

**LEAD 558 School Leadership and the Politics of Education
Educational Leadership Development Academy
School of Leadership and Education Sciences, University of San Diego
Fall 2010**

**September 2, September 30, November 11, November 18, December 2, December 9:
4:30-8:30 PM
October 2, October 23, 30: 9:00 AM-3:00PM
Room 145: Mother Rosalie Hill Hall**

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Description of Course

Prepare students to lead, plan, organize, manage and evaluate day-to-day operations of a school, focusing on developing a productive school culture that supports learning for teachers and students. Candidates learn strategies for working with school stakeholders, sharing decision-making and providing sufficient resources for the diverse needs of students. The course builds candidates’ understanding of, and skill in, responding to the complex political forces that shape organizational life.

Purpose of the Course

Course Element #1: The purpose of this course is to help students prepare for the challenging role of a school leader by assisting them in assessing their leadership ethics, values, and style in the context of the changing 21st century educational environment.

Course Element #2: Students will gain skills to analyze, review, reflect, and assess the day-to-day operations and environment of a school, and how student learning is positively or not so positively influenced by this context.

Course Element #3: Students will demonstrate they can use tools to assess the political environment and influence school culture for the benefit of teaching and learning and improved student achievement.

Course Element #4: Through problem-based learning (PBL), participants will be presented with complex, realistic problems that have been carefully crafted to address course goals and objectives. Students will collaborate to solve problems that address school culture and politics. Students will work in groups, and have an opportunity to acquire appropriate knowledge about the substantive topics addressed in the problem-based learning scenarios. As they solve the problem, students will learn group skills, problem-solving techniques, investigative techniques, disciplinary content, and begin to think like experts in the field.

Course Element # 5: Students will experience the role of a school leader through professional reading, role-playing, and analysis of school data, case studies and interactions with experienced administrators.

Course Element #6: Students will be expected to analyze their communication as a leader by creating visioning messages that integrate politically savvy leadership strategies approaches. Through this communication work, students will begin to develop their leadership voice to communicate expectations and beliefs to school stakeholders for the purpose of improving student learning and achievement.

Course Objectives/Candidate Outcomes

Outcome I. Academic Excellence, Critical Inquiry and Reflection

- A. To experience how the moment-to-moment demands of the principal role intrude on opportunities for exercising instructional and other types of leadership (CAPSL 3, 5)
- B. To understand the process of developing a political understanding for creating and communicating a shared vision (CAPSL 1)
- C. To understand how to plan and implement major changes within a school setting focused on improving student achievement (2, 3, 5, 6)
- D. To reflect on learning experiences and the implications for playing an administrative role in the future (CAPSL 5, 6)
- E. To work with a team to present a solution to a Problem Based Learning Activity (K, S, D) (CAPSL 1, 2, 3, 4, 5, 6)

Outcome II. Community and Service

- A. To collaborate and problem solve in learning groups (CAPSL 4, 5, 6)
- B. To develop a school culture that is conducive to personal and professional growth (CAPSL 1, 2, 3, 4, 5, 6)
- C. To develop a message which (a) is appropriate to the varied needs of adult learners, (b) promotes faculty personal and professional growth, and (c) improves teaching effectiveness (CAPSL 1, 2, 3, 5)

Outcome III. Ethics, Values and Diversity

- A. To engage in role playing scenarios which develop the communication skills necessary for all stakeholders in a school organization (CAPSL 4, 5, 6)
- B. To understand how to engage in discussions with others to problem solve difficult issues within a school culture (CAPSL 2, 5, 6)

Textbooks/Readings

Texts Required:

1. Global Leadership: The Next Generation, Michael Goldsmith and Cathy Greenberg, Alistair Robertson, Maya Hu-Chan
1. The Politically Intelligent Leader: Dealing with the Dilemmas of a High-Stakes Educational Environment, Patricia Clark White, Thomas R. Harvey, and Lawrence Kemper
2. Reframing the Path to School Leadership, Terry Deal and Kent Peterson, Sage Publications
3. *Other instructional materials will consist of readings related to each course topic. They can be accessed through Copley Library's E-reserves site (<http://copleylib.sandiego.edu/eres/> password: ROSE2).*

