

**The University of Georgia**  
**Department of Lifelong Education, Administration and Policy**  
**EDAP 7030**  
**Organizational Leadership in Schools**  
**Fall 2009**

Dr. April Peters  
Assistant Professor  
850 College Station Road  
327 River's Crossing  
Athens, GA 30602

706-542-4154 (voice)  
706-542-5873 (fax)  
[alpeters@uga.edu](mailto:alpeters@uga.edu)

**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, 9<sup>th</sup> 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), pp. 71-81.

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

Lavy, V. (2007). Using performance-based pay to improve the quality of teachers. *The Future of Children*, 17 (1), pp. 87-109.

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

Spillane, J., Halverson, R., and Diamond, J. (2004). Toward a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies*, 36 (1), pp. 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, 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/acadhon.htm](http://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, 6<sup>th</sup> 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.

Citations should primarily come from scholarly journal articles. Scholarly books are permitted as well. Practitioner oriented journals may be cited more sparingly. Please avoid the use of web based references as much as possible.

### **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. **WebCT Posts**—Inasmuch as the class will meet face-to-face approximately every other week, it is important that you be present and participate actively in class meetings. Further, on weeks that we do not meet, you will be expected to participate in online WebCT postings/discussions based on assigned readings. Each student is required to post at least three meaningful, thoughtful responses to the discussion questions (not just “I agree” or “right on”). You may respond directly to the questions and/or to your colleagues’ comments. Each question thread will be open for one week. All postings must be complete by 5 pm on the due date, at which time the session will be locked.

**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	15 points
Biography Analysis	20 points
Leadership Plan	30 points
Class presentation	20 points
WebCT Posts	15 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**

<b><u>Date</u></b>	<b><u>Topic/Assignment</u></b>
August 18	Introduction Vision Development
August 25	Research Methods/Paradigms Chapter 1 (Owens) <b>Paper of Introduction Due</b>
September 1	Development of Organizational Thought Chapter 3 (Owens) <i>Foley Article</i>
*September 8	Educational Debates/Theories Chapter 2 (Owens) <i>A Nation at Risk</i>
September 15	Climate and Culture Chapter 6 (Owens) <i>Zimmerman Article</i> <b>Student Presentations Begin</b>
*September 22	Visions, Myths and Organizations Chapter 4 (Owens)
September 29	Common Beliefs about Leadership Chapter 8 (Owens) <i>Tillman Article</i>
*October 6	Human Side of Organizations/Effective Leadership Chapter 5 (Owens) <i>Gooden Article</i>
October 13	Productive Decision Making Chapter 9 (Owens) <i>Singh Article</i> <b>Biography Due</b>

<b><u>Date</u></b>	<b><u>Topic/Assignment</u></b>
October 20	Motivation for Improvement Chapter 11 (Owens) <i>Teacher Pay for Performance-Lavy article</i>
*October 27	Leadership Plan Development
November 3	Organizational Conflict Chapter 10 (Owens) <i>Rahim Article</i>
*November 10	Organizational Change Noguera article Fullan article
November 17	Organizational Change Chapter 7 (Owens) <b>Leadership Plan Due</b>
*November 24	NO CLASS—Thanksgiving Holiday
December 1	School Reform/Improvement Chapter 12 (Owens) <i>Darling-Hammond Article</i>
December 8	Guest Speaker Final Class Wrap up Course Evaluation

\*indicates that students will meet via WebCT.