

The University of Georgia
Department of Lifelong Education, Administration and Policy
EDAP 7030
Organizational Leadership in Schools
Summer 2008

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Course Description:

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. 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. Readings, class discussions, case studies, leadership biographies, reflective journal entries and a leadership plan 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, R. & Valesky, T. (2007). *Organizational behavior in education: Adaptive leadership and school reform, 9th ed.* Boston: Allyn & Bacon.

Required Readings:

The following journal articles are available on WebCT. Read these and be prepared to discuss their relevance to the class topic/discussion, (the WebCT password is **april10**).

Casavant, M., and Cherkowksi, 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.

Gooden, M. A. (2002). Stewardship and critical leadership: sufficient for leadership in urban schools? *Education and Urban Society*, 35, (1), pp. 133-143.

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

Rahim, M. A. (2002). Toward a theory of managing organizational conflict. *The International Journal of Conflict Management*, 13, (3), pp. 206-235.

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.

Tillman, L. C. (2005). Mentoring new teachers: implications for leadership practice in an urban school. *Educational Administration Quarterly*, 41, (4), pp. 609-629.

Zimmerman, J. (2005). Making change at a junior high school: one principal's sense of it. *American Secondary Education*, 33, (2), pp. 29-38.

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, 2nd 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/acadhon.htm.

Persons with Disabilities

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor to discuss any concerns.

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. Laptop computers are not needed for this course, please do not bring them to 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 and tardiness 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.

Writing Guidelines

All written assignments (with the exception of the Reflective Journals—see that section of the syllabus for further detail) are to be typed, double-spaced, and formatted according to the APA Manual, 5th Edition. Points will be deducted if APA style is not followed. In addition, select language for your writing and speaking that communicates clearly and

appeals to the intellect. Informal language, humor, and jargon are not appropriate forms of communication for written assignments.

Assignments:

There are several assignments that will determine how you are assessed within the course. All written assignments are to follow the standards outlined in the APA Manual. All assignments are due by 5:00 p.m. on the due date.

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 completed 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. **Class presentation/facilitation**—each student will select a course topic (see course schedule section of syllabus) to present to the class. Presentations must be approximately 45 minutes in length. **In order to be successful, students are to research the topic *utilizing outside resources*.** Presentations are not to be a summary of the text materials. **Presentations are to be interactive, involving all members of the class.** Students will work in groups (2-3 persons per group) to present. Presentations will begin during the fifth class session (tentatively).
4. **Biography**—read a biography of a leader (educational, political, historical, business or military). An autobiography is not acceptable for this assignment. 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 or summarize the book. Identify the concepts that you and others can learn from this person.

5. **Leadership Plan.** 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 faculty, your supervisor, and community stakeholders (parents, business, community members) 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 10-15 pages.
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. **If you are absent from class, you are still expected to complete a journal entry based on the week's readings.** *Journal entries are to be no more than 1-2 single spaced pages.* Each entry must be dated according to the date of the class session. **Journal entries are not designed to be a recap of the class topic, but rather your thinking and analysis based on your experience and discussion of these concepts in class.** Journals will be submitted two times during the semester. See the syllabus for due dates. Your journal entries may address each of the following:
 - 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 beliefs about the topic prior to the time you experienced it?
 - 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. **Late assignments without prior arrangements will not be accepted under any circumstances.** The maximum point value for each assignment is as follows:

Class Attendance/Participation	20 points
Biography Analysis	20 points
Leadership Plan	25 points
Class presentation	10 points
Reflective Journal	15 points
WebCT Posts	10 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
Tuesday

<u>Date</u>	<u>Topic/Assignment</u>
June 5	Introduction Vision Development
June 10	Research Methods/Paradigms Chapter 1 (Owens) Paper of Introduction Due
June 12	Educational Debates/Theories Chapter 2 (Owens) <i>A Nation at Risk</i>
June 17	Development of Organizational Thought Chapter 3 (Owens) <i>Foley Article</i> Student Presentations Begin
*June 19	Visions, Myths and Organizations Chapter 4 (Owens)
June 24	Climate and Culture Chapter 6 (Owens) <i>Kelley Article</i> <i>Zimmerman Article</i>
*June 26	Productive Decision Making Chapter 9 (Owens) <i>Singh Article</i> <i>Gok Article</i>
July 1	Common Beliefs about Leadership Chapter 8 (Owens) <i>Sanders Article</i> <i>Tillman Article</i> Reflective Journal Due
*July 3	Human Side of Organizations/Effective Leadership Chapter 5 (Owens) <i>Crippen Article</i> <i>Gooden Article</i>

<u>Date</u>	<u>Topic/Assignment</u>
*July 8	Leadership Plan Development No Journal Assignment No WebCt Assignment
July 10	Motivation for Improvement Chapter 11 (Owens) <i>Cassavant Article</i> Biography Analysis Due
*July 15	Organizational Conflict Chapter 10 (Owens) <i>Rahim Article</i>
*July 17	Organizational Change Chapter 7 (Owens)
July 22	Organizational Change Reading(s): TBA
July 24	School Reform/Improvement Chapter 12 (Owens) <i>Darling-Hammond Article</i> Leadership Plan Due
July 29	Small School Reform: Guest Speaker Final Class Wrap up Course Evaluation
July 31	Final Reflective Journal Due 5:00 p.m.

*indicates that students will meet via WebCT.