

**The University of Georgia**  
**Department of Lifelong Education, Administration and Policy**  
**EDAP 7030**  
**Organizational Leadership in Schools**  
**Fall 2006**

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**Course Description:**

This course is designed for students to gain knowledge of school organizations, traditional and current leadership concepts, the major frames used to analyze organizations, school climate and culture, the nature of conflict, managing resistance, decision making and school improvement. School leaders today are the focus of much hope and accountability for educational improvement, but without knowledge, skills and dispositions toward solving the impediments to school improvement, their work will not succeed despite good intentions. Readings, class discussions, case studies, leadership biographies, reflective journal entries and two project plans are the assigned activities.

The course will incorporate portions of the Educational Leadership Constituent Council (ELCC) standards and emphasize student acquisition of knowledge, skills and dispositions necessary to implement these standards. The standards are available on the Educational Administration and Policy website. This course will emphasize standards 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 4.1, 4.2, 4.3, as they relate to providing organizational leadership in schools. In addition, diversity issues that school administrators address in their leadership will be examined and discussed.

Students will:

- A. Increase their knowledge of the concepts within organizational leadership
- B. Identify, clarify, and complete a draft of their vision of learning
- C. Develop knowledge and dispositions required to lead faculty, students, parents and the community to understand and adopt the vision of learning
- D. Develop knowledge, skills, and dispositions needed to lead faculty, students, parents and the community to identify and secure the resources necessary to implement the school's vision of learning
- E. Analyze leadership behavior and outcomes related to that behavior
- F. Reflect on and evaluate their beliefs and understandings relative to course concepts of organizational leadership.

**Required Text:**

Owens, Robert G. (2004). *Organizational behavior in education: Adaptive leadership and school reform*, 8<sup>th</sup> ed. Boston: Allyn & Bacon.

**Required Readings:**

The following journal articles are on reserve in Galileo. Read these and be prepared to discuss their relevance to the class topic/discussion. To access the following readings, go to [http://www.libs.uga.edu/access\\_services/reserves.html](http://www.libs.uga.edu/access_services/reserves.html). You may search by the instructor name or the course number. The password is wonder.

Casavant, M., and Cherkowski, S. (2001). Effective leadership: Bringing mentoring and creativity to the principalship. *NASSP Bulletin*, 85, (624), 71-81.

Crippen, C. (2005). Servant-leadership as an effective model for educational leadership and management: First to serve, then to lead. *Management in Education*, 18 (5), 6-16.

Darling-Hammond, L. (2004). Standards, accountability, and school reform. *Teachers College Record*, 106 (6), 1047-1085.

Foley, R., and Lewis, J. (1999). Self-perceived competence of secondary school principals to serve as school leaders in collaborative-based educational delivery systems. *Remedial and Special Education*, 20 (4), 233-234.

Kelley, R., Thornton, B., and Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education*, 126 (1), 17-25.

Sanders, M., and Harvey, A. (2002). Beyond the school walls: A case study of principal Leadership for school-community collaboration. *Teachers College Record*, 104 (7), 1345-1368.

Singh, K., and Billingsley, B. (2001). Professional support and its effects on teacher's commitment. *Journal of Education Research*, 91 (4), 229-238.

Spillane, J., Halverson, R., and Diamond, J. (2004). Toward a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies*, 36 (1), 3-34.

**Recommended Texts:**

Bennis, W. (2003). *On becoming a leader*. New York: Basic Books.

Bennis, W. (1999). *Managing people is like herding cats*. Provo, Utah: Executive Excellence Publishing.

Bolman, L. and Deal, T. (2003). *Reframing organizations*. San Francisco: Jossey-Bass.

Short, P, and Greer, J. (2002).Leadership in empowered schools, 2<sup>nd</sup> ed. Upper Saddle river, New Jersey: Merrill Prentice Hall.

### **Academic Honesty**

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work. The University of Georgia’s policy and procedures for handling cases of suspected dishonesty can be found at [www.uga.edu/ovpi/honesty/ah.pdf](http://www.uga.edu/ovpi/honesty/ah.pdf).

### **Logistics:**

Please remember to turn off cell phones and all other communication devices prior to the start of class, except in the case of emergency. In such a case, please inform the professor prior to the beginning of class.

Class attendance and participation are required. If you need to miss a class, please notify me in advance of your anticipated absence and make arrangements to turn in assignments. Be advised that excessive absences will negatively affect your grade.

The course syllabus provides a general framework for the course. Deviations announced to the class by the instructor may be necessary.

### **Assignments:**

There are several assignments that will determine how you are assessed within the course.

