

**THE UNIVERSITY OF GEORGIA
DEPARTMENT OF LIFELONG EDUCATION, ADMINISTRATION, AND
POLICY**

**EDAP 7030 Organizational Leadership in Schools
Four semester hours
Course Syllabus**

Spring 2006. The course is designed to acquaint students with the complex nature of organizations, the major frames used to analyze organizational climate and culture, the nature of conflict, and current concepts of leadership. School leaders today are the focus of much hope for educational improvement, but without knowledge, skill, and a disposition toward solving the impediments to school improvement, their work, however well intended, will not succeed. Leadership is more widely distributed than earlier administrators may have realized and encouraging the processes to awaken that leadership is a major responsibility for current organizational leaders. Readings, class discussions, case studies, a reflective journal, analysis papers, and two leadership projects are the student activities assigned to address the course concepts.

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

Text available online at: www.mbsdirect.net. Select "U", then "University of Georgia", then "buy course materials", then "Department of Adult Education". This is course # 12.

Recommended Books

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.

Sergiovanni, T. (2006). *The principalship: A reflective practice perspective, 5th ed.* Boston: Allyn & Bacon.

Short, P. and Greer, J. *Leadership in empowered schools, 2nd ed.* (2002). Upper Saddle River, New Jersey: Merrill Prentice Hall.

Additional Readings:

The following journal articles are on reserve in Galileo. Read these and be prepared to discuss their salient points during class. To access them, go to http://www.libs.uga.edu/access_services/reserves.html. You may search by my name or the number of the course and using the password, wonder.

Argyris, C. (1997). Initiating change that perseveres. *The American Behavioral Scientist*, 40 (3), 299-309.

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.

Pater, R. (2002). Leadership skills for the 21st century. *Occupational Health and Safety*, 5 (1), 6-11.

Perlstein, D. (2004). A kernel of hope: Educational leadership and racial justice. *Journal of Curriculum and Supervision*, 19 (4), 288-300.

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.

Siegrist, G. (1999). Educational leadership must move beyond management training to visionary and moral transformational leaders. *Education*, 120 (9), 297-303.

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.

Meetings: Mondays, January 9 through May 1. Cell phones and pagers should be turned off during class meetings. Class attendance and participation are significant parts of the course. Absences from class will reduce your class participation score which, in turn, will negatively affect the final grade.

The syllabus is a general plan for the course. The instructor will announce changes to the schedule if they become necessary.

Course Objectives:

The objectives of the course include a portion of the 21 ELCC standards and the emphasis on knowledge, skills, and dispositions by NCATE. A list of the standards is shown at the Attachment of this syllabus. The course will emphasize standards 1.4, 1.5, 4.1, 4.2, 4.3, as they relate to providing organizational leadership for schools. In addition, the course will include study of diversity issues that school administrators address in their assignments as school leaders.

Course assessments will be made of student products and professional behaviors demonstrated in class. Dispositions toward leadership will be determined through the reflective journal kept by the student. Knowledge acquisition will be the primary concern, with skills and dispositions being the second and third priorities.

Specific objectives are:

- A. Increase the student's knowledge and skills base in organizational leadership.
- B. Identify, clarify, and complete a draft of the student's vision of learning and develop plans for implementing that vision in a school.
- C. Develop knowledge, skills, and dispositions required to lead faculty, students, parents, and the community to understand and adopt the school vision of learning.
- D. Develop knowledge, skills, and dispositions needed to lead faculty, students, parents, and the community to identify and secure resources necessary to implement the school vision of learning.

A Culture of Honesty

All academic work must meet the standards contained in 'A Culture of Honesty, which states "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. All students are responsible for informing themselves about those standards before performing any academic work.

Assignments:

1. **Paper of introduction—ungraded.** This paper is due at the second class meeting. Do not conduct any research prior to writing your paper, but please include the following points:
 - A. Describe yourself in terms of your background, interest in leadership and any past leadership roles you have had.
 - B. What is your “vision of learning” at this time?
 - C. What is your general definition of leadership?
 - D. Describe your understanding of the most important things leaders do.
 - E. Have you been in any situations where you attempted to exercise leadership and you were diverted, criticized, or attacked for your behavior?
 - F. What role has any of the various forms of discrimination played in developing your beliefs about leadership?
 - G. What are your personal goals for the course?

The basic idea of the paper is to inform the instructor of your current knowledge of organizational leadership and the professional interest you have at this point in your life.

