



School of Education and Exercise and Sports Science

Virtual Campus – Winter 2008

Nov. 10, 2008 – Feb. 14, 2009

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE SYLLABUS: EDUC 5300 VC01 Personal and Organizational Leadership

Term and Dates: Winter 2008-09

Instructor:	Dr. Sue Bradley
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Course Web Site:	http://virtualcampus.wbu.edu
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Class Hours:	On line via WBU Blackboard weekly Monday to Monday
Class Location:	WBU Online Campus
OFFICE HOURS:	I will respond to your email normally within 48 hours. If you need to discuss an issue you may use the message center or the telephone or email.

DESCRIPTION: The course is designed to enable the student to gain personal and professional leadership skills as he/she progresses from dependency on others to independence, and finally to interdependence with others in the organization.

Course Overview

This course is designed to provide participants with a working knowledge of the standards for leadership which have been designed by the Interstate School Leaders Licensure Consortium (ISLLC) and *Principle Centered Leadership* as defined by research conducted by Steven Covey and FranklinCovey Inc.

The challenges in today's schools are increasingly frequent, complex, and intense; school leaders are regularly required to take immediate and definitive action regarding multifaceted issues. The standards represent an effort to refine the skills of school leaders to effective educational outcomes.

Please note that there will be podcasts and videos as well as outside articles that relate to the reading assignments. Students who do not have iTunes will need to load that on their computer. It is non-intrusive, free and can be downloaded at:

<http://www.apple.com/itunes/download/> or to visit the Apple webpage go to <http://www.apple.com>

PREREQUISITE(s): None

TEXTBOOKS:

BOOK	AUTHOR	YEAR	PUBLISHER	ISBN#
<u>Practicing the Art of Leadership: A Problem-based Approach to Implementing the ISLLC Standards.</u>	R. L Green	2009	Allan & Bacon/Merrill Prentice-Hall	See below ****
**** eText ISBN-10: 0-13-501163-9 Print ISBN-10: 0-13-159973-9	eText ISBN-13: 978-0-13-501163-8 Print ISBN-13: 978-0-13-159973-4			

BOOK	AUTHOR	YEAR	PUBLISHER	ISBN#
<u>Principle-Centered Leadership</u> #	S. Covey	1992	Fireside Press	067192806
# May order from the covey website, also available is audio/CD version of the book.				

WEBSITES

WBU Blackboard <http://virtualcampus.wbu.edu>

ISLLC www.ccsso.org/content/pdfs/isllcstd.pdf

State Department of Education websites such as
Arizona Department of Education
<http://www.ade.state.az.us/asd/lep/>

And others listed in your textbook and posted on Blackboard

Course Objectives

Participants will...

- Identify important stakeholders in today's schools.
- Identify ways that leaders are expected to live and behave within organizations.
- Articulate a concise, complete, and compelling vision of their initiative.
- Outline a plan to achieve their vision.
- Diagnose misalignments in processes, structures, and systems that prevent achieving their desired results.
 - Design processes that are streamlined, effective, efficient, and flexible.
 - Identify the right people to work within the right structure in order to accomplish tasks of the organization.
 - Provide the right information to the right people so that decisions can be made in the best interests of students, as well as the organization.
 - Learn about effective ways to empower other individuals within the organization
 - Learn which styles of leadership work best to get people to do their best work.
 - Learn how to communicate expectations and results clearly and fairly to people so that desired outcomes are achieved consistently.
 - Plan ways to increase personal trustworthiness so that others will trust them to make the right decisions.
 - Identify ways in which to improve their leadership in order to become more effective.

Content Outline:

1. Leadership
2. Personal leadership
3. Career leadership
4. Management and organization through effective leadership
5. Leadership elements of importance
6. Dilemma/crisis management
7. Improving leadership

Weekly calendar of events: (Outline and Due Date)

