LEAD 8510
BUILDING LEADERSHIP FOR THE 21ST CENTURY
3 SEMESTER HOURS
Dewar College of Education
Department of Curriculum, Leadership, and Technology
Valdosta State University

Conceptual Framework: Guiding Principles

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
Equity Principle: All learners deserve high expectations and support.
Process Principle: Learning is a lifelong process of development and growth.
Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
Impact Principle: Effective practice yields evidence of learning.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.
Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Students through Evidence-Based Practices

Suggested Textbooks

Cunningham, W., & Cordiero, P. (2006). *Educational leadership: A problem-based approach.* Boston: Allyn & Bacon.

Hughes, L. (1999). *The principal as leader* (2nd ed.). Upper Saddle River, N.J: Prentice Hall.

Additional Resources

Argyris, C. (1997). Initiating change that perseveres. *The American Behavioral Scientist, 40* (3), 299-309.

Corcoran, T. (1995). *Helping teachers teach well: Transforming professional development. Policy Brief for Consortium for policy research in Education.* Philadelphia, PA: University if Pennsylvania.

Darling-Hammond, L. (2004). Standards, accountability, and school reform. *Teachers College Record, 106* (6), 6-11.

Donaldson, G. & Sanderson, D. (1996*). Working together in schools: A guide for educators.* CA: Corwin Press.

Fullan, M. (1997). *What's worth fighting for in the principalship.* NY: McGraw-Hill.

Sanders, M. & Harvey, A. (2002). Beyond the school walls: A case study of principal leadership for school-community collaboration. *Teachers College Record, 104* (7), 1345-1368.

Sergiovanni, T. (2006). *The principalship: A reflective practice perspective* (5th ed.). Boston: Allyn & Bacon.

Siegrist, G. (1999). Educational leadership must move beyond management training to visionary and moral transformational leaders. *Education, 120* (9), 297-303.

Spillane, J., Halverson, R. & Diamond, J. (2004). Toward a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies, 36* (1), 3-34.

Course Description

An examination of the major functions of building level leadership including instructional leadership, instructional supervision, resource management, personnel development and evaluation, professional development, and school and community relations. The course includes supervised performance-based field experiences.

College of Education Conceptual Framework Standards – (ELCC Standards)

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings

under the guidance of university supervisors and school personnel

Course Objectives

Candidates will:

1. Analyze and assure the school's vision, mission, beliefs, and goals are current and congruent with the community expectations, system vision, mission, beliefs, and goals, and actual practice. (ELCC 1, 3, 4; PSC 1, 3, 4; BOR 4, 5, 7,10)

2. Demonstrate the ability to identify, examine, and resolve contemporary school problems using identified problem-solving processes, applying appropriate decision-making skills, and articulating to appropriate audiences the suggested resolution(s). (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 2, 3, 4, 5, 6, 7, 8, 9, 10)

3. Demonstrate the ability to use qualitative and quantitative data to inform decision-making and improving student achievement through the identification of improvement needs, determining root causes of problems, determining a course of action, frequently monitoring progress, and celebrating accomplishments. (ELCC 2, 3, 5; PSC 2, 3, 5, 6; BOR 1, 2,3, 4, 5, 6, 7, 8, 9, 10)

4. Demonstrate the ability to identify and engage appropriate stakeholders and lead school improvement efforts which focus on student achievement. (ELCC 2, 4, 5, 6; PSC 1, 4, 6; BOR 1, 2,3, 4, 5, 7, 9, 10)

5. Demonstrate the ability to lead a curriculum audit to determine the level of expectation and the depth of understanding required of all students. (ELCC 2; PSC 2, 3; BOR 1)

6. Demonstrate the ability to lead efforts to align curriculum, vertically, horizontally, and with state curriculum standards, including integration within and across subject/grade levels. (ELCC 2; PSC 2, 3; BOR 1)

7. Demonstrate the ability to lead teachers in collaborative curriculum and instructional planning, designing formative and summative evaluation tools, and monitoring instructional programs to assure standards are being met. (ELCC 1, 2, 3; PSC 1, 2, 3; BOR 1, 2, 3, 4, 5, 7, 9)

