UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES
EDA 6192 - Educational Leadership
Sections 291, 292 (3 credit hours)
Fall 2012

Instructor
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Office Hours: Wednesdays 3:00-5:00 pm and by appointment

The College of Education CAREs
The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge and dispositions to be successful in the schools of today and tomorrow.

For more information on the conceptual Framework, visit: www.coedu.usf.edu/main/quality assurance/ncate-visit-info-materials.html

Course Description
“The public expects more from schools than ever before, including greater accountability; improved performance on standardized tests; guarantees of school safety; more input from parents; better school-community relations; and an acceptance and appreciation of diversity, with equal opportunities for all students. Concurrently, many political, educational and religious leaders are looking for answers to education’s challenges by pursuing alternative routes to excellence – privatization, homeschooling, vouchers, charter schools, and various other efforts at reform. In the midst of all the upheaval in public education, principals are expected to carry out
their duties and fulfill multiple roles, both new and traditional – and do all of them well.” (Gorton and Alston, 2012) p. iv.

This course provides an introduction to the leadership theories and challenges faced by today’s educational leaders. The course is designed to help future leaders develop a vision of what can be, knowledge of what is known and being discovered, and practical understanding of how to apply the knowledge and carry out the vision. In his book *Managing the Dream*, Warren Bennis has said that the most lasting advice he can give to leaders is to “stay nimble” and be prepared “for what has not yet been imaged.” (Bennis, 2000) p. xvi. This course is designed to help prepare students for the kinds of situations and problems they will encounter in administrative positions. It incorporates issues dealing with social justice, key professional standards and competencies (such as the development of skills in communication, group leadership, conflict management, etc.) with action-based research methods and theoretical understanding to assist in decision making.

Current expectations for standards and accountability affect all areas of education as well as the life outside the field, with educational administration and leadership being no exception. The content of the course is organized around the Interstate School Leaders Licensure Consortium (ISLLC) Standards of 2008 and the Florida Principal Leadership Standards (FPLS) adopted in 2011. Current research, case studies and simulations will include but not be limited to the following areas:

- Ethical Leadership
- Decision Making
- Authority, Power and Influence
- Communication
- Conflict Management
- Organizational Culture
- The Process of Change

**Course Concepts**

1. Understand the qualities constituents expect in leaders that are perceived as effective and know what that means in practice.
2. Understand that effective decision making is imperative to the successful performance of a school administrator.
3. Be aware of competing bases of authority and know what legitimates authority; understand the relationship between power and influence.
4. Understand the importance of effective communication practices within an organization; failures in communication lie at the heart of problems in organizations.
5. Understand that conflict exists to some extent in all organizations as a natural part of social relationships; challenge is not to eliminate conflict but to minimize destructive impact.
6. Be able to determine the organizational culture of a school, understanding that it is the social energy that drives organizations to success or failure.
7. Understand that the rationale for change in education is based on premises such as: there is usually room for improvement; improvement is not likely to occur without change; it is necessary to determine if an improvement is better than the status quo; participation in change can result in a better understanding and appreciation for the change process.

Course Outline by Session

Session 1: Question: How does an education leader promote the success of every student?

ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

FPLS #1: Effective school leaders achieve results on the school’s student learning goals.

FPLS #2: Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

Assignments:

- Shapiro & Stefkovich, Chapters 1 & 2
- Leadership Book – 5 page written review and 15 minute presentation

Session 2: Question: Why is the ability to make effective decisions vital to the successful performance of a school administrator?

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

ISLLC Standard #6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

FPLS # 6: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.
Assignments:

- Sergiovanni, Section 1: Leadership as a moral craft, 1-59.
- Written Assignment: Write a 5 page paper discussing the importance of ethical decision-making by administrators; use research to support your views.

Session 3: Question: What legitimates authority?

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

ISLLC Standard #4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

FPLS #3: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

Assignments:

- Sergiovanni, Prologue and Section 2: The developmental stages of leadership, 61-95.
- Strike, Chapter 1
- Shapiro & Steklovich, Chapter 3
- Write a 3 page paper concerning the importance of administrators approaching accountability in a positive manner; use research to support your views.

Session 4: Question: Why is the future of public education dependent on effective communication and relationship building?

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ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

FPLS #8: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal and effective learning environment.

Assignments:

- Write a 5-7 page paper describing your definition of social justice; describe three instances when you observed the absence of social justice or equity; select one of the situations you described and develop a plan to preventing such an occurrence at your school when you are an administrator.

Session 5: Question: What are the various aspects of conflict management?

ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient, and effective learning environment.

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

ISLLC Standard #6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, economic, legal and cultural context.

FPLS #9: Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

Assignment:

- Sergiovanni, Section 3: Leading the learning community, 97-140.
- Spillane, J. (2004). Distributed leadership. *The Educational Forum*
- Shapiro & Stefkovich, Chapter 10: Privacy v. Safety
Write a 3 page paper discussing the difference between school culture and school climate; provide examples and support your views with research.

