EDL – 607

Site-Based Leadership

Spring 2011

International Graduate Programs for Educators

Buffalo State, SUNY (State University of New York)

Program: International Graduate Programs for Educators	Instructor: Julie Gray, Ph.D.
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Title: Site-Based Leadership	Office Address: 307d Graves Hall
Course Number: EDL 607 Course Format: EDL 607 will be taught from 3:45 to 7:00 Mondays through Friday, and 8-12:00 on Saturdays beginning March 12 and ending March 24th; Online follow-up sessions and activities will be scheduled as needed.	Office Hours: before and after class or by appointment
Graduate Credit Hours: 3	Email : jagray4@crimson.ua.edu

A. CATALOG COURSE DESCRIPTION AND PREREQUISITES:

This course is designed to prepare prospective educational administrators for grades P-12 to provide instructional leadership for continuous improvement of schools. The course focuses on the principles of school administration and leadership, the changing role of site leadership as it relates to the dominant themes of leadership, change, shared decision making, school characteristics, standards-based education, and student achievement.

B. CONCEPTUAL FRAMEWORK:

The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

C. COURSE OUTLINE

The primary purpose of this course is to consider the role of administrators in curriculum planning, development, implementation, and evaluation. They will recognize that the curriculum choices they make demonstrate a set of beliefs about the purpose of education and the nature of knowledge. Through this course, students will be encouraged to define their preferred approaches to curriculum while recognizing the merits of approaches advocated by others. Additionally, students will develop

ethical, political, scientific, and philosophical criteria with which to evaluate contemporary curriculum choices.

D. COURSE METHOD

Course methods include: lecture, whole class and small group activities and discussion, case analysis, collaborative group projects, reflection, and other written assignments. The expectation is that candidates will attend all class meetings, participate actively in class discussions, work effectively in groups, write papers consistent with the standards of scholarship, and use technology as needed.

E. ISLLC (Interstate School Leadership Licensure Consortium) Standards:

Effective instructional leaders should be able to demonstrate the following standards, although all of these may not be achieved in this course.

Standard 1: Setting a widely shared vision for learning

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.

Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth

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.

Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment

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.

Standard 4: **Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources**

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.

Standard 5: Acting with integrity, fairness, and in an ethical manner

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

Standard 6: Understanding, responding to, and influencing the political, social, legal, and cultural contexts

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

F. UNIVERSITY POLICIES

Graduate students must assume full responsibility for knowledge of rules and regulations of the college and department requirements concerning their individual degree programs. Requirements and programs are subject to change, and students must be aware of current regulations.

Academic Misconduct

All students are expected to display honesty and integrity in completing course requirements and complying with college academic regulations. Academic misconduct refers to plagiarism or cheating on examinations or assignments and is inconsistent with the aims and goals of Buffalo State. Specifically, students may neither use the work of another individual without proper acknowledgment nor perform work for another individual.

Other examples of inappropriate academic conduct include prior acquisition or possession of an examination or submission of false data. As a result of a sustained allegation of academic misconduct, a low or failing grade for part or all of the coursework may be given to the student at the discretion of the instructor. No penalty for an alleged instance of academic misconduct may be imposed unless the student has been apprised of the allegation, the penalty, and the procedures of due process that are available. A statement outlining formal college policies and procedures to be followed in cases of alleged academic misconduct is on file in each dean's office, the Academic Standards Office, and the Student Life Office. Cases of severe infractions of acceptable standards may be brought before the Academic Misconduct Board, chaired by the director of Academic Standards, and may result in academic dismissal.

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student, as one's own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course and suspension from the University.

Statement of Equal Treatment and Disabilities: The instructors and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences. If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary.

G. REQUIRED TEXTS

All readings will be provided electronically so that students have the opportunity to read assigned selections prior to each class session. The readings will be made available via the professor's website or by email. Course Website: http://jagray4.educatorpages.com/

H.   COURSE ASSIGNMENTS

✧ **Participation and Attendance   (30% of grade)**

Standards: ISLLC Standards 1, 2

Directions: You are expected to attend all class sessions. You should prepare for class by reading all assignments in advance and coming to class prepared to participate in discussion. You will be expected to participate in small group collaborative learning tasks and presentations. If you are asked to critique another group's presentation, you will be given guidelines for such.