Dates	Topic	PAL readings	PLC readings	Assignment	Other
11/10/08	Introduction	Chapter 1	Chapters 1	2DB & quiz	Orientation
11/17/08	Leadership	Chapter 2	Chapter 2, 25, 26, 26	DB&Quiz	
11/24/08	Personal Leadership	none	Chapters 2-13	DB & quiz	
12/1/08	Manage & organize	none	Chapters 14-31	DB & quiz	
12/8/08	Collaborate Communicate	Chapter 3 & 4	Refer to all	DB & quiz	
12/15/08	Decision making & conflict	Chapter 5 &6	Refer to all	DB & quiz	Wikis
12/22/08 1/5/09	Change	Chapter 7	Refer to all	DB & quiz	Holiday
1/12/09	Standards	Review	Review	DB & quiz	
1/19/09 1/26/09	Dilemmas	Review	Review	DB & quiz	
2/2/09	Research paper due	Review	Review		Paper
2/9/09	Final			Term ends 2/14	
<p>Note: DB=<i>discussion Board</i>; PAL=<i>Practicing the Art of Leadership</i>; PCL=<i>Principal Centered Leadership</i></p>					

**EDUC 5300 Winter Term 2008
COURSE REQUIREMENTS AND EVALUATION**

Assignments	Explanation	Pts	%
Discussions	There will be ten discussion boards-two the first week and then one for each week except the research week and the last week. Students are required to participate in each with at 250 word initial post and a 100 word academic response to one other student's initial post. These will be practical applications where students apply their reading assignments to practical implications of leadership. In many cases, students will be required to read an assigned, outside article or view a video podcast that relates to the week's reading assignment.	100	20
Tests	There will be nine weekly tests over the reading assignments. There will be an orientation test the first week. Tests usually consist of short answer, multiple choice, to assess reading comprehension.	100	20
Research paper	This will be a 20-page paper on some area of school leadership foundations. All papers are to follow APA format. Receive prior approval by the instructor. Students are encouraged to use the WBU Learning Resource Center early in order to include at least eight professional, academic sources.	100	20
Wiki Page	The class will be divided into of four or five members. A wiki page will be assigned for each group to complete. Each team member must participate and contribute to the outcome. Wiki pages will be research-oriented, but will incorporate pragmatic approaches to leadership and ethical practices. NOTE: www.wikipedia.org is a good model, but the resources found there MAY NOT be used as academic sources. Each team member must contribute at least two separate academic or professional sources to the page.	100	20
Final exam	This is over all materials covered in the course. It is a two-hour examination.	100	20
Total		500	100

WBU GRADING SYSTEM:

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=Below 60%

University Statements:

It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

Students are responsible for reading, understanding, obeying, and respecting all academic policies, with added emphasis being placed upon academic progress policies, appearing in the Wayland Baptist University Academic Catalog applicable to their curriculum and/or program of study.

The six ISLLC standards define the role of the school administrator as “an educational leader who promotes the success of all students by”...

- o facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- o advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- o ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- o collaborating with families and community members; responding to diverse community interests and needs; and mobilizing community resources.
- o acting with integrity and fairness -- in an ethical manner.
- o understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

Participants will be encouraged to consider both (a) personal and interpersonal effectiveness and (b) managerial and organizational development as they examine *Principle-Centered Leadership* as defined by the FranklinCovey Company.

Major theories, studies, and models of leadership -- and their implications for leadership in schools -- will be explored. Scenarios growing out of real-life practice will be presented to provide practical information and ideas for those who are preparing for leadership positions in today's schools.

Course Goals Related to SBEC Domains and Competencies

Participants will plan experiences, secure information, and develop or refine skills that address the State Board for Educator Certification (SBEC) areas regarding the following administrator domains and competencies:

DOMAIN I-SCHOOL COMMUNITY LEADERSHIP*

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

- 1.1.3 implement strategies to ensure the development of collegial relationships and effective collaboration.
- 1.1.5 use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- 1.1.6 use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- 1.1.7 facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.

- 1.1.8 align financial, human, and material resources to support implementation of a campus vision.
- 1.1.10 support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- 1.1.11 acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

* "School Community" includes students, staff, parents/caregivers, and community members.

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

- 1.2.1 communicate effectively with families and other community members in varied educational contexts.
- 1.2.2 apply skills for building consensus and managing conflict.
- 1.2.4 develop and implement strategies for effective internal and external communications.
- 1.2.9 respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- 1.3.1 model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- 1.3.3 apply knowledge of ethical issues affecting education.
- 1.3.5 apply laws, policies, and procedures in a fair and reasonable manner.

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision.

The principal knows how to:

- 2.6.4 implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- 2.6.6 diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- 2.6.7 engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

The principal knows how to:

- 2.7.2 implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- 2.7.3 frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.

DOMAIN III-ADMINISTRATIVE LEADERSHIP

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

- 3.8.5 develop and implement plans for using technology and information systems to enhance school management.