Session 6: Question: How do social factors influence individual or group behavior in an organization?

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

ISLLC Standard #4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

FPLS #5: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.

Assignment:

- Strike, Chapter 2
- Shapiro & Stefkovich, Chapter 4
- Write a 3 page paper about human capital development; discuss how that concept will affect your work as a school leader.

Session 7: Question: Why is implementing and managing change such a difficult and daunting task for school leaders?

ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

ISLLC Standard #4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
ISLLC Standard #6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

FPLS #7: Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Assignment:
- Strike, Chapters 3 & 4
- Shapiro & Stefkovich, Chapter 5
- Write a 5 page paper concerning four common sources of social conflicts in schools; discuss the ways you have found to be effective in approaching these different types of conflict.

Session 8: Question: How does one view ethical dilemmas through multiple paradigms?

ISLLC Standard #4: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

ISLLC Standard #6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

FPLS #10: Effective leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Assignment:
• Write a 5 page paper describing the five most important characteristics of an educational leader; provide support for your opinions and describe your plan for growth in each of these areas; describe how you will know what kind of leader you are.

**Session 9: Question:** What is the difference between accountability and responsibility?

**ISLLC Standard #3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**ISLLC Standard #5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**ISLLC Standard #6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**FPLS #4:** Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

**Assignment:**

- Strike, Chapters 5 & 6
- Shapiro & Stefkovich, Chapters 6 & 7
- *Presentation of Equity Audits*

**Session 10: Question:** Why do schools need special leadership?

**ISLLC Standard #1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
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ISLLC Standard #6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

FPLS #2: Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

Assignment:

- Shapiro & Stefkkovich, Chapters 8 & 9
- Sergiovanni, Section 4: Value-Added Leadership, 141-169
- Strike, Chapter 7
- Presentation of Equity Audits

Methods of Instruction

The class is conducted as a graduate seminar. Students are expected to be active participants in all discussions, to be able and willing to share information and ideas, and to be reflective about their practice as instructional leaders. Opportunities are provided for students to work both collaboratively and independently through various venues of communication and application. Students are expected to be prepared for each class session, having read assignments and having completed required written work. Through class discussions and written assignments, connections are made between leaders’ practices and leadership standards as well as what the research indicates are effective strategies to promote student learning. Students are expected to critically examine their own leadership frameworks, beliefs and practices and apply concepts to their own school context.
**Instructional Materials**

- Educational Leadership Book of your own selection

**Required articles:**

Course Evaluation

Students are expected to come to class having read the material assigned and having completed all written work. Students are expected to participate fully in course discussions and will be evaluated on the degree and thoughtfulness of their participation. Evaluation is based on the attainment of the course outcomes as demonstrated by the completion of the course requirements the course grade will be based on the following components:

- Critical Task 25 points
- Individual Presentation 10 points
- Leadership Book Review 15 points
- Reflections 10 points
- Participation 10 points
- Role Play/Scenarios 10 points
- Written Work 20 points

General Expectations for Written Work

Academic honesty is expected. Submitting the same paper for more than one course is considered a breach of academic integrity unless prior approval is obtained from both instructors. All assignments must represent individual work. All work must be double-spaced, 12 Time New Roman font, following the guidelines of the most recent Publication Manual of the American Psychological Association. It is expected that all work will be organized, well-developed conceptually, and as error-free as possible to receive maximum credit. Any student who submits a plagiarized assignment will be referred to the Department Chair for further action.

Required format and procedures for papers include:

- Prepare papers with word processor software – MSWord;
- Submit your paper by the deadline. Late papers will not be accepted.
- Do not send the cover page as a separate file. Do not send the file in zip format.
- Make your LAST NAME the first part of the file name used for e-mail submission.
- Use APA style when using references and format all papers as follows:
  1. Type and double-space in 12 pt. Times New Roman font;
  2. Use a one-inch margin including headers and footers;
  3. Include the title on the first page and page numbers on each additional page;
  4. Use spell check and grammar check;
- Observe the minimum and maximum number of pages where noted.
- Include a cover page that has the title of the paper, your name and phone numbers (work and home), the course number and name and the date of submission. (Neither the title page nor attachments are counted in the total pages.)
**Critical Task:** Equity Audit and Analysis

1. Work in groups of 3-5 and select 6 schools within a district based on the following criteria:
   - An elementary school with about the highest free and reduced priced lunch percentages and compare to an elementary school with about the lowest free and reduced price lunch percentages
   - A middle school with about the highest free and reduced price lunch percentages and compare to a middle school with about the lowest free and reduced price lunch percentages
   - A high school with about the highest free and reduced price lunch percentages that you will compare to a high school with about the lowest free and reduced price lunch percentages

