

Rhode Island College-EDIT 1/4/11
 Feinstein School of Education and Human Development
 Department of Counseling, Educational Leadership, and School Psychology

LEAD 500 (3 credits)
 Developing Leaders for Learning

LEAD 500 FACULTY 2008- 2010			
	PAGE, TYLER	FULL TIME	ED.D.

Prerequisites: Graduate status, concurrent registration with LEAD 501, or consent of department chair.

Required Texts: Gorton, R., and Alston, J. (2008). *School Leadership and Administration: Important Concepts, Case Studies, and Simulations*. (8th edition). McGraw-Hill. NY.
 Shipman, N, Queen, J., & Peel, H. (2007). *Transforming School Leadership With ISLLC and ELCC*. Eye On Education. NY

Additional Suggested Texts and Materials:

Bolman, L & Deal, T., (2008) *Reframing Organizations: Artistry, Choice, and Leadership*. Jossey-Bass. San Francisco.
 Cialdini, R. (2009). *Influence: Science and practice*. Pearson Education, Inc. Boston
 Munro, J., Ed. (2008). *Educational Leadership: Round table viewpoints*. McGraw-Hill Higher Education. NY.
Sergiovanni, T. (2006). The principalship: a reflective practice perspective. (6th edition). Pearson Education, Inc. Boston, New York
 Senge, P. (2006). *The 5th Discipline: The art and practice of the learning Organization*. New York: Doubleday.
 Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (1996). *Schools that Learn*. San Francisco: Jossey-Bass.

Course Information:

Effective leadership skills and dispositions are examined. Understanding human learning processes, developing an educational vision, and becoming a reflective leader are emphasized. The role of values in leadership is introduced.

Relationship of This Course to the Professional Program:

This course's objectives are related directly to the Program faculty beliefs, the conceptual framework of the FSEHD, and ISLLC standards, as identified for each outcome. Class activities and assessments that align with course outcomes, course content, and the conceptual framework and ISLLC standards are identified throughout the course syllabus.

LEAD 500 Course Purposes:

To become fully professional, prospective leaders must begin to develop philosophical and methodological perspectives based on consideration of fundamental issues, exemplary practices, theories and research. Effective educational leaders understand leadership and management concepts and recognize that the fundamental role of the school leader is to facilitate learning and teaching. The primary purposes of this course are:

- (1) to understand the nature of leadership, effective leadership practices, and personal

- leadership style
- (2) to gain a deeper understanding and be able to articulate individual beliefs and values as an educational leader;
 - (3) to examine how these beliefs and values provide the foundation for your practice as an educational leader
 - (4) to gain an understanding of the concept “organization” and
 - (5) begin to hone managerial skills; and
 - (6) through the Field Research Component of CORE I (LEAD 501), candidates learn to observe and collect descriptive data beyond the classroom level with a focus on organizational perspectives, structures and processes.

General Approach:

Lecture will not be the dominant mode of instruction in this course. *Ideally, the first part of the class will discuss policy/theory; the second part will make connections in practice.* The emphasis will be on *active student participation* based on constructivist theories of learning and cognitive psychology. Learning is the responsibility of the student. Creating the conditions that promote learning and providing opportunities for study, analysis, discussion and personal reflection is the responsibility of the instructor. Communicating clearly, orally and in writing, are leadership skills; students will be required to practice these skills in a variety of activities and assignments.

Course outcomes:

The outcomes of this course and related standards include:

Outcomes	Conceptual Framework	ISLLC Standards
1. Articulate beliefs & values as an educational leader	Practice; Professionalism; Diversity	1
2. Develop an understanding of the five disciplines of a learning community: mental models, team learning, systems thinking, personal mastery and shared vision.	Knowledge; Practice; Diversity, Professionalism	2,3,5
3. Explore & develop cognitive tools (frameworks and schemas) that lead to personal and team capacity in the five disciplines	Knowledge; Practice; Diversity, Professionalism	1,2,3,,5,
4. Examine how individual beliefs & values influence what you see and the actions you take.	Knowledge; Practice; Diversity, Professionalism	1
5. Develop a vision of learning for a school that promotes success of all students	Knowledge; Practice; Diversity, Professionalism	1
6. Begin to hone Leadership skills: communication, collaboration, consensus, consistency, conviction	Practice	1,3