The Problem-Based Learning Experiences

Problems will be introduced in many ways throughout the class, as a video clip, newspaper article, data gathered from schools, research assignments or in first person reporting drawing students into the "action" of the problem. □Each problem will have specified learning goals and objectives, a template for analysis, reading materials relevant to the problem, and teams will submit their analysis in either in written or oral form. Team members are expected to fulfill agreements within the time frame set by the team. If a team should experience difficulties, conflicts or a “free-rider” problem, it is ultimately the team’s responsibility to address and resolve it. Integrity of each team member is critical. Team and individual assignments designated by the instructors are expected to be completed and submitted at the designated times.

As a collaborative learning member of a team, participants may want to designate members to play roles such as facilitator/chair, recorder, participant, manager, and timekeeper. If the team decides to do this, roles should be switched periodically. Whether or not the team uses this role structure, it should monitor its work and consider whether the procedures it has adopted are functional and/or whether new strategies should be employed.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655, www.sandiego.edu/disability) before the beginning of the course. Every effort will be made to accommodate students’ needs; however, performance standards will not be modified in considering specific accommodations.

Grading Scale (based on total %)

The following scale will be used to determine final letter grades:

95-100%	A	73 – 76%	C
90 - 94%	A-	70 –72 %	C-
87 – 89%	B+	67 – 69%	D+
83 – 86%	B	63 – 66%	D
80 – 82%	B-	60 – 62%	D-
79 - 77%	C+	less than 60%	F

The university will place end of semester scores of 79% and below on academic probation.

NOTE: Grade of Incomplete

Incomplete grades are not recommended. However, if an extreme circumstance should occur the grade of incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F”.

ELDA Attendance Policy

Since participation is integral to the learning process for all students, it is imperative that students attend every class. If a student is late to class or needs to leave class early, s/he must inform the instructor in advance. If a student misses a class s/he has the obligation to make up any work that was missed, and to ask a colleague to collect any materials that were distributed in the class they missed. Students missing more than one class will no longer be eligible for a grade of A due to the impact of class discussion on the learning. If a student's absences or late arrivals and early departures, exceed 25 % of the total class time, the student will fail the class (if a letter grade is given) or receive NC (if the class is a credit/no credit class).

Academic Integrity

At USD, we take the code of academic integrity very seriously; forms of academic dishonesty, including but not limited to cheating, plagiarism, fabrication, or facilitating academic dishonesty, are not tolerated in the Masters program or this class. Violations of the policy may result in suspension or expulsion from the university. If you are unfamiliar with USD's policy, it is your responsibility to read and understand its elements. In summary, any assignment that you turn in for class must be written in your own words, exemplifying your own thoughts and ideas, and you must clearly identify any references you used in completing your work using the format of the APA 5th Edition Style Manual. (6th Edition is now available)

Plagiarism

In your academic writing it is important to pay particular attention to plagiarism. Plagiarism is more than simply an exact copy of another's work. It is also an act of fraud where a person creates the illusion that his or her work is original when it is actually the idea or work of another. In your written work it is important to properly give credit through citation. In this course citation should follow the APA format. It is sometimes difficult to know when to cite and when you are crossing the plagiarism line. Therefore students are strongly encouraged to visit the following website at Indiana University where you will find definitions and examples to guide you in the writing process. Instructors reserve the right to submit any student work to turnitin.com.
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Course Expectations and Assignment Descriptions

Students are expected to: Complete all readings and assignments by due date; Be prepared for discussions in advance, and actively participate making thoughtful contributions during class; Meet commitments as a member of your assigned team in preparing any presentation related to the PBL experiences; Make your work public and engage in a rigorous feedback and reflection process.