2. Once the schools have been selected, locate the following information to see which trends emerge across these six school contexts:
   - % of students on Free or Reduced price Lunch
   - Ethnic composite of students in school
   - Average Teacher Salary
   - Average years of Teaching Experience
   - Total number of teachers at the school
   - Total number of non-certified resource personnel at the school
   - Number of teachers with advanced degrees
   - Examine FCAT data by gender, ethnicity, ESE, F/R lunch and LEP (select all grades in the school for 2010-2011 or 2011-2012). Note which groups are not at level 3 at particular grades and also review AYP information. Identify trends of the sub-groups.
   - Which group(s) were below average % passing at the school? Look for other information that is significant

3. Based on Skrla et al.’s work (2004) equity indicators fit in one of the three categories: a) teacher quality equity, b) programmatic equity, and c) achievement equity.
   - **Teacher quality equity or inequity:** Examine the indicators of evidence of teacher quality in the school. This can be defined in terms of their education, certification, endorsements, years of experience and number of teachers at the school.
   - **Programmatic equity:** There are large variations among different placements and programs within schools. You might want to examine and analyze the percentages of students of color or low SES as measured by students’ eligibility for free and reduced price lunch in: special education; gifted and talented, ELL/bilingual and student discipline.
   - **Achievement equity:** There are many indicators that address this category such as achievement tests, drop-out rate, SAT scores, high school graduation rate and school grades. Who are the students who have the lowest scores? What trends do you see?

4. Identify the issues that have surfaced. Analyze the extent or gravity of the issues and identify individuals in the district who may be able to give you more information on the issues. Decide on the questions you will ask and the type of information you anticipate to
obtain. In addition, examine relevant documents such as School Improvement Plans, websites or district documents that relate to the issues and analyze them.

5. Analyze the findings using the theoretical frameworks of the course. The emphasis should be analysis and reflection that would lead to a more comprehensive understanding of the issues faced by the school or district. Who would you involve in sustained inquiry and what is the rationale for your specific choice? What other questions does your analysis reveal?

6. Prepare a 30 minute Powerpoint presentation and send the file to the professor.

Important Note: Special Credit goes to Dr. Zorka Karanxha, Assistant Professor, Educational Leadership and Policy Studies for her work in developing the guidelines for this assignment.

Academic Integrity

“Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of person effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teach environment is also unacceptable.” (USF Graduate Catalog).

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. All assignments must be submitted to me electronically as well as providing a written copy of the work when it is due.

Diversity Statement

Required coursework in the Educational leadership program focuses on preparing leaders who ethically promote democratic principles, social justice, equity and diversity. Through the use of readings, class discussions, case studies, problem-based learning, written assignments and field experiences, students will have the opportunities to develop their understanding and skills in becoming effective leaders in diverse learning organizations.

Attendance Policy

Students are expected to attend all classes and to participate in all class functions. Students cannot miss more than one class session for legitimate reasons which must be pre-arranged with
the instructor. Students with advanced approval to miss a class due to extenuating circumstances will complete an additional assignment. Absenteeism and/or infrequent of minimal class participation will result in a lowered course grade.

**USF Policy on Religious Observances**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor in writing, by the second class meeting. Students are required and responsible for completing and turning in all work for the missed class and for getting notes and distributed materials via classmates.

**Cancelled Classes**

If a class session must be cancelled due to bad weather or other unforeseen circumstances, the instructor will make every possible effort to contact students in sufficient time to avoid an unnecessary trip to class. Announcements will be posted on Blackboard and messages sent to students via university email.

**Late Assignments**

Late assignments will be accepted only in cases of extreme emergencies and upon notification of reasons for lateness provided by electronic message to the instructor. The decision to accept late work is solely at the discretion of the instructor. Assignments that are completed after the due date will be assessed a penalty grade.

**Devises and Disruptions**

Cell phones, beepers and similar devices must be silenced during class meetings. If an emergency signal is received, the student should step out of the classroom to address the matter. Laptops should be used only for class work rather than to check/send emails during class time or to search the web for other unrelated information.

**Food and Physical Environment**

Class meetings are quite long. Although there will be periodic breaks, there may be times when the student needs to use the restroom, eat a snack or stretch briefly. These are understandable needs and students are asked to move quietly, keep the room clean and avoid disrupting others. Suggestions on how to make the physical environment and experience more comfortable are welcomed.
ADA Statement

Students in need of academic accommodations for a disability should consult with the office of Service for Students with Disabilities (SVS1133, Tampa Campus).

IMPORTANT NOTICE!

EDA 6192 Section 291 meets on Wednesdays (beginning September 5th) in CHE 302 from 5:15 – 9:30 pm

EDA 6192 Section 292 meets on Saturdays (August 25, September 8, 15, 22 and 29) from 8:00 am – 5:00 pm in EDU 316.