✧ **Course Readings and Presentations (20% of grade)**

Standards: ISLLC Standards 1, 2

Directions: ~~You are to select one of the books listed under (2.) in required texts, read that book, write a report on the major issues in the book, and distribute this electronically to your classmates~~. You are to read all of the required reading selections (unless otherwise assigned) posted via the class website or provided during class. As you participate in class presentations (individual and group), you will receive a grade for such.

✧ **Reflection Journal (30% of grade)**

Standards: ISLLC Standards 1, 2

Directions: You are to maintain a reflection journal, which you will add to throughout the course. You are encouraged to write in your journal at the end of each class while the information from the class session and activities are still fresh in your memory. If a specific topic is not provided, then you may reflect in general about the class discussion or topic.

The reflection journals provide the learners with an opportunity to reflect upon their course readings and class activities. Students are expected to maintain a journal throughout the course to be submitted on the second Friday of the course. Journals can be handwritten or typed. At the top of each entry, the student should write the date, his/her name, and the course reading or activity for the reflection. A good response would consist of one full paragraph, while an outstanding reflection would be made up of two or more paragraphs. Several prompt options are listed here, and you may also suggest others:

- *What I Want to Know More About*
- *What Shocked Me*
- *What Intrigued Me*
- *What Surprised Me Most*
- *How I will implement the concepts or ideas shared during class . . .*
- *What I Want Other Teachers in My School to Understand*
- *What Encouraged Me*

- *What I Agree With*
- *I Agree With What ___ Shared . . .*
- *What I Disagree With and Why*
- *A manager is different than a leader . . .*
- *I believe that . . .*
- *Teacher leadership . . .*
- *I believe that school leaders must . . .*
- *School climate differs from culture . . .*

Note: Regardless on format followed, the reflection journals should represent a student's gut response or reaction to the written text or activity. Consequently, errors may be corrected, but students will not be penalized for grammatical or spelling errors in reflection journals.

✧ **Critical Thinking Essays (20% of grade, two essays):**

Standards: ISLLC Standards 1, 2

Directions: You are to develop **two** out of the three essays (2-4 pages, double spaced) in response to the following questions. These essays should be turned in on the dates listed in the course calendar.

Essay 1: What do you see as the purpose of schooling? What expectations do you have for your own school or university department? (If you are not in a leadership role, then write from the perspective of being such.)

Essay 2: Based on your experience as an educator, what characteristics (personal and professional) do you possess that indicate to you that you will be an effective instructional leader? What knowledge and skills do you believe that you will need to strengthen in order to be an effective instructional leader?

Essay 3: As a principal of a school, how will you insure that ALL students are receiving a quality education? How have our class discussions, readings, and assignments caused you to think differently about schooling, curriculum, and education of ALL students?

I. GRADE/ASSESSMENT POLICY

Grading System for Course: The percentages listed represent grades in a class with a standard curve. That seldom happens in reality, of course, so there will most likely be a slight variance in the actual percentages awarded for each grade. Please note that the Attendance Policy for this class can affect the actual grade you receive.

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

Scoring Rubric for Course

A. Exceeds the minimal expectations for graduate level work. Clear evidence of additional preparation. Scholarly and professional content and appearance.

B. Complete in the context of the assignment without technical or content errors. Good content quality and acceptable technical standards.

C. Completed in the context of the assignment but with some technical or content errors. Meets basic terms of the assignment.

D. Less than basic terms of the assignment or with more than average number of content and/or technical errors. Poor quality.

F. Unacceptable for graduate level work or does not meet the terms of the assignment.

Makeup, Revision and Resubmission

Due to time constraints the variety and number of possible assignments, no makeup, revision, or resubmission of work can be accepted. There will be some flexibility through online activities throughout the course.

Extra Credit

A portion of the grade (participation) is determined by the instructor regarding the quality of your preparation for, contribution to, and participation in class activities, attitude as a functioning member of this class, and your observable commitment to developing your potential as a leader. However, no extra credit assignments will be given.

J. ATTENDANCE POLICY

There is a strict attendance policy for this class. You will be expected to attend all classes and to prepare for each class by completing the readings, written, and oral assignments required. This course will establish a high performance work culture that requires graduate levels of personal responsibility, inquiry, accountability, commitment, autonomy, involvement, and performance. Much of your learning will occur through group dialogues, listening to the other speakers, and class presentations. You are expected to participate and build on the ideas presented in class over time.