8. Demonstrate the ability to align financial, human, material resources, and system vision, mission, and goals to improving student achievement. (ELCC 1, 2, 3, 4, 6; PSC 1, 2, 3, 4, 6; BOR 4, 5, 7, 8)

9. Demonstrate knowledge of the legal and ethical implications for building leadership, good budgeting and financial management practices, personnel management and development skills, and their role in improving student achievement. (ELCC 1, 2, 3, 4, 6; PSC 1, 2, 3, 4, 6; BOR 4, 5, 7, 8)

10. Demonstrate the ability to organize and manage a safe, orderly and engaging learning environment that reflects local and state rules and policies. (ELCC 4, 5, 6; PSC 3, 5, 6; BOR 8, 10)

11. Demonstrate the ability to lead, communicate, and sustain change which supports improved student achievement in a collaborative environment. (ELCC 1, 4, 5, 6; PSC 1, 2, 3, 5; BOR 2, 3, 4, 5, 7, 9)
12. Demonstrate that schools are culturally diverse environments which require impartiality and sensitivity to multicultural and ethnic needs and community norms and values. (ELCC 2, 4, 5, 6; PSC 1, 2, 4, 5, 6; BOR 5, 10)

Course Activities/Assignments/Requirements

Candidates will:

Read assigned materials related to class assignments and participate in class activities. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Research the following topics and make a presentation to the class on your assigned topic. Submit a summary report to all class members. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

The role of the principal as instructional leader
Characteristics of effective and ineffective principals
Effective instructional strategies for student achievement
Identifying and implementing first and second order change
Building a learning community
Developing and maintaining a positive school climate
Recent trends in personnel evaluation and supervision
Vertical and horizontal curriculum alignment strategies
Developing and maintaining high expectations for teachers and students
Evaluating teaching and learning through the use of student work
Shared and distributed leadership models
The management function: Whose responsibility is this in 21st century schools?

Read and abstract four professional journal articles on the changing role of building leadership. Discuss your readings with the class. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Review four (4) assigned cases studies with a partner. Prepare an analysis using the format included in the syllabus. Present your analysis to the class. (ELCC 1, 2, 3, 4, 5, 6, ; PSC 1, 2, 3, 4, 5, 6; BOR 2, 3, 4, 5, 6, 7, 8, 9, 10)

Embedded Performance-based Activities

Review your school's school improvement plan and academic achievement goals for the next five years. Determine the progress being made toward accomplishing these goals using school and system data. Determine if these support the school's vision and mission. Develop a series of data driven recommendations for accomplishing these goals within the time lines established by the school. If no plans and goals exist, lead an effort to develop a five year data driven plan which includes goals for improving academic achievement in your school. Create a professional development plan to support teachers in this effort. Review your project and professional development plan with appropriate school or system personnel. (**PBA)** (ELCC 2, 7; PSC 1, 2, 3; BOR 1, 2, 3, 4, 5, 6, 7, 9, 10)

The selection of building level leadership personnel is primarily done through the personal interview process. Examine recruitment and selection procedures for principals. With a group develop a plan for involving school staff in the interview process, procedures for conducting interviews, and questions for candidates for the principal position. Conduct simulated interviews with your colleagues. Prepare a learning reflection to reflect how this process helped you prepare for future interviews. (**PBA**) (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Develop a presentation appropriate for a community group of civic club which addresses a portion of the school program which is successful. In the presentation use a variety of strategies to convince your audience their investment of human and monetary resources in this program is a good investment for the community and the students it serves. (**PBA**) (ELCC 1, 3, 4, 6, 7; PSC 1, 3, 4, 5, 6; BOR 4, 5, 7, 8, 9, 10)

With a colleague, review a summary of all the educational legislation passed in the state in the last two years. Develop a presentation and share it with the school faculty. The presentation should illustrate the effect of this legislation on the school curriculum, teaching personnel, buildings and facilities, and other school services. (**PBA**) (ELCC 4, 6, 7; PSC 1, 3, 4, 5, 6; BOR 5, 7, 8, 9, 10)

Review an existing plan or develop a plan for your school to work together with local law enforcement officials on cases where there violations of the law by students enrolled in your school. Consider protocol for involvement of law enforcement personnel on the campus, having students removed from campus, dealing with parents, and cooperative preventative strategies to avoid crises. (**PBA**) (ELCC 1, 3, 5, 6, 7; PSC 2, 3, 4, 5, 6; BOR 4, 5, 7, 8, 10)

Class Policies and Expectations

1. Only typewritten papers are acceptable. Handwritten papers will be returned. The exception to this rule is in-class writing when a computer is not available.

