

California State University San Marcos
COLLEGE OF EDUCATION

EDAD 638 (4 units)
Foundations of Leadership and Educational Issues
Summer 2003

INSTRUCTORS:

Jennifer Jeffries, ED. D
UH-305
(760) 750-8510
jjeffrie@csusm.edu

Mission Statement of the College of Education

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

COURSE DESCRIPTION:

This course focuses on contemporary issues in public education, and their implications for educational leaders. The practical application of sound theories of leadership to everyday administrative problems and situations will be studied.

REQUIRED TEXTS:

Snowden & Groton – *School Leadership and Administration*, 5th Ed.
Education Week, Newspaper

PURPOSE AND GOALS:

The purpose of this course is to give students an understanding of the dynamics of leadership and management in the arena of current critical educational issues. It is expected that students will gain both a conceptual understanding of leadership and develop a personal, productive leadership model. Students will study and understand the impact of leadership in the context of the educational organization and major issues that must be addressed.

Course goals include the ability to:

1. Develop a personal definition, understanding and philosophy of leadership.
2. Develop knowledge and understanding of historical perspective of leadership.
3. Understand the role of leadership outward from the organization - marketing.
4. Understand the role of leadership within the organization - effectiveness and productivity.
5. Identify and understand the key, current critical issues in education and the need of appropriate action/reaction.
6. Understand various approaches and skills in conflict management and resolution.
7. Develop an understanding as to why some leaders succeed and others do not.
8. Understand the concept of ethical dilemmas and how leadership needs to respond to those dilemmas.

REQUIREMENTS AND GRADING:

Grading Policy:

1. Attendance policy of the College of Education: Due to the dynamic and interactive nature of this course, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or may not receive a passing grade for the course, at the discretion of the instructor.

For this class, that means you cannot miss more than 12 hours of class time and receive credit. Absences will affect the student's course grade. Students who miss a class should discuss the make-up assignment with the instructor. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible; students are expected to complete the make-up as quickly as possible.

2. The following are expectations of every student:
 - Active participation in class discussions/activities & encouragement of colleagues to do the same
 - Completion of all course requirements on time
 - Demonstration of learning, thinking, stretching, listening, reflecting
 - A high level of scholarship is expected of all graduate students

In-class Participation - In-class discussion, posing and responding to questions, and active participation in all group activities is expected of all students. Students are expected to contribute, not dominate, and to ensure the participation of all other students. **30% of grade**

Debates – Two 2 person teams (one pro and one con) will participate in an oral debate on a major contemporary issue in education. The debate will present a description of the issue and information based on research, pro and con perspectives, analysis of the issue’s implications, a summary and conclusions. Following each presentation students observing the debate will submit a one-page paper critiquing the debate. In-class time will be provided for selection, organization and exploration of debate topics. **15% of grade**

Debate format:

20 min. – Opening Statement: 10 min. each side

10 min. – Rebuttal and Questions: 5 min. each side

10 min. – Closing Statement: 5 min. each side

10 min. – Quiet reflection & note making by observers in preparation for 1 page critique

Individual Presentations - Students will lead weekly discussions of current issues presented in *Education Week*. The purpose of this activity is **to demonstrate that you have the ability to spot a current issue that has leadership implications and the skills to initiate a discussion** about the content and implication of the issue to K-12 education. **15% of grade**

Case Studies and In-baskets – Instructors will describe these activities in class. **10% of grade**

Final Paper – In this final paper of your Preliminary Administrative Services Credential program, you are to present your **leadership philosophy focused on a school leader’s primary mission of ensuring the achievement of every student**. You have studied leadership through courses, readings, experiences, and observations for the past two years. This paper is your opportunity to synthesize what you have learned about leadership. Write as if you were the principal of a school. Describe your philosophy and show evidence of deep thought and insight, referring to the knowledge, skills and wisdom you gained over the past four semesters in this CSUSM leadership program. Be specific, citing specific readings, research, class lessons, and experiences. **15% of grade**

Your paper must be of the highest quality, a maximum of 4 pages, 1" margins, double-spaced using 12 point font Arial. Do not use clichés or current faddish or educational jargon.