If you must miss a class, you will be responsible for seeking an alternative assignment in advance. If you miss a class without prior permission, then you will receive no credit for attendance or participation for that session. If someone is legitimately ill or has a family emergency, then the professor will try to provide an alternative assignment for one missed class only. Due to the time constraints of the class, there are no guarantees for make-up work being provided. Late assignments, when approved by professor, may be accepted, but will not receive full credit.

"Students are required to attend all sessions **with** **no** **exceptions** due to the compressed time schedule of courses and in accordance with Buffalo State, SUNY policy. Professors cannot give extra assignments or make any provisions for students who are not able to attend all of the sessions. Thus, if a student has to miss any part of the course sessions, the student cannot complete the course for credit as attendance at all sessions is required."

Student Conferences - Conferences with the instructor are encouraged, but not required. Feel free to call the instructor at her office with questions regarding assignments or to schedule conferences for more lengthy discussion of individual needs, concerns, or assignments, or to communicate by email as you desire.

K. COURSE CALENDAR
Course Outline, Assignments, and Due Dates -- Tentative Schedule

This Schedule will be modified and updated on the first class date as needed. Changes will be made throughout the course based upon the instructional needs of the participants and professional discretion of the professor. Final reflections for the course will be provided on the last Friday of the class or sent electronically to the professor.

Date of Class	Chapters/ Topics for Discussion	Assignments & Readings/ Resources for Class (Read before class listed ← to the left)
Monday, 3/12 Class #1	▪ **Introduction, Syllabus & Course Expectations** ▪ **What is Leadership?**	▪ Bring a notebook, paper & laptop (if you have one) ▪ Read Leadership in Organizations – Intro. & Chapters 1-3, pgs. 1-16
Tuesday, 3/13 Class #2	▪ **Teacher Leadership: New Framework** ▪ **Educational Leadership: Key Challenges**	▪ Read: Reframing Teacher Leadership – "Why a New Framework for Teacher Leadership" ▪ Read: "Educational Leadership: Key Challenges & Ethical Tensions"
Wed., 3/14 Class #3	▪ **School Climate vs. School Culture – Understanding the Difference**	▪ Read: School Climate: Measuring - "Organizational Health Profiles for High Schools" ▪ Read: Educational Administration: "Culture and Climate in Schools" (Climate vs. Culture)
Thurs., 3/15 Class #4	▪ **Dimensions of Leadership** ▪ **Reflective Practice**	▪ Read: The Learning Leader – "The Dimensions of Leadership" ▪ Read: "Enhancing Leadership Quality" ▪ Quiz 1: Climate vs. Culture
Friday, 3/16 Class #5	▪ **"People, Power & Culture"**	▪ Read: Understanding Ed. Leadership - " Leading Purposeful Change in Schools: People, Power, & Culture" ▪ Read: Leadership in Organizations – "Leadership and Power"
Sat., 3/17 Class #6	▪ **Teacher Leadership** – catching up on all lessons from the week	▪ Read: Reflective Practice to Improve Schools ▪ Writing Reflection Journals and Essay #1 over the three-day weekend – due 3/20
Monday 3/19	▪ *St. Joseph's Day (No Class)*	▪ *None*
Tues., 3/20 Class #7	▪ **Shared & Distributed Leadership in Schools**	▪ 1st Essay due at the beginning of class ▪ Read: "Shared & Distributed Leadership in Schools"
Wed., 3/21 Class #8	▪ **Organizational Factors**	▪ Writing 2nd Essay – due 3/22 ▪ Read: Organizational Factors selections ▪ Alternative Assignments due at the beginning of class
Thurs., 3/22 Class #9	▪ **Professional Learning Communities**	▪ 2nd Essay due at the beginning of class ▪ Read: PLCs selections
Friday, 3/23 Class #10	▪ **Trust in Schools – its role in organizational relationships**	▪ **Reflection Journals due at the beginning of Class!** ▪ Read: Trust in Schools selections
Sat., 3/24 Class #11	▪ **Teacher Leadership** – catching up on all lessons from the week	▪ Follow-up to be sent via email after 3/24/12. ▪ My email: jagray4@crimson.ua.edu

Online Sessions will be held as needed – Follow-up Assignments will be shared via email or the professor's website or placed in DropBox by students.

