they would be effective, and how they would be implemented.  **Submit** this assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 2.3 | Assignment =  **2 hours** |
| **Total** |  |  | **5 hours** |

# Faculty Notes

**Case Study: Communication for Accountability:** If any of your students are in higher education and have difficulty relating to this assignment, feel free to allow them to re-contextualize the assignment by translating the issue to higher education and addressing the plan to appropriate stakeholders.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Developing Organizational Standards | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the value of team learning and collaboration across organizations. | | CLO1, CLO3 | |
| * 1. Describe how institutional practices can develop and maintain high standards. | | CLO1, CLO3 | |
| * 1. Explain how trust develops in an organization. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Reading**  **Read** the following selections in *Fundamental Concepts*:   * Chapter 7 * Chapter 8   **Read** the following selections in *Give and Take:*   * Chapter 1 * Chapter 2 * Chapter 3 | | 3.1, 3.2, 3.3 |  |
| **Resource: The Fifth Discipline in Three Minutes**  Peter Senge discusses the concept of learning organizations in his book *The Fifth Discipline*. In this brief overview, the five disciplines of leadership are described. The third discipline is team learning: collaboration and support and developing capacity with everyone in the organization.  **As you watch the video**, think about how you manage collaboration with your coworkers and other people in your life. How do you learn from them?  **View** “The Fifth Discipline in Three Minutes,” available on YouTube [2:48]: <https://www.youtube.com/watch?v=MQMRMAmT2gg> | | 3.1, 3.2, 3.3 |  |
| **Resource: The Virtues of Leadership**  In this article, Sergiovanni explains how a strong school culture arises from a leadership that cultivates it.  **As you read the article**, think about how trust is built at organizations you are familiar with. Is trust cultivated or assumed? How can trust be developed?  **Read** “The Virtues of Leadership,” available on Blackboard. | | 3.1, 3.2, 3.3 |  |
| **Upcoming Assignment: Case Study: Institutional Decision-Making**  In Week Four, you will be asked to partner with another classmate to write and evaluate case studies.  Your case study must be provided to your partner for review by TUESDAY of Week Four.  **Plan ahead** in order to meet the assignment deadlines. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Ripple Effect**  In *Give and Take*, Grant describes “the ripple effect,” which again relates to the development of capacity of everyone in the organization to strengthen that organization.  **Respond** to the following question in the “The Ripple Effect” discussion forum by Thursday:   * Provide an example from your educational organization that demonstrates the benefits of team learning and the ripple effect. Be specific about how shared collaboration resulted in a successful outcome.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Establishing Trust**  In the “Virtue of Leadership,” Sergiovanni writes: “Trust is the tie that binds roles together and allows for the creation of role sets that embody reciprocal obligations.”  **Respond** to the following question in the “Establishing Trust” discussion forum by Thursday:   * Thinking about your own leadership philosophy and style, what steps would you take to establish trust in your learning organization? Describe how and why those steps would be effective in your organization.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Code of Honor**  On p. 75 Of *Give and Take*, Grant describes George Meyer’s Code of Honor:   1. Show Up 2. Work Hard 3. Be Kind 4. Take the High Road   **Brainstorm** words and phrases that align with this code of honor.  **Navigate** to the Wordle website: <http://www.wordle.net/create>  *Note*: For more information about how Wordle works, consult the FAQ: <http://www.wordle.net/faq>  **Create** a unique Wordle document by inserting the words and phrases you brainstormed into the Wordle text box.  **Download** your Wordle image.  **Write** a 150–300-word reflection on the code of honor, your Wordle image, and the following prompts:   * Explain how this code of honor can positively impact employee morale. * Would this code of honor positively impact your educational organization? Why or why not?   **Submit** your Wordle image and your reflection to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 3.2, 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Interview with a Program Evaluation Leader**  **Interview** a leader in your organization tasked with Summative Program Evaluation (i.e., an evaluation that focuses on accountability).  In your interview, focus on instructional evaluation.    **Determine** the following during your interview:   * The goal of the evaluation process * The evaluation procedures * How the evaluation results are used for improvement * How the evaluation results are shared   **Write** a 350–500-word reflection on your interview, including brief responses to the following prompts:   * What did you learn from the interview that you did not already know? * As a stakeholder in the institution, do you value the evaluation information? * How do you use the evaluation information? * Is there a way to make the evaluation process more meaningful?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 3.1, 3.2 | Assignment = **3 hours** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Case Study: Institutional Decision-Making:** Partner assignments should be made for this WEEK FOUR assignment by the end of Week Three. It is up to you as the instructor whether you want to assign all the partners for this assignment. You may have students decide who they would like to partner with. If you have an uneven number of students, feel free to allow a three-person group.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: Organizational Problem Solving | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Collaborate with a colleague outside of your institution to solve educational issues. | | CLO2, CLO4 | |