2. Near-letter quality dot-matrix printouts with rough-shaped letters are unacceptable. (See page 238 of the APA publication manual).
3. Before submitting paper assignments, be sure they adhere to the following guidelines:
   a. Typed and double-spaced. – 12 point font
   b. Cover page with the name of the assignment, title of the articles, name of the authors, name of the publication, date of the publication, your name, and submission date.
   c. Papers more than one page should be stapled. (No folders please)

Course Evaluation

Class participation	10%
Research projects and presentations	50%
Performance Based Portfolio	30%
Article Abstracts	10%

Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

Attendance Policy

Graduate candidates are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

Grading Rubric for Oral or Written Assignments

A Excellent performance reflects detailed in-depth use of course materials
Papers follow APA guidelines with proper sentence structure and punctuation.

B Performance reflects use of course materials and case information but is weak in depth, detail or logical development. Papers follow APA, but have some errors.

C Good faith effort at the assignment but performance is flawed by many errors.

F Failure to submit work as assigned. Work reflects little effort, or is incomplete.

Policy Statement on Plagiarism and Cheating

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- FIRST OFFENSE: The candidate will earn a "0" on the assignment, test, project, etc.
- SECOND OFFENSE: The candidate will earn the letter grade "F" for the course.
- THIRD OFFENSE: The candidate will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Candidates requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

Instructor

Outline for a Critique

The required format for a Critique in this class is as follows:

Identification of the material read: Use APA Style

Abstract - A succinct summary of the work—major view/ideas included, and findings (if a research study). This should be written so that someone who has not read the work can understand broadly what it covers, concludes, contends or proposes. The abstract should be no more than half of the entire critique.

Critical Evaluation - This section evaluates how well the author(s) make their case, how well they prove, argue or support what they conclude or contend.

<u>Implications for the Course or Subject Area</u> – Finally in this section you get to speak. Here you tell what implications the written work has for this course or the field the course covers. Does it add new, useful knowledge? Does it clarify some aspect? Does it suggest a change? Does it challenge existing practice? Contend something new is needed? Does is clarify something you didn't understand before reading it?

In summary, the critique answers these three questions:

1. What are the main ideas of the written work?

2. How well does the work do what it tries to do?

3. What, in your opinion, are the implications, if any, for this course or subject area?

Sample Case Study and Analysis Format

IS THERE A NURSE IN THE HOUSE?

The population of Summerset is growing at a rapid pace, and new housing developments are continuously being built for moderate income families. The community has become a close partner with the school district and participates in the district's annual summit meetings where specific goals and objectives are established. Community members actively support individual schools by promoting funding initiatives and volunteering to work in the schools.

Challenger School District is located in the heart of Summerset and serves approximately 6,000 students. Although 09 percent of the school district's population is Hispanic, Discovery High School, which is the only high school in the district, reflects a more ethnically balanced population. The school provides educational services for a population of 09 percent Hispanic, 50 percent Caucasian, and 41 percent African American students.

With an enrollment of 1,100 students, Discovery High provides a variety of programs to students in grades 9 through 12. Additionally, it provides support for students with special needs particularly for the gifted and talented students, for those with limited English proficiency, and for students with other special education needs.

The high school staff includes 80 teachers, 2 assistant principals, 3 counselors, 2 part-time campus security staff, an itinerant psychologist, and the usual classified support personnel. The school is highly thought of in the community because of the faculty's commitment toward interdisciplinary teaching. Additionally, students have the opportunity to focus their studies in specific areas of interest such as fine arts, multimedia, and technology.

School activities and events are widely featured in two of the most popularly read newspapers and are highlighted on the local television station. School board members visit the site frequently and at least three of them are currently running for city council.