1. Participation in class and group discussions/presentations	20%
2. Reflective Essay on each case (worth 10% each)	30%
3. Action Plan	10%
4. Team Presentation/Power Point	10%
5. Video Messaging Presentation	20%
6. Final Analysis and Self Reflection	10%

Attendance and Participation (20%)

This course utilizes the collaboration of student teams, attendance is required and expected. Your attendance will foster learning, trust and build quality relationships with other students in the

class. You are expected to arrive to class on time: If you are tardy (or leaving early) for three class periods it will count as an absence. This course is integrated. Everything we cover in class is critical to your success. Missing more than one session of this course will result in a lower grade. If you need to miss a class, consult the instructor and be prepared to complete a make-up assignment. All students are expected to complete all readings by the beginning of the class for which they are assigned, and be prepared to engage in class discussions of the articles. Each student will select an article from the readings and be prepared to facilitate a conversation. Also, it is expected that each student in the class treat the other members with dignity and respect. Individuals' opinions should be valued, even if they are not in line with your own views.

(3) Reflective Essays (30%)

Students will complete one reflective essay for each PBL case and culture project assigned (see syllabus). This essay, which should be between **three to five double-spaced** manuscript pages using 12-point type, will focus on what a participant learned from the PBL experience or culture study and the implications the experience had for playing a leadership role in the future. You should demonstrate knowledge of the reading material appropriate for the case and an ability to apply key ideas from the readings to particular administrative contexts, real or hypothetical. Reflective essay rubrics will be utilized.

Action Plan (20%)

In teams, you will review a variety of PBL cases, select ONE and create a professional **action plan** for the case selected. This action plan is a formal document of at least **five double-spaced pages** that describes an approach to solve a school-based problem. The plan typically includes a narrative that defines the problem, a plan for addressing the important components of the problem (including specific activities, their sequence and research-based rationale, a listing of the personnel responsible for carrying out the activities, a timeline, an assessment process for determining the problems resolution and success, and a discussion of leadership strategies for gaining support of the key players involved and overcoming expected obstacles.

Team PowerPoint Presentation (10%)

In your working teams you will create and deliver a **half hour oral presentation** of the action plan developed by the group, tailored for the particular audience identified in the PBL Scenario selected. The half hour includes a 20-minute presentation with 10 minutes of questions from the audience. Evidence of participation by all team members in this presentation is required.

Video Messaging Presentation (20%)

Each student will create and deliver a **5-minute video presentation**. Using the data and experience gathered from your apprenticeship school, the purpose of this video presentation is for you to speak to the Principal/Leadership Team and address the implementation of the vision for the school, any challenges or obstacles to implementing the vision and to make recommendations for changes needed to prepare students as twenty-first century learners. In this video, each student will incorporate the following components:

1. Brief context and description of the school and its vision;
2. An analysis of the school's culture and climate using the following tools used and learned in this course a. ethnographic study, b. four frames analysis, and cultural protocol;
3. An assessment of your leadership style as elicited using the leadership assessments provided in the course and projections about the challenges and opportunities to promote the vision using various styles identified;

4. Recommendations for improving student achievement including major politically savvy leadership steps needed for nurturing change; and

5. Recommendations for global instructional interventions for students.

Each video presentation will use the characteristics of effective oral messaging of influential leaders, as presented in the course. Each student will present their video to the class and offer to present the video for viewing to the mentor principal and leadership team. Each student will be graded in the following areas---a. content as noted in 1-5 above, b. coherence, and c. thoughtful articulate delivery of the communication.

FINAL REFLECTION AND SELF ANALYSIS (10%)

Students will write a final reflection about the impact this class has had on their learning and individual leadership growth. The paper shall be between **five to seven double spaced pages**. The final reflection shall include the student's personalized insights about leadership elicited from the variety of projects, activities and engaging conversations in this course including: a. using ethnographic and other tools to assess culture and visioning, b. the problem based approach to leadership, c. apprenticeship experiences with their mentor Principal, d. assessment of their own individual leadership style, e. team collaboration as a mechanism to make leadership decisions, f. the politics of education, g. substantive commentary about their video messaging about vision, and h. future global change initiatives impacting effective school leaders.

The final reflection shall be written in the first person and will feature: 1. A personal commitment to specific leadership learning; 2. Self-consciousness and authenticity about the class experiences; 3 Organization of content in a coherent and masterful fashion; 4. Clearly written adhering to all grammatical and structural mechanics.