2. **Read thoroughly the text and other materials assigned for the course.**
3. **Prepare a reflective journal** that identifies your thoughts and attitudes toward the major concepts and issues discussed in the course. 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 consider the following four items about each of your entries:
 1. Describe the learning event or belief in a few sentences.
 2. Identify the new concepts or ideas this situation brought to you.
 3. What were your beliefs about the topic prior to the time you experienced it?
 4. What questions or ideas emerged from the new learning that challenged your former belief?

Submit a partial journal and a complete copy to the instructor on the dates identified in the calendar.

4. **Biography**—Read a biography of a leader— educational, political, historical, business, or military. Prepare a 5-6 page paper in which you summarize the leadership activities for which this individual is best known.

- Identify the type of leadership exercised by the individual and give reasons for selecting him or 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 others can learn from this person.
5. **Leadership Plan A.** Using reference materials, journal articles, and class materials relating to educational leadership, design a plan to lead a group and your immediate supervisor to adopt your "vision of learning" for the organization where you are the leader. First, your plan should identify the theoretical basis for your plan to the extent you have one developed, your vision of learning followed by the activities you will conduct, the time schedule you will require, obstacles you must overcome, and the criteria you will use to determine when the faculty has accepted your leadership and committed to the program. Be sure to cite references in your paper of approximately 6-10 pages.
 6. **Leadership Plan B.** Using the same type of knowledge base and concepts, but different references, develop a second component that you will implement to lead parents and the larger community to adopt your vision of learning. Include the same elements in this plan that you did in the group and supervisor plan. This paper will be approximately the same length as the one referenced in item 5.

7. Self-evaluation

<u>Basis for awarding final grades</u>	<u>Points</u>
Class attendance/participation	60
Reflective journal	40
Biography analysis	40
Leading faculty plan	60
Leading community plan	60
Final examination/self-evaluation	40
Total	300
300—270	A
269—240	B
239—210	C
209—180	D
Below 179	F

Course Evaluation: Students will evaluate the course by completing the College of Education evaluation instrument at the end of the semester.

Course Schedule (Initial)

<u>Date</u>	<u>Topic</u>	<u>Assignment due</u>
January 9	Introductions, orientation, expectations	
January 16	Martin Luther King Holiday—No class session	
January 23	People, paradigms, and research in organizations (Chapters 1 & 2) Paper of Introduction due	X
January 30	Development of organizational thought (Chapter 3) Siegrist article	
February 6	Visions, myths, and organizations (Chapter 4), Pater article Biography paper due Share biographies	X X
February 13	Climate and culture (Chapter 6), Crippen and Perlstein articles Reflective journal due Share biographies	X X
February 20	Organizational change (Chapter 7) Argyris article Share biographies	X
February 27	Common and uncommon beliefs about leadership (Chapter 8), Spillane article Share biographies	X
March 6	Productive leadership, Sanders and Harvey article Plan A for leading faculty & supervisor due	X
March 13	Spring break—no class session	
March 20	Decision making not made easy (Chapter 9) Reflective journal due	X
March 27	Human side of organizations (Chapter 5), Cassavant & Crippen articles	

April 3	Motivation for improvement (Chapter 11)	
April 10	Organizational conflict (Chapter 10) Plan B for leading parent and community due	X
April 17	Herding the cats: Managing difficult people	
April 24	School reform or school improvement (Chapter 12) Darling-Hammond article Final Reflective Journal due	X
May 1	Final class meeting Self evaluation Course evaluation	

ATTACHMENT

EDUCATIONAL LEADERSHIP CONSTITUTENT COUNCIL (ELCC) STANDARDS

STANDARD 1

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

- 1.1 Develop a vision
- 1.2 Articulate a vision
- 1.3 Implement a vision
- 1.4 Steward a vision
- 1.5 Promote community involvement

STANDARD 2

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 2.1 Promote positive school culture
- 2.2 Provide effective instructional program
- 2.3 Apply best practice to student learning
- 2.4 Design comprehensive growth plans

STANDARD 3

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 3.1 Manage the organization
- 3.2 Manage operations
- 3.3 Manage resources

STANDARD 4

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate with families and other community members
- 4.2 Respond to community interest and needs
- 4.3 Mobilize community resources

STANDARD 5

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

- 5.1 Act with integrity
- 5.2 Act fairly
- 5.3 Act ethically

STANDARD 6

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 6.1 Understand the larger context
- 6.2 Respond to the larger context
- 6.3 Influence the larger context