The school board members are divided on numerous issues including personnel, school operations, race relations, and program funding.

The superintendent is serving his second year, prior to which, he was employed as the assistant superintendent in another school district. Special interest groups have had a strong influence on the election of school board members and the selection of superintendents. Included in the list of influential groups are the Latino Coalition, local chapter of the NAACP, the Special Education Parent Advocate Group, and the 504 Disability Act Committee. For this case, assume that you are one of the assistant principals at Discovery High School.

THE PROBLEM

The school principal and one of your colleagues, who is also an assistant principal, are attending a state conference off site for four days. The principal has charged you with managing the school and has specifically requested that you address a problem with one of the parents, Mrs. Carlton. Two of her sons, John and Abraham, are enrolled at the high school, and they both have cerebral palsy. They have attended Discovery High for the past two years. Each one of Mrs. Carlton's sons is an excellent student, and they are both enrolled in honors classes and have been mainstreamed into regular education classes for the entire school day. A registered nurse is assigned to each of the boys. During school hours the nurses are available to tend to the boys' needs and are compensated by the school district.

Mrs. Carlton has issued several verbal complaints to the principal and the special education program director regarding John's nurse, Mrs. Adams. According to Mrs. Carlton, Mrs. Adams is often late meeting John's bus in the morning, and so the bus leaves for John's school without Mrs. Adams. Mrs. Carlton is concerned because, even though her other son's nurse is on the school bus, there have been times when both boys needed medical attention simultaneously. In the past, some situations have been so severe that Mrs. Carlton has described them as medical emergencies.

A few months ago, Mrs. Carlton issued a written complaint requesting the dismissal of Mrs. Adams. The principal met with John's parents and Mrs. Adams to discuss the situation, and an agreement was reached to assign Mrs. Adams to another school in the district. In the meantime, Mrs. Carlton decided to keep John at home until the school district found a new nurse for him. The district informed Mrs. Carlton that it would take at least eight weeks to hire a new nurse.

In the principal's absence, you decide to address Mrs. Carlton's concerns by locating a teacher in the school who is willing to work at John's home with him. In addition, you suggest to the special education program director that she contact a temporary employment agency in the area who you believe has nurses available for immediate placement.

The director of special education contacts your office to inform you that the agency has a nurse available for employment. She also informs you that the school district's director of human resources has agreed to hire the nurse from the agency. You decide to contact Mrs. Carlton immediately and share with her the good news. She is delighted that John will be able to return to Discovery High School and that a new nurse will be

assigned to him. Before John returns to school, the director of human resources contacts you by phone to inform you that he has thought about the situation and now refuses to accept the nurse from the agency for employment. He reminds you that the school site principal is away at a conference and that it would be inappropriate for a decision of this magnitude to be made in his absence. When you request that he contact Mrs. Carlton and explain the change in plans, he refuses and makes it clear to you that it is your responsibility as the administrator in charge to make the call. You do so, and, of course, Mrs. Carlton is very upset. She proceeds to tell you that she intends to attend the next school board meeting and bring both of her sons with her, as well as a special education parent advocate and a local television news station reporter.

Case Analysis

Step I: Summarize the Case

Mrs. Carlton is a parent with two sons who have special needs and who attend Discovery High School. She has filed a complaint because she wants a nurse assigned to one of her sons to be replaced by another nurse. You are the assistant principal charged with handling the complaint while the principal is off campus.

Discovery High School has a fairly balanced ethnic population of students in grades 9 through 12, and the community is very supportive of the school.

The school board members visit the school often, and special interest groups have a strong influence on the board members. The school board is divided on many issues including personnel.

In response to Mrs. Carlton's complaint against a school nurse, district office personnel have been inconsistent in honoring her request to hire a new nurse for her son.

Mrs. Carlton plans to attend the next school board meeting along with her two sons, a special education parent advocate, and a representative from the media.