L. COURSE RESOURCES

American Psychological Association (2009). *Publication manual of the American Psychological Association (6*^{*th*} *ed.).* Washington, DC: American Psychological Association.

Bertocci, D. I. (2009). *Leadership in organizations: There is a difference between leaders and managers*. Lanham, MD: University Press of America.

Brundrett, M., Burton, N., & Smith, R. (2003). *Leadership in education*. London: Sage Publications.

Bryk, A., Camburn, E. & Louis, K. (1999a). Professional community in Chicago elementary schools: Facilitating factors and organizational consequences. *Educational Administration Quarterly*, 35, 751-781. doi: 10.1177/0013161X99355004

Bryk, A., Camburn, E. & Louis, K. (1999b). Consequences professional community in Chicago elementary schools: Facilitating factors and organizational consequences. *Educational Administration Quarterly*, 35, 751-781.

Bryk, A. & Schneider, B. (2003). Trust in schools: A core resource for school reform. *Educational Leadership*, 60 (6), 40-44.

Bryk, A., Sebring, P., Allensworth, E., Luppescu, S. & Easton, J. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: The University of Chicago Press.

Busher, H. (2006). *Understanding educational leadership: People, power and culture*. New York, NY: McGraw-Hill.

Covey, S. R. (1990). *The seven habits of highly effective people: Powerful lessons in personal change*. New York: Simon & Schuster.

Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: A.S.C.D.

Donaldson, L. & Scannell, E. E. (1978). *Human resource development: The new trainer's guide*. Phillipines: Addison-Wesley.

Firestone, W.A. & Bader, B.D. (1992). *Redesigning teaching: Professionalism or bureaucracy?* (1st ed.). Albany, NY: State University of New York Press.

Forsyth, P.B., Adams, C.M., & Hoy, W.K. (2011). *Collective trust: Why schools can't improve without it*. New York, NY: Teachers College Press.

Green, R. L. (2005). *Practicing the art of leadership: A problem-based approach to implementing the ISLLC standards* (2nd ed.). Upper Saddle River, NJ: Pearson.

Hipp, K. & Huffman, J. (2010). *Demystifying professional learning communities: School leadership at its best*. Lanham, MD: Rowman & Littlefield Publishing.

Hord, S. (1997). *Professional learning communities: What are they and why are they important?* Austin, TX: Southwest Educational Development Laboratory (SEDL).

Hord, S. (2004). *Learning together leading together: Changing schools through professional learning communities*. New York: Teachers College Press.

Hoy, W.K. (2002). An analysis of enabling and mindful school structures: Some theoretical, research, and practical considerations. *Journal of Educational Administration*, 41 (1), 87-108.

Hoy, W. & DiPaola, M. (Eds.). (2007). *Essential ideas for the reform of American schools*. Charlotte, NC: Information Age Publishing.

Hoy, W. & DiPaola, M. (Eds.). (2008). *Improving schools: Studies in leadership and culture*. Charlotte, NC: Information Age Publishing.

Hoy, W. & DiPaola, M. (Eds.). (2010). *Analyzing school contexts: Influences of principals and teachers in the service of students*. Charlotte, NC: Information Age.

Hoy, W. & Feldman, J. (1999). Organizational health profiles in high schools. In. J. Freiberg (Ed.), *School Climate: Measuring, Improving, and Sustaining Healthy Learning Environments* (87-106). Philadelphia, PA: Falmer Press.

Hoy, W.K., Gage, C.Q. & Tarter, C.J. (2006). School mindfulness and faculty trust: Necessary conditions for each other? *Educational Administrational Quarterly*, 42 (2), 236-255. doi: 10.1177/0013161X04273844

Hoy, A. & Hoy, W. (2008). *Instructional leadership: A research-based guide to learning in schools*, pp. 317-355. Boston, MA: Pearson Education.

Hoy, W.K. & Kupersmith, W.J. (1985). The meaning and measure of faculty trust. *Educational and Psychological Research*, 5 (1), 1-9.

Hoy, W. & Miskel, C. (Eds.). (2005). *Educational leadership and reform*. Charlotte, NC: Information Age Publishing.

Hoy, W. & Miskel, C. (Eds.). (2006). *Contemporary issues in educational policy and school outcomes*. Charlotte, NC: Information Age Publishing.