| * 1. Investigate issues in education to solve problems. | | CLO2, CLO3 | |
| * 1. Analyze possible approaches to an authentic educational issue. | | CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Reading**  **Read** the following selections in *Fundamental Concepts*:   * Chapter 9 * Chapter 10 * Chapter 11   **Read** the following selection in *Give and Take:*   * Chapter 4 | | 4.1, 4.2, 4.3 |  |
| **Resource: Meriden Public Schools: Courageous Leadership and Innovation in Action**  In this video, Superintendent Mark Benigni describes how he drove change at Meriden Public Schools to positively impact student outcomes by creating student-centered solutions through staff collaboration efforts.  **As you watch the video**, think about how Benigni created an environment where students and staff could take positive risks. How are students and staff empowered? How has this empowerment improved outcomes for students and staff?  **Watch** “Meriden Public Schools: Courageous Leadership and Innovation in Action,” available from Edutopia [4:44]: <https://www.edutopia.org/article/meriden-public-schools-courageous-leadership-and-innovation-action> | | 4.1, 4.2, 4.3 |  |
| **Preparation: Case Study: Institutional Decision-Making**  Your case study must be provided to your partner for review by TUESDAY of Week Four.  **Plan ahead** in order to meet the assignment deadlines.  *Note*: Your assignment *Discussion: Educational Leadership* should be completed after you have finished the draft of your case study. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Organizational Talent**  The superintendent of Meriden Public Schools states: “Leadership is about making people comfortable to take risks.” Grant, in *Give and Take,* discusses the value of “finding the diamond in the rough.”  **Respond** to the following question in the “Organizational Talent” discussion forum by Thursday:   * Explain how institutions rely on the people in the organization to provide high-quality work for successful outcomes. Use ideas and strategies that were employed by the examples in Meriden County and in *Give and Take*.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.2, 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Case Study: Institutional Decision-Making**  *Note*: Your instructor will provide guidance about partners. If you do not have a partner, contact your instructor ASAP.  **Review** the graphics on page 290 of *Educational Leadership* and the information provided about institutional decision making in Ch. 11.  **Write** a 350–500-word case study from the perspective of an educational institutional that you are familiar with, using an authentic institutional decision in which you present all the relevant facts that may influence the decision, or that the decision maker might consider when attempting to respond to your question (each partner should write their own unique case study).  **Include** the following in your case study:   * Your organization’s mission, vision, beliefs, and strategic policies.   *Note:* Possible topics include meeting the needs of underrepresented students, addressing budget deficits, improving communication with stakeholders, or improving academic achievement in a specific area.  **Present** your case study to your partner no later than **TUESDAY**.  **Review** your partner’s case study.  **Review** the graphics on pages 295 and 298 of *Educational Leadership* as you consider the possible responses to the case study*.*  **Consider** the intermediate planning and tactical planning that may be needed to provide decision-making strategies to support a positive outcome.  **Write** a 350–500-word analysis that offers planning steps to respond to your partner’s case study.  **Present** your response to the case study no later than **THURSDAY.**  **Review** your partner’s planning steps for the case study they reviewed.  **Write** a 250–400-word analysis of the planning steps, explaining why you think they would be effective or ineffective, and why.  **Present** your analysis to your partner no later than **SUNDAY**.  **Create** a new post that includes the following no later than **SUNDAY**:   * The original case study you presented to your partner * Your partner’s response to your case study * Your analysis of the planning steps submitted by your partner   **Title** your post “Your Last Name (with Partner’s Last Name)”  Ex: “Burnett (With Evans)”  **Submit** your post with all three documents for your instructor’s review as an assignment. | | 4.1, 4.2, 4.3 | Assignment =  **3 hours** |