1. **Read the text and other assigned materials and be prepared to discuss, share, analyze, collaborate with the instructor and your colleagues in class.** Reading assignments are to be read prior to class. See the attached course schedule for the dates of each reading and written assignment.
2. **Paper of introduction** (not graded). The purpose of this paper is to share your current knowledge of organizational leadership and your professional interest. This paper is due at the second class meeting. This assignment is based on personal beliefs and experiences rather than research. Please be sure to address the following:
  - a. Describe yourself. Please be sure to discuss your professional and academic background, interest in leadership, and past leadership roles you have assumed. Please also note how your academic and professional experiences have prepared you for a leadership role.
  - b. Discuss your “vision of learning.”
  - c. Discuss your definition of leadership.
  - d. Describe your understanding of the most important characteristics of leaders.

- e. Describe a situation where you attempted to exercise leadership and you were diverted, criticized or attacked for your behavior. Be sure to address your role and your response to this criticism.
  - f. Provide insight about how any of the various forms of discrimination have shaped your beliefs about leadership.
  - g. Discuss your personal goals for the course.
3. **Biography**—read a biography of a leader (educational, political, historical, business or military). Prepare a 5-7 page paper in which you summarize the leadership activities for which this individual is best known. Identify the type of leadership decisions exercised by the individual and give reasons for selecting him/her as a model. Your focus is to conduct an analysis of the leader’s behaviors and the results obtained from those actions, not to critique the book. Identify the concepts that you and other can learn from this person.
4. **Leadership Plan (Faculty)**. Using reference materials, journal articles, and class materials relating to educational leadership, develop a plan to lead a faculty or group for whom you assume the role of leader, and your immediate supervisor to adopt your “vision of learning” for the organization. You should identify your vision of learning, the theoretical bases for your plan to the extent you have them developed, the activities you will conduct, the time schedule you need, and the obstacles you must overcome. Include the criteria you will use to determine that the group and your supervisor have accepted your plan and are committed to the program. Your vision of learning discussion should cover no more than three pages. Cite references and limit your paper from 6-10 pages.
5. **Leadership Plan (Community)**. Using the same knowledge base and references to support your new focus, develop a second plan in which you lead parents and the larger community to understand your vision of learning and support it. Include the same elements in your plan as you did in the faculty plan. This paper should be approximately the same length and composition.
6. **Reflective journal**. Identify your thoughts and attitudes toward the major concepts and issues discussed in the course. Your writing within the journal should demonstrate active and reflective engagement in the issues and ideas/beliefs you discuss. Each week, identify one or more ideas or beliefs that have occurred to you and that are related to the topics under discussion in the class. You may use a format that fits your communication style, but you must address the following in each of your entries:
  - a. Describe the learning concept, event or belief in a few sentences.
  - b. Identify the concepts or ideas this situation challenged or supported within your thinking and/or belief system.
  - c. What were your prior beliefs about this concept/topic?
  - d. What questions or ideas emerged from the new learning that challenged your former belief?

**Grading:**

All assignments are to be submitted on the due date unless prior arrangements have been made. The maximum point value for each assignment is as follows:

Class Attendance/participation	20 points
Biography analysis	20 points
Leadership Plan (Faculty)	20 points
Leadership Plan (Community)	20 points
Reflective Journal	20 points

The followed grading scale (based on points) will be used:

A	95 – 100
A-	91 – 94
B+	87 – 90
B	83 – 86
B-	80 – 82
C	75 – 79
C-	70 – 74
F	Less than 70

A grade of incomplete will be given only in extenuating circumstances and in accordance with graduate school policies.

## COURSE SCHEDULE

<u>Date</u>	<u>Topic/Assignment</u>
August 16	Introduction
August 23	Research Methods/Paradigms Chapter 1 (Owens) <b>Paper of Introduction Due</b>
August 30	Educational Debates/Theories Chapter 2 (Owens)
September 6	Development of Organizational Thought Chapter 3 (Owens) <i>Foley Article</i> <b>Biography Paper Due</b>
September 13	Visions, Myths and Organizations Chapter 4 (Owens)
September 20	Climate and Culture Chapter 6 (Owens) <i>Kelley Article</i>
September 27	Organizational Change Chapter 7 (Owens) <b>Reflective Journal Due</b>
October 4	Common Beliefs about Leadership Chapter 8 (Owens) <i>Sanders Article</i>
October 11	Productive Decision Making Chapter 9 (Owens) <i>Singh Article</i> <b>Leadership Faculty Plan Due</b>
October 18	Human Side of Organizations Chapter 5 (Owens) <i>Crippen Article</i>
<b>October 25</b>	<b>FALL BREAK/NO CLASS</b>

November 1	Motivation for Improvement Chapter 11 (Owens) <i>Cassavant Article</i>
November 8	Organizational Conflict Chapter 10 (Owens) <i>Spillane Article</i> <b>Leadership Community Plan Due</b>
November 15	School Reform/Improvement Chapter 12 (Owens) Darling-Hammond Article
<b>November 22</b>	<b>THANKSGIVING HOLIDAY/NO CLASS</b>
November 29	To Be Determined
December 6	Final Class Course Evaluation Wrap up <b>Final Reflective Journal Due</b>