



Leadership for Diverse Communities
Our mission is to prepare credible and
relevant leaders in education.

Syllabus for
EAD 262 Educational Leadership

EAD 262 Educational Leadership

Spring 2007

Education Administration Program

3 units

Tuesday 4-6:50pm

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Course Description

The course encompasses the development of knowledge and skills essential to education organizational leadership, and specifically to develop educational leaders who can create school cultures that are conducive to student learning for all students. The course is divided up into two essential parts. The first part of the class will focus on the characteristics of leadership and what it means to be a leader. The second part of the course will focus on exhibiting leadership and making change happen. This course requires the most demanding coursework in the Educational Leadership program.

Prerequisites

The prerequisites for this course are admission to the Education Administration Program and the following courses: ERF288 and EAD261.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning.*

Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

Specific outcomes for the course include the following standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards 1.2, 1.5, 1.6, 1.8, 3.3, and 4.1 of the National Council for Accreditation of Teacher Education (NCATE):

- 6(a)(1) The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others reflective activities, and addresses the need for reflection across the program.
- 6(a)(2) The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership.
- 6(a)(3) The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community.
- 6(a)(4) The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.
- 6(a)(5) The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.
- 6(b)(6) The program provides an opportunity for the candidate to develop and use skills in shared leadership and decision-making and to engage all members of the school community in the service of student learning.
- 6(c)(4) The program provides an opportunity for the candidate to apply the principles of effective communication, systems management, organization, problem-solving and collaborative decision-making skills.
- 6(e)(3) The program provides an opportunity for the candidate to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community.
- 10(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- 10(d) Each candidate can identify and address barriers to accomplishing the vision.
- 11(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.

- 11(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.
- 14(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.
- 14(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- 15(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

Required Texts and Instructional Materials

Bennis, W. G. (2003). *On Becoming a Leader*. New York: Addison-Wesley.

Marzano, R. et. al (2005). *School Leadership that Works*. Alexandria VA: ASCD.

Additional materials will be available on the Blackboard system for the course. It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week, preferably several days before the class, during the entire semester. <http://blackboard.csufresno.edu>

Examinations and Major Assignments

The following are the requirements for completion of this course. Examples of major assignments will be provided when available.

- After discussion of vision statements, class members are assigned to bring in the mission/vision statements of their schools/organizations to share with the class. Candidates will then write a personal vision statement that will be incorporated into their professional portfolio. (CTC 6.a.1, 6.a.2, 6.a.3, 10.d; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)
- The candidate will work with the school staff and community stakeholders to review/revise the existing vision/mission statement and ensure that it places student and adult learning at the center of instructional leadership. The candidate will write a report of the review/revision. (CTC 6.a.1, 6.a.2, 6.a.3, 10.b, 14.c; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)
- Class members study effective communication techniques and practice newly learned skills in personal presentation of vision statements and problem solving. (CTC 6.a.4; NCATE 1.5, 1.6)
- Candidates will write a literature review using appropriate writing techniques that addresses current issues affecting the school's vision and mission. The literature reviews are read, critiqued, and assessed by the instructor using the program's approved rubric. (CTC 6.a.4; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)

- Team building, motivation, distributive leadership, transformative leadership, and collaboration are constantly taught in this course through the use of role-playing and case studies. Candidates are assessed on their performance in these areas by the instructor using the Descriptions of Practice. (CTC 6.a.5, 15.a; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)
- The candidate will learn successful leadership traits through self-analysis, reading, discussion and class activities, and will prepare and present a self-analysis of leadership characteristics. The self-analysis also will include a reflection of leadership characteristics of a site colleague. These two analyses are compared and a reflection on areas of strengths and weaknesses is prepared and presented to the candidate. (CTC 6.b.6; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)
- The candidate will select a problem or issue at her/his site and analyze the context, background, possible solutions, pros and cons of each solution, selection of appropriate solution, implementation of the chosen solution and any remaining issues around implementation. Each candidate selects a different issue and formally presents to the class using Powerpoint. (CTC 6.c.4, 14.a; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)
- Candidates are engaged in learning about professional learning communities and how these relate to the school's vision, instruction, and student performance. Candidates will role-play leading collaborative discussions in a model professional learning community. (CTC 6.e.3, 11.e; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)
- The candidate will study how transformational and instructional leadership can be used to shape the school's culture to emphasize student achievement. Case studies will be used to allow candidates to design strategies that have an impact on school culture. The instructor assesses each candidate on her/his participation in these activities. (CTC 11.d; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)

Grading

Grading will be as follows:

A (100 - 90%) = Outstanding achievement; exceeds expectations

B (89 - 80%) = Graduate quality; meets expectations

C (79 - 70%) = Below expectations

F (69 - 0%) = Does not meet program requirements

Course Policies & Safety Issues

Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Copyright: You will be provided with digital and/or print materials to support your learning in this course. As all of these materials are proprietary in nature, and most

are protected by copyright, you may not reproduce or retain any of the materials for purposes other than class work, unless you are informed to the contrary.

University Policies

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Policy on Students with Disabilities. Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information , contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Policy on Cheating and Plagiarism. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Computers. At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. Please see the instructor if you have questions about this policy.

Tentative Course Schedule

January 23, 2007	Introduction to Course and Description of Projects/Assignments/blackboard Overview of Educational Leadership Leadership Characteristics HW: Read Bennis Chapter 1
January 30, 2007	Quiz on Bennis Bennis "On Becoming a Leader" Mastering the Context. Bolman and Deal leadership situation, what is the best approach Personality tests-True Colors Bolman and Deal The landscape of education HW: Read Bennis chapter's 2 and 3
February 6, 2007	Student presentations on leadership issue Reflections Bennis Introduce literature review

	HW: Think about literature review topic
February 13, 2007	Student presentations on leadership issue Class visit to library to define thesis and begin research HW: Read Marzano chapter 2 “what theorists resonate with you?”
February 20, 2007	Student presentations on leadership issue Discussion on Marzano What is your work style activity HW: Read Marzano chapter 4
February 27, 2007	Student presentations on leadership issue Reflections Categorize “Marzano’s list” activity Look at journal’s to look at lit review samples HW: Bring school mission and vision statement
March 6, 2007	ACSA student presentation Larry Powell and Jeff Eben Making leadership happen: Mission and Vision Read school visions and mission, what are we noticing What should a mission and vision have, my vision Review Lit. Review progress and pass out models HW: Prepare 1st draft of Lit. Review for next week.
March 13, 2007	Student presentations on leadership issue Reflection Edit literature reviews in class together HW: Write your own one-page cover letter for an administrative job you find on ed-join.org. Include the resume issues that commend you for the position and include your vision for the job at hand.
March 20, 2007	Literature review feedback Teamwork: PLC’s and why teams matter Class Activity HW: Work on literature reviews; Rd. Marzano Chapter 7
March 27, 2007	Literature Review work
April 3, 2007	Spring Recess
April 10, 2007	Student presentations on leadership issue Quiz on Marzano chapter 7 Making Change happen Obstacles to change HW: What does one change? Marzano Chapter 6. Prepare debates
April 17, 2007	Student Debates on Marzano’s change ideas What matters?
April 24, 2007	Student presentations on leadership issue Reflections Baldrige approach to change PDSA and defining work HW: What leadership work needs to be done at your work site (interview with boss)
May 1, 2007	Student presentations on leadership issue Reflections (what needs to be done at your site). Reviewing Baldrige and evaluating programs HW: Begin work on final
May 8, 2007	Student presentations on leadership issue
May 15, 2007	5:45 to 7:45 schedule Final papers due and evaluations