| **Discussion: Education Leadership**  **Respond** to the following question in the “Education Leadership” discussion forum by Thursday:   * Using your case study challenge, create a plan for promoting the talents of the people in your organization for the advancement of positive outcomes. Be specific about what you would do to encourage full participation.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **5 hours** |

# Faculty Notes

**Case Study: Institutional Decision-Making:** It is up to you as the instructor whether you want to assign all the partners for this assignment. You may have students decide who they would like to partner with. If you have an uneven number of students, feel free to allow a three-person group.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Five: Equity | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how leaders drive equity through decision making and leadership capacity. | | CLO1, CLO3, CLO4 | |
| * 1. Explain how equity improves educational outcomes. | | CLO1, CLO3, CLO4 | |
| * 1. Analyze the leadership structure of an educational organization. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Five Reading**  **Read** the following selection in *Fundamental Concepts*:   * Chapter 12   **Read** the following selections in *Give and Take:*   * Chapter 5 * Chapter 6 | | 5.1, 5.2, 5.3 |  |
| **Resource: The Future of Education**  Elmore presents a viewpoint of traditional education as a hidebound institution that is failing in most metrics. He proposes ending the hierarchical model of education, in which learning is something that develops from institutional pressures, and working on a distributed, community-based learning model, in which students develop together and learn from one another.  **As you watch the video**, think about how Elmore’s perspective on education fits with your own observations. How connected is the infrastructure of the public education system to learning? Do most public schools encourage learning? What would a non-traditional school, like the ones Elmore describes, look like?  **Watch** “Richard Elmore Ed Future,” available on Vimeo [15:33]: <https://vimeo.com/115354578> | | 5.1, 5.2 |  |
| **Resource: The Internal Coherence Assessment Protocol & Developmental Framework**  This framework, developed with contributions from Elmore, describes ways in which to evaluate professional development and institutions in order to encourage better learning outcomes. The focus is on evaluating the ability of learning institutions to apply the talent and skill of educators to drive positive outcomes for students.  **As you read the framework**, consider the ways in which your organization meets or does not meet these standards. How could it be brought into compliance? How could its present successes be expanded upon through leadership initiatives?  **Read “**The Internal Coherence Assessment Protocol and Developmental Framework: Building the Organizational Capacity for Instructional Improvement in Schools,” available from the Strategic Education Research Partnership (SERP) Institute: <http://serpinstitute.org/assets/the_internal_coherence_assessment_protocol_and_framework.pdf> | | 5.1, 5.2 |  |
| **Resource: What Matters Now: A New Compact for Teaching and Learning**  The National Commission on Teaching & America’s future has a variety of recommendations for revitalizing public school education, specifically focused on expanding efforts to get more highly qualified teachers into classrooms (and retaining highly performing teachers).  **As you read this document**, consider the ways in which the commission’s recommendations would affect your organization (or an organization you’re familiar with). What role does educational leadership have in reforming schools?  **Read** “What Matters Now: A New Compact for Teaching and Learning,” available on Blackboard. | | 5.1, 5.2, 5.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: New Ideas Dialogue**  Grant describes asking questions and advice seeking as two means of communication that givers use to increase the capacity and motivation of those within their organizations.  **Respond** to the following question in the “New Ideas Dialogue” discussion forum by Thursday:   * Think about a work situation where asking questions and seeking advice would generate new ideas and promote buy in. Write a 200–250-word dialogue that that you might have with an individual within the organization that will accomplish that goal.   *Note*: You should structure your initial response as a back-and-forth dialogue between at least two people.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Leadership Capacities**  **Respond** to the following question in the “Leadership Capacities” discussion forum by Thursday:   * Is it important to develop the leadership capacities of everyone within an organization? Justify your response and use specific information from Elmore, NCTA, and Grant (including citations).   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Analysis of Educational Leadership and Organizational Structures**  In *Fundamental Concepts of Educational Leadership,* the authors conclude that the US is already devoting an adequate proportion of resources to formal education. Improvements in outcomes will need to come from using those resources more efficiently.  