Step II: Identify problem(s) in a single sentence.
1. The parent wants a new nurse hired for her son, and is going to take her complaint to the school board.
2. The HRD Director changed his mind about the hiring the nurse.
3. Mrs. Carlton is a overprotective parent
4. The Principal is not there to make a decision
5. The Media will have a "field day" with this issue

Step III: Identify the CORE problem

Avoid selecting a symptom or related problem. For instance, selecting number 2; the Director of Human Resources changed his mind avoids the real issue. It is a contributor to the problem, but is not the CORE problem. Likewise, numbers 3, 4, 5 are really not relevant in this case.

Step IV: Select significant information and place the data into the categories.

The category *People* includes customs, norms, personalities, race, gender, sources of political power, and so on. The *Place* category includes location, physical condition, demographics, rural versus suburban, and so on. *Program* includes curriculum, grade level, type of program (special education, bilingual), private versus public, and so forth.

For this case the following applies:

People
1. Mrs. Carlton is a parent of two sons who have special needs, and she is dissatisfied with the nurse assigned to one of her sons.
2. You are the assistant principal charged with handling Mrs. Carlton's complaint.
3. The school district representative has changed his mind about hiring a new nurse for Mrs. Carlton's son.
4. There is a great deal of community support through funding and volunteer work.
5. School board members visit the site frequently.
6. Various issues including hiring personnel, employee transfers, managing racial conflicts, and funding programs divide the school board.
7. Special interest groups have a strong impact on the school board.
8. Influential groups include the Latino Coalition, the NAACP the Special Education Parent Advocate Group, and the 504 Disability Act Committee.
9. Mrs. Carlton is taking her complaint to the school board.

Place
1. The school district is at the center of the community.
2. There is an increase in new housing developments in the community.
3. The population of the community is growing.
4. The socioeconomic description is moderate income.
5. The school population is balanced.

Program
1. The school serves students in grades 9 through 12.
2. Teachers participate in interdisciplinary teaching.
3. The school has many strong, special programs including those for special education, fine arts, multimedia, and technology.
4. Programs are often featured in the newspaper and on the local television station.

Step V: Review and prioritize the data. Identify the category that contains the most significant information leading to the problem.
1. You are the assistant principal in change while the principal is away from the school at a conference.
2. Mrs. Carlton is taking her complaint for a new nurse for her son to the school board.
3. The school board is divided by many issues.
4. Among the groups that influence the school board are the 504 Disability Act Committee and the Special Education Parent Advocate Group.

In this case, the category *People* contains the most significant information about the problem. The location and other factors related to place are not the most significant factors. Nor is the program as significant as the people even though the students in this case are enrolled in special education classes. The problems surrounding the nurse and the conflict over the nurse are the main issues.

Step VI: Refer to the data in step IV to solve the problem presented in the case and to respond to the case study questions.

Mrs. Carlton, who is planning to attend the next school board meeting with a complaint, has the support of an influential group at a school where the principal is absent, and the media is concerned about what happens.

Now that you have completed gathering and analyzing the data, answer the questions

for the case and refer to the final steps to help you resolve the problem. Pay particular attention to the conclusion(s) drawn from the data, which will help you to respond to the questions,

QUESTIONS TO CONSIDER

1. What is the first thing you would do in this situation?

2. What do you foresee happening at the school board meeting?

3. Who do you think will be blamed for the problem with John's nurse?

4. What could you have done differently?

5. What is the best solution for John's well being?

6. Discuss the pros and cons of mainstreaming students like John and his brother.

7. What could be the real reason the Director of Human Resources changed his mind?

8. What seems to be the Director of Human Resources' prime concern?

9. What legal issues are involved?

10. Would you contact specific board members and warn them of the upcoming event?

Topical Content

Context of the building leader in the 21st century

Building leadership and effective schools

Using organizational development strategies to improve schools

Developing, communicating, and sustaining the vision/mission/beliefs/goals of the school

Understanding the school's culture

The building leader's role as change agent

Leadership for school improvement and reform

Improving the quality of teaching and learning

Understanding the role of curriculum leader

The building leader's role in human resources and human resources development

Leadership style, human relations, and student achievement

The role of teacher leaders, assistant principals, other student support personnel

Utilizing current research and best practice to support school improvement

Using Data to drive the decision-making process

School and community relations

Supervising student activity programs