

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

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

**Course Syllabus**

**Fall 2005.** The course is designed to acquaint students with the major frames for analyzing a local school culture, concepts of leadership, and the complexities of organizational analysis and change. 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 administrators may have realized and managing the processes to awaken that leadership is a major responsibility for the organizational leader. Readings, class discussions, case studies, a reflective journal, issue analysis papers, and two leadership projects are the major student activities of the course.

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Required Text: Sergiovanni, T. (2006). *The principalship: a reflective practice perspective*, 5<sup>th</sup> ed. Boston: Allyn & Bacon

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.

Northouse, P. *Leadership* (2004). Thousand Oaks, California: Sage

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

Ubben, G., Hughes, L. and Norris, C. (2004) *The principal*, 5<sup>th</sup> ed. Boston: Allyn and Bacon.

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](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, open.

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 21<sup>st</sup> 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, August 22 through December 5. No cell phones or pagers are permitted during class meetings. Attendance and class participation are significant parts of the course. Absences from class will negatively affect the class participation score which will affect the final grade.

Final Examination: December 5

The syllabus is a general plan for the course. The instructor will announce changes in the schedule that are necessary.

Course Objectives:

The objectives of the course include a portion of the 21 standards of ELCC and the emphasis on knowledge, skills, and dispositions of NCATE requirements. A list of the standards is shown at pages 57-64 of the text. 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 the student's vision of learning for a school and develop plans for encouraging and implementing that vision in a school.
- C. Develop knowledge, skills, and dispositions required to lead faculty, students, parents, and the community to understand the school vision of learning.
- D. Develop knowledge, skills, and dispositions needed to lead faculty, students, parents, and the community to identify and develop 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](http://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 for learning?”
  - C. What is your current 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.

2. Read thoroughly the text and other materials assigned for the course.
3. Develop 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 learning concepts in this situation for 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 your partial journal to the instructor on the dates identified in the calendar and a complete copy at the end of the course.

4. Biography—Read a biography of a leader— educational, political, 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 this individual as a model leader. You are not critiquing the book, but conducting an analysis of the leader’s behaviors and the results that person obtained. Identify the points that you and others can learn from this person.
5. Using reference materials, journal articles, and class materials relating to educational leadership, design a plan for leading a faculty and your immediate supervisor to adopt your “vision for learning” in the school. Your plan should identify your vision for learning, the activities you will conduct, the time frame, the theoretical basis for your plan, 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 reference materials in your paper that will be approximately 6-10 pages.
6. Using the same type of knowledge base and concepts, but different references, develop a plan for leading parents and the community to adopt your vision of learning. Include the same elements in this plan that you did in the faculty and supervisor plan. This paper will be approximately the same length as the one requested in item 5.
7. Final examination/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>
August 22	Introductions, orientation, expectations (Chapter 1)	
August 29	Traditional concepts of management (Chapter 3) Personal biography due	X
September 5	Holiday, no class meeting	
September 12	The positional school leader (Chapter 2), <b>Siegrist article</b>	
September 19	Leadership theories for today's schools (Chapter 4), <b>Pater article</b> Biography paper due Share biographies	X X
September 26	Affective leadership (Chapter 5), <b>Crippen and Perlstein articles</b> Reflective journal due Share biographies	X X
October 3	Organizational culture and leadership (Chapter 6) Share biographies	X
October 10	Developing leadership skills (Chapter 7), <b>Spillane article</b>	
October 17	Leadership through learning (Chapter 8, 10), Plan for leading faculty due	X
October 24	Leadership for learning, (Chapter 9) <b>Sanders &amp; Harvey article</b> Reflective journal due	X

November 7	Standards—who needs them? (Chapter 11), <b>Darling-Hammond article</b>	
November 14	Supervision, coaching, and mentoring— modes of leadership (Chapter 12-14), <b>Casavant article</b>	
November 21	The planning of change (Chapter 16), <b>Argyris article</b> Plan for leading parent and community due	<b>X</b>
November 28	Summary on organizational leadership	
December 5	Last Class, self-evaluation	

## **ATTACHMENT**

### **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