Richard Elmore discusses what he calls the nested hierarchy of decision making that currently exists in educational institutions. He calls for internal coherence, which he describes as:   * Leadership that is distributed and focused on instruction * Coherence in the instructional program * Ongoing, embedded professional development * Professional learning communities anchored in data on instruction and student learning * Teachers’ confidence in and responsibility for their efforts to obtain desired student outcomes   **Write** a 350–500-word analysis in which you apply concepts related to the coherence of *educational leadership* and *organizational structures* and their impact on equity and student outcomes in your own organization.  **Include** the following in your analysis:   * An explanation of what strategies your institution has implemented in the allocation of resources to promote equitable, consistent learning outcomes for all students. * Select and describe areas where the data suggests that improvements might be made and suggestions for reallocation of resources.   + For example, if your college or university is currently experiencing a high level of transition for some populations of students, how might allocations be reallocated to further support the needs of those students?   **Submit** your analysis to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 5.1, 5.2, 5.3 | Assignment = **2 hours** |
| **Total** |  |  | **4 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Six: Systematic Change and Equity | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how leaders can drive systemic changes that result in equity. | | CLO1, CLO3, CLO4 | |
| * 1. Describe how educational innovation might result in increased equity. | | CLO1, CLO3, CLO4 | |
| * 1. Create a leadership approach to address an ongoing educational issue. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Six Reading**  **Read** the following selection in *Fundamental Concepts*:   * Chapter 13   **Read** the following selections in *Give and Take:*   * Chapter 7 * Chapter 8 | | 6.1, 6.2, 6.3 |  |
| **Resource: Equity Toolkit for Administrators**  This toolkit provides resources for the creation of more equitable learning spaces in education by helping to address issues of discrimination and inequality in environments and cultures.  **While you read**, consider how the environments in which you work and learn are equitable. How could your environments be changed to improve equity? What steps could you take as an individual to improve equity?  **Review** “Equity Toolkit for Administrators,” available from the Colorado Department of Education: <https://www.cde.state.co.us/postsecondary/equitytoolkit> | | 6.1, 6.2, 6.3 |  |
| **Resource: Build a School in the Cloud**  Sugata Mitra’s talk describes a unique experiment he conducted. He placed a computer in an open space and studied the children who found and learned to use the computer (many of these children had never seen a computer before).  **As you listen to the talk**, consider how this model of learning could be adapted to the learning environments you’re familiar with. How would learning be organized? What learning communities would be created? What kind of leadership would be necessary for such spaces to flourish?  **Watch** “Build a School in the Cloud,” available on TED.com [22:25]: <https://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud> | | 6.1, 6.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Self-Organized Learning Environments**  **Respond** to the following question in the “Self-Organized Learning Environments” discussion forum by Thursday:   * What is Mitra’s rationale for creating self-organized learning environments? * Why does Mitra believe that this type of learning environment is important? * How does this approach “level the playing field”? * Do you believe that this type of systemic change is necessary? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Systemic Change Approach to Equity**  Razik and Swanson described these effective school change agent characteristics in *Educational Leadership*:   * Ability to analyze complex organizational problems * Insight into the effects of culture and climate on employees * Ability to conceptualize and implement broad plans for change * Ability to share power and develop consensus for collaborative decisions * Ability to maintain the openness of the educational system while monitoring the input, output, and quality of change * Ability to maintain the positive aspects of the system while working toward improvements through change   **Select** an organizational challenge that involves equity.  **Describe** the challenge in detail.  **Create** a process for remediating the challenge using a systemic change approach that includes the leadership change areas described by Razik and Swanson that would lead to effective change.  *Note*: Use the Equity toolkit as a resource. Include citations as necessary.  **Prepare** a presentation (approximately five minutes in length) using a presentation tool of your choice (PowerPoint, PowToon, Padlet, etc.) to explain the challenge, your analysis of the challenge, and your process for remediating the challenge.  **Submit** this assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 6.1, 6.2, 6.3 | Assignment = **3 hours** |
| **Total** |  |  | **4 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Seven: Continuous Improvement | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply your personal philosophy of leadership to an authentic educational issue. | | CLO1, CLO2 | |