Final Presentations – Each person will make a final presentation to the class, describing her/his two most powerful leadership learnings from the program. The guideline sheet is attached. This guideline sheet will be completed by each class member to serve as feedback for each presenter. One purpose of this activity to show that you can powerfully and completely communicate in prescribed amount of time given specific content expectations. The use of props, AV or other realia is an individual decision. **15% of grade**

Spring 2003 Tentative Schedule

<u>Date</u>	<u>Topic</u>	
5/14	Review course outline and student responsibilities; Initiating and Sustaining the Leadership Conversation; Changing the Organizational Culture. Sign Up for video	(4 hours)
5/20	In Basket Exercise. Shaping and Assigning Debate Topics; Debate preparation; Current issues discussion (<i>Education Week</i>)	(4 hours)
5/27	Ethical Dilemmas; Historical and contemporary leadership models and how ethical dilemmas were/are solved in those models. Current issues discussion (<i>Education Week</i>)	(4.5 hours)
6/3	In-basket; Current issues discussion; (<i>Education Week</i>) Conflict Resolution Resources	(4.5 hours)
6/7	Current issues discussion (<i>Education Week</i>) Marketing Our Schools How and Why Leadership Fails Discussion and reflection on the videos.	(8 hours)
	Students are to have viewed <i>12 Angry Men</i> , <i>Norma Rae</i> , <i>Malcom X</i>	
6/10	Current issues discussion (<i>Education Week</i>)	4.5 hours)
6/17	Case Study; Current issues discussion (<i>Education Week</i>)	(4.5 hours)
6/23	3 Critical Issue Debates; Current issues discussion (<i>Education Week</i>); Insights into Special Education	(6 hours)
6/24	3 Critical Issue Debates; Current issues discussion (<i>Education Week</i>)	(6 hours)
6/25	1 Critical Issue Debate; Leadership Simulation Exercise; Current issues discussion (<i>Education Week</i>)	(6 hours)
6/26	Leadership Simulation Exercise; Final Portfolio Presentations; <u>Leadership Paper Due</u>	(6 hours)

EDAD 638
FINAL PORTFOLIO PRESENTATION

By: _____
Summer 2003

1. What was the presenter's first most powerful learning? **(It is assumed that relationship building is a common powerful learning. It should not be included in this reflection.)**

- ◆ Why is it significant?

- ◆ How was it learned?

- ◆ What significance *for action* does this have for the person as a school site leader?

2. Second most powerful learning?

- ◆ Why is it significant?

- ◆ How was it learned?

- ◆ What significance *for action* does this have for the person as a school site leader?

EDAD 638
FINAL PORTFOLIO PRESENTATION
(PAGE 2 OF 2)

3. Comment on presentation skills, i.e. clear, succinct, within the time allotted, etc.?
(Time is 10-12 minutes.)

4. What references were made to: class discussions, readings, class & field activities?

5. What was the evidence of depth of thought?

6. Based upon the presentation, what is a key aspect of the presenter's educational philosophy ?

7. Other comments to help the person grow.

Debate Feedback

Issue: _____

Pro Team: _____

Con Team: _____

1. Was the issue clearly articulated? Provide specifics to support your view.

Pro

Con

2. What evidence was provided to support the team's position?

Pro

Con

3. What were 2 strengths and 2 areas of growth in terms of style?

Pro:

Con:

4. What were 2 strengths and 2 areas of growth in terms of style?

Pro:

Con:

5. Which team won? That is, which team provided the most compelling case for its position? Provide specifics to support your conclusion.

Video Viewing Guide

As you watch the video, be alert to examples of the following:

1. Mutuality of goals
2. Examples of transactional and transformational leadership
3. The presence of charisma
4. Use of influence and types of influence
5. Empowerment of others
6. Personal price paid by those who lead
7. Other leadership observations