Outcomes	Conceptual Framework	ISLLC Standards
7. Collect descriptive data beyond the classroom level with focus on organizational perspectives, structures, processes	Knowledge; Practice	1,2,5
8. Develop awareness of multiple forms of data used in learning, leadership & decision making	Knowledge; Practice; Diversity, Professionalism	2,5
9. Develop an understanding of group and social dynamics	Practice; Knowledge;	3

Course Requirements:

	Course Outcomes	Conceptual Framework	ISLLC Standards
<u>Class Participation:</u> When class meets, students are expected to attend each class meeting, arrive on time, and participate positively in class activities and discussions. This means candidates are to show respect for others by listening attentively while others speak, not dominating class discussions, and avoiding disruptions (cell phones, arriving late, etc.). The participation grade will also take into consideration each candidate's efforts in completing in-class activities.	1-9	Professionalism; Practice	<u>All</u>
<u>Reflection Exercises:</u> Students will explore the use of cognitive learning / leadership tools (schemes and frameworks); they will reflect on their learning's generated by these tools from three dimensions: self, others and the System	1-9	Knowledge; Practice; Diversity; Professionalism	1,2,3,5,6
<u>Core Values Paper</u>	1-9	All	All
<u>System Iceberg Exercise:</u> Students analyze a persistent problem in their work setting using the system iceberg framework (event, patterns, structures and mental models).	1-9	Knowledge; Practice; Diversity; Professionalism	All 2,3,5,6
<u>Current Events Critique:</u> Use the library computer services, the Internet, print media or professional journals to access relevant articles on educational leadership. Students will select one current events/topic in relationship to the topics being studied in this course and critique them.	1,5,6	Practice; Professionalism	6,

<u>Educational Leadership Platform: (first draft):</u> Develop a first draft of one's personal views summarizing your beliefs, values and philosophies about education.	1,4,5,	Knowledge: Practice Diversity	2,3,5,6
<u>Final Paper:</u> Three to five pages identifying key learning from course and how it will effect your learning / leadership interactions with students and adults.	1-9	Knowledge; Practice; Diversity; Professionalism	1,2,3,5,6
<u>Final Presentation:</u> Use of leadership skills to strategize and influence/persuade class to a particular point of view using foundational elements of leadership standards and advanced competencies.	1-9	Knowledge; Practice	1,2,3,5

Course Evaluation:

- Attendance is a key component of an effective cohort and is mandatory. If you have an emergency and cannot attend, contact Dr. Page ahead of time, or as soon as possible (456-9610).
- Class readings are to be completed for the assigned date;
- All written assignments are due on the specified date; students must submit work electronically using WORD & follow the format for submission. It is recommended that you bring a hard copy on the due date.
- Rubrics for scoring/grading will guide and assess student progress in terms of knowledge, practice, and growth.

Assignment

Assignment	Points
Attendance & Class Participation (-4/Class)	10 points
Reflection Exercises (5)	15 points
A1- Leadership Perspectives/Core Values	10 points
A2- Current Events Critique	10 points
A3- Systems Iceberg Project	10 points.
A4- Educational Platform	10 points
Final Paper/Presentations (Ppt/Keynote)	35 points
Total	100 points

Final letter grades are based on the following breakdown of points with 100 being the highest number of points possible.

A = 100-94 points	B+ = 87-89 points	C+ = 77-79 points- N/A	D = 65-69 points
A- = 90-93 points	B = 84-86 points	C = 74-76 points	F = 64 and below
	B- = 80-83 points	C- = 70-73 points	

Class/ Sessions:

Date	Topic	Assignments
August 31	Welcome Overview of syllabus & course expectations Introduction to LEAD 500: Leadership Standards/Competencies Leadership challenges in Education	Leithwood; Saphier; Shipman- ISLLC1 Reflection 1