| * 1. Explain how your views on educational leadership have evolved over time. | | CLO2 | |
| * 1. Reflect on the positive and negative consequences of various approaches to organizational decision-making. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven Reading**  **Read** the following selection in *Fundamental Concepts*:   * Chapter 14   **Read** the following selections in *Give and Take:*   * Chapter 9 * Actions for Impact | | 7.1, 7.2, 7.3 |  |
| **Resource: Building a Culture of Continuous Improvement**  This article explains how building a culture at an organization is about more than vision setting; it takes difficult work to identify the types of behaviors that lead to the culture and intentionally pursuing policies that lead to the desired outcomes.  **As you read the article**, consider the culture at your organization. What are the qualities of your organizational culture that promote continuous improvement? If you had to frame a new vision for your organization, how would you go about defining that vision?  **Review** “How to Develop a Culture of Continuous Improvement”: <https://www.wikihow.com/Develop-a-Culture-of-Continuous-Improvement> | | 7.1, 7.2, 7.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Reflection on Continuous Improvement**  Reflecting back upon the course readings, reviewing the framework provided by “Building a Culture of Continuous Improvement,” and considering your personal leadership style and philosophy, **respond** to the following questions in the “Reflection on Continuous Improvement” discussion forum by Thursday:   * Why is a culture of continuous improvement important? * How does your organization plan for continuous improvement? * List specific changes that have occurred in your organization as a result of the processes in place for continuous improvement. * Are there additional practices that could be implemented to improve the process of continuous improvement in your organization?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.1, 7.2, 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Leadership Development**  In the “Actions for Impact” chapter in *Give and Take*, Grant provides 10 areas that would allow leaders to apply the principles of giving to their current workplaces. Number Three is “Help Other People Craft Their Jobs—or Craft Yours to Incorporate More Giving.”  **Consider** your current leadership position.  **Think** about a new area of focus that you could include in your official responsibilities that would be personally and professionally meaningful or interesting to you.  **Respond** to the following prompts in the “Leadership Development” discussion forum by Thursday:   * Identify the area of focus, why it would be meaningful to you, and why it would also make a contribution to your organization. * Outline a plan that would allow you to incorporate this area of focus into your job description. * Describe some tasks or action items that would fit with this new area of focus.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.1, 7.2, 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Entry Plan for Your Current Position/Desired Position**  *Note*: If you do not currently have a position in an organization, feel free to adapt this assignment to a position that you would like to hold in an organization.  An entry plan is a document that outlines the priorities and tasks to be done on a specific timeline after someone begins a new position. In this assignment, you are going to consider what the entry plan for your current position (or a desired position) would be, focusing on addressing key issues in organizational management, structure, equity, leadership, and fiscal responsibility.  *Note*: You may search for entry plans to get a sense of the breadth and variety of structures, formats, and action items.  **Create** a planning document to organize your thoughts, including:   * What key issues do you want to address? * What are the priorities of those issues (i.e., what needs to be addressed first?)? * Who are your stakeholders? How will you incorporate ongoing communication with them? * How will you collaborate with others to achieve your goals? * How will you measure goal achievement?   **Establish** a timeline to deal with key issues (generally 90–120 days).  **List** 5–7 objectives that detail your plans to address key issues and include all stakeholders.  **Prepare** a presentation (approximately 5–7 minutes in length) using a presentation tool of your choice (PowerPoint, PowToon, Padlet, etc.) to communicate your plan to key stakeholders.    **Include** the following in your presentation:   * Key issues * Objectives and plans to address key issues * Timeline for addressing key issues * Identification of stakeholders * How you will use teamwork to accomplish your goals * Communication plan * How you plan to measure/define your success   **Submit** this assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 7.1, 7.2, 7.3 | Assignment = **5 hours** |
| **Total** |  |  | **7 hours** |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 4 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 5 |
| **Week 3** |  |
| Required | 6 |
| **Week 4** |  |
| Required | 5 |
| **Week5** |  |
| Required | 4 |
| **Week 6** |  |
| Required | 4 |
| **Week 7** |  |
| Required | 7 |
|  |  |
| **Total Required Hours** | **36** |
| **Total Supplemental Hours** | **1** |
| **Total Hours** | **37** |