

California State University San Marcos
COLLEGE OF EDUCATION

EDAD 620
Foundations of Leadership and Educational Issues
Spring 2006

INSTRUCTOR:

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UH-412

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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 brief 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. Understand the role and purpose of organization.
6. Have knowledge and understanding of a brief historical perspective of theories of human needs and motivation.
7. Define and understand power - it's uses and abuses.
8. Understand the basic functions of management - planning, organizing, directing/motivating, controlling and evaluating.
9. Identify and understand the key, current critical issues in education and the need of appropriate action/reaction.
10. Understand and develop skills in conflict management and resolution.
11. Develop an understanding as to why some leaders succeed and others do not.
12. Have a personal, guiding, working definition of leadership, power, authority, management and administration.
13. Have an understanding of the keys to effective executive.
14. Understand the concepts of participatory management and empowerment.
15. Understand and develop an ethical framework for leadership.

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.
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

Clad Competencies - Instructors will review which competencies will be addressed in the course. (competencies attached)

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.

Debates – Small groups 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.

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*.

Case Studies and In-baskets – Instructors will describe these activities in class.

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 two years in this CSUSM leadership program. Be specific, citing specific readings, research, class lessons, and experiences.

Your paper must be of the highest quality, a maximum of 4 pages, double-spaced using 11 or 12 point font. 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.

Spring 2006 Tentative Schedule

<u>Date</u>	<u>Topic</u>
1/23	Print out course outline from web cite; E-mail case study to hweinber@csusm.edu by 1/20.
1/30	Current issues discussion (<i>Education Week</i>); select debate topics; case study discussion
2/6	In Basket exercise; Case Study; Current issues discussion (<i>Education Week</i>)
2/13	Critical issues Debate: Will Merit Pay for Teachers have a positive effect on student achievement? Current issues discussion (<i>Education Week</i>)
2/20	Critical Issue Debate - Church/State issues: Should Church/State separation be maintained? Case Study; Current issues discussion (<i>Education Week</i>)
2/27	Critical issues debate - Can Charter Schools revitalize public education?; Current issues discussion (<i>Education Week</i>)
3/6	Critical Issue Debate - Progress of Reform Efforts: Will (or are) intervention and rewards programs based on high stakes testing lead to improved student learning? Case Study; Current issues discussion (<i>Education Week</i>)
3/13	Critical Issue Debate - Creating safe/well-run school: Does the fear of school violence/substance issues warrant a “zero tolerance” policy? Case Study; Current issues discussion (<i>Education Week</i>)
3/20	Critical Issue Debate - School Choice: Can school choice/privatization lead the way to educational reform? Case Study; Current issues discussion (<i>Education Week</i>)
3/29	SPRING BREAK - NO CLASS SESSION
4/3	Leadership Simulation Exercise; Case Study; Current issues discussion (<i>Education Week</i>)
4/10	Critical Issue Debate - Teacher Unions: Detrimental or Beneficial? Case Study; Current issues discussion (<i>Education Week</i>)
4/17	Panel Discussion-“Your next move”; Case Study; Current issues discussion (<i>Education Week</i>)
4/24	Begin final portfolio presentations: <u>Leadership Paper Due</u>
5/1	Final Portfolio Presentations

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FINAL PORTFOLIO PRESENTATION

By: _____
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1. What was the presenter's 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?

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?