September 7	Vision & the School Community <i>ISLLC 1</i> Dispositions & Performance Standards <i>REFLECTION 1: Core Values</i>	<i>Wiki</i> R1 Due
September 14	ISLLC 1-Mission, Vision, & Core Values Educational Platform Intro-Change Theory: Collaboration, Commitment, Conviction	A1-Core Values
September 21	School Culture & Instruction <i>ISLLC 2</i> Change Theory & Instructional Leadership <i>Assignment 1: Core Values</i>	Core Values-Due
September 28	Climate & Culture: Safe & Effective School Environment School Violence & Bully Prevention ISLLC 2 *(continue): Dispositions & Standards Core Values & Vision Paper D <i>Reflection 2: Change Theory</i>	
October 5	ISLLC 3 Organization: Systems Team Building: NCREL, Building a Committed Team Creating a Shared Vision	R2-Due
October 12	ISLLC 4 Family/Community Collaboration <i>Assignment 2: CE Critique</i>	A2 Critique-Due
October 19	ISLLC 5 Ethics & Integrity in Leadership * Starratt;	
October 26	Organization: Senge: Systems thinking/Systems Iceberg NCLB & implications for student success RTTT- new implications <i>Reflection 3: B. Daniel-Tatum & Monroe</i>	R3 Due
November 2	External Variables & Student Success Influence/Persuasion Skills: ISLLC 6: Knowledge, Dispositions & Standards	A3-Iceberg Due

Assignment 3: Iceberg Project

November 9	Developing New Leadership Skills: Communication & Collaboration: Influence: Science & Practice (continued) Implications for practice: IPlans/RIDE Platform Presentations <i>Reflection 4: Collaboration (prior to Influence)</i>	R4 Due
November 16	More on Systems Thinking: Senge- Iceberg Connections : Educational Change/Culture & Climate Social Psychology: Framing	
November 23	IS: Developing Teacher Leaders (Barth)... how to.. Curriculum, Instruction, Assessments (LEAD 504) Change: Pedagogical Challenges: EX: Harkness Teaching <i>Reflection 5: Influence in Education</i>	R5 Due
November 30 Due	Personal Mastery Scope of Leadership Training & Skills <i>Assignment 4: Educational Platform Due</i>	A4-Platform
December 7*	Wrapup/ Loose EndsFinal - Papers & Presentations	
December 14**	Final - Papers & Presentations	
* Last day of Classes		
** Last day for Papers		

References/Suggested Reading

Ackerman, R., Donaldson, G., & van der Bogert, R. (1996). *Making sense as a school leader: Persisting questions, creative opportunities*. San Francisco: Jossey-Bass.

Bolman, L. & Deal, T. (1997). *Reframing Organizations: Artistry, Choice & Leadership*. San Francisco : Jossey-Bass.

Dufour, R & Others (2004), *Professional Learning Communities at Work: Best Practices to Enhance Student Learning*. NES. Bloomington

Dufour, R, & Eaker, R. (1998), *Whatever It takes: How Professional Learning Communities Respond When Kids Don't Learn*. NES. Bloomington

Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco : Jossey-Bass.

Fullan, M. (2001). *The New Meaning of Educational Change*. New York : The teachers College Press

Fullan, M. (1999). *Change Forces: The Sequel*. Philadelphia and London: The Falmer Press

Northouse, P. (2003) *Leadership: Theory and practice* (3rd Ed.). Thousand Oaks: Sage Publications. (This book will be used throughout the program.)

Soder, R (2001). *The Language of Leadership*. San Francisco: Jossey-Bass. (This book will be used throughout the program.)

Combs, A., Miser, A. & Whitaker, K. (1999). *On Becoming a School Leader: A Person-Centered Challenge*. Alexandria, VA: Association of Supervision and Curriculum Development

Osterman, K. & Kottkamp R. (2004), *Reflective Practice for Educators*, CA: Corwin Press

Sergiovanni, T. (2004). *Strengthening the Heartbeat*. San Francisco: Jossey-Bass.

Sergiovanni, T. (2006). *The Principalsip: A Reflective Practice Perspective*. Boston: Pearson Press

Starratt, Robert J. (2004). *Ethical Leadership*. Jossey-Bass. San Francisco, CA.

Woolfolk, A. (2010). *Educational Psychology* 11th ed. Upper Saddle River, New Jersey. Merrill.

Accommodations:

Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the ADA of 1990 and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with Disability Services in the Student Life Office (Craig-Lee 127, 456-8061). To receive accommodations for this class, please obtain the Request for Reasonable Accommodations forms and meet with me at the beginning of the semester.

August-September, 2010				
Monday	Tuesday	Wednesday	Thursday	Friday
	Aug 31	1	2	3
6	7	8	9	10
13	14	15	16	17

20	21	22	23	24
27	28	29	30	Oct 1

October, 2010				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11 Columbus Day	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November, 2010				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25 Thanksgiving Day	26
29	30			

December, 2010				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14			