Hoy, W. & Miskel, C. (2008). *Educational administration: Theory, research, and practice* (8th ed.). NewYork: McGraw-Hill.

Hoy, W., Smith, P. & Sweetland, S. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86, 38-49.

Hoy, W. K. & Sweetland, S.R. (2000). School bureaucracies that work: Enabling, not coercive. *Journal of School Leadership*, 10 (6), 525-541.

Hoy, W.K. & Sweetland, S.R. (2001). Designing better schools: The meaning and measure of enabling school structures. *Educational Administrative Quarterly*, 37, 296-321.

Hoy, W.K. & Sweetland, S.R. (2007). Designing better schools: The meaning and measures of enabling school structures. In W.K. Hoy & M. DiPaola (Eds.), *Essential Ideas for the Reform of American Schools* (339-365). Charlotte, NC: Information Age Publishing.

Hoy, W.K. & Tarter, C.J. (1995). *Administrators solving problems of practice: Decision-making concepts, cases, and consequences*. Needham Heights, MA: Allyn and Bacon.

Hoy, W.K. & Tarter, C.J. (1997). *The road to open and healthy schools.* Thousand Oaks, CA: Corwin.

Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). *Open schools/healthy schools: Measuring organizational climate*. Beverly Hills, CA: Sage.

Hoy, W.K. & Tschannen-Moran, M. (1999). The five faces of trust: An empirical confirmation in urban elementary schools. *Journal of School Leadership*, 9, 184-208.

Hoy, W.K. & Tschannen-Moran, M. (2003). The conceptualization and measurement of faculty trust in schools: The omnibus T-scale. In W.K. Hoy & C.G. Miskel, *Studies in Leading and Organizing Schools* (pp. 181-208). Greenwich, CT: Information Age Publishing.

Huffman, J.B. & Hipp, K.A. (Eds.). (2003). *Reculturing schools as professional learning communities*. Lanham, MD: Scarecrow Education.

Kowalski, T. J. (1995). *Case studies in educational administration* (2nd ed.). White Plains, NY: Longman Publishing.

Kowalski, T. J. (1995). Instructor's manual to accompany: *Case studies in educational administration* (2nd ed.). White Plains, NY: Longman Publishing.

Lambert, L. (1998). *Building leadership capacity in schools*. Alexandria, VA: A.S.C.D.

Leithwood, K., Leonard, L.,& Sharratt, L. (1998). Conditions fostering organizational learning. *Educational Administration Quarterly*, *34*(2), 243-276.

Leithwood, K. & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leadership efficacy. *Educational Administration Quarterly*, 44 (4), 496-528. doi: 10.1177/0013161X08321501

Lieberman, A. & Miller, L. (2004). *Teacher leadership*. Alexandria, VA: A.S.C.D.

Lieberman, A. & Miller, L. (Eds.) (2008). *Teachers in professional communities*. New York: Teachers College Press.

Louis, K., & Kruse, S. (1995). *Professionalism and community: Perspectives on reforming urban schools*. Thousand Oaks, CA: Corwin Press.

Marzano, R. J., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model*. Alexandria, VA: A.S.C.D.

Marzano, R. J., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: A.S.C.D.

McLaughlin, M. & Oberman, I. (1996). *Teacher learning: New policies, new practices*. New York, NY: Teachers College Press.

McLaughlin, M. & Talbert, J. (2001). *Professional communities and the work of high school teaching*. Chicago: University of Chicago Press.

McLaughlin, M. & Talbert, J. (2006). *Building school-based teacher learning communities*. New York: Teachers College Press.

Olivier, D. F., & Hipp. K. (2006). Leadership capacity and collective efficiency: Interacting to sustain student learning in a professional learning community. *Journal of School Leadership, 16*, 505-519.

Olivier, D.F., Hipp, K.K. & Huffman, J.B. (2003). Professional learning community assessment. In J. B. Huffman & K. K. Hipp (Eds.), *Professional learning communities: Initiation to implementation* (pp. 133-141, 171-173). Lanham, MD: Scarecrow Press.

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Sinden, J., Hoy, W. K. & Sweetland, S.R. (2004). Enabling school structures: Principal leadership and organizational commitment of teachers. *Journal of School Leadership*, 14 (2), 195-210.

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