



**St. John Fisher College**  
**Master of Science in Education: Educational Leadership**  
**Module 1: Developing Effective Leadership**  
**GEDL 560: Achieving Standards of Excellence**

**Faculty**

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**Class meeting times:** Fridays 4:30-8:00 p.m.  
Saturdays 9:00 a.m. - 3:30 p.m.

**Class meeting location/room:** Wegmans School of Nursing, Room 105

**Course Overview:**

This course will focus on setting the stage for a successful career in school leadership by: (a) providing a historical and contemporary context of the philosophical, ethical, technological, social and economic influences affecting education, (b) examining the core values and characteristics of effective leadership, and (c) connecting leadership research with best practices.

**Student Learning Outcomes:**

The course provides an introduction to an in-depth analysis of leadership effectiveness in education. It focuses on: (a) the major historical and contemporary influences affecting education, (b) the core values and characteristics of effective leadership, (c) the role of the principal in creating and sustaining a shared vision, high expectations and standards for the entire school community, and (d) creating a successful high quality learning community. Theoretical readings are complemented by class discussion, online investigations, role-playing and analysis of case studies drawn from the literature and professional practice. If candidates apply themselves throughout the course, they should achieve the following desired outcomes:

- An understanding of the major historical and contemporary, philosophical, technological, ethical, social, and economic influences affecting the American System of education.
- An understanding of and commitment to the core values and principles required for effective leadership.
- An understanding of leadership styles and behaviors that create and stimulate confidence and ownership from within and outside the school building.
- An understanding and familiarity with the many dimensions of the principal's role.
- The application and practice of moral and ethical principles required for effective leadership in a school setting.

- An understanding of their own drives, strengths, and limitations as they confront and address the challenges and opportunities in school administration.

**Philosophy and Guiding Principles Informing the Course:**

Strong and effective leadership has been shown to be a correlate to school success. This framework is designed to: (1) provide candidates with an understanding of the major historical and contemporary influences affecting American education, (2) expose candidates to the research on effective leadership and best practices in school leadership, and (3) provide candidates with a moral and ethical context for exercises on school leadership. The courses in Module 1 will employ lectures, discussions, assigned readings, online research, case studies and first-person accounts to provide a theoretical context and understanding of the various components of effective research.

**Standards for Preparation of Educational Administration Candidates:**

A. New York State Essential Characteristics Addressed in this Course:

1. Leaders know and understand what it means and what it takes to be a leader. Leadership is the act of identifying important goals and then motivating and enabling others to devote themselves and all necessary resources to the achievement of those goals. It includes summoning one’s self and others to learn and adapt to the new situation represented by the goal.

B. Educational Leadership Constituent Council (ELCC) Approved Standards Addressed in this Course:

Standard		Assessment
1	<b>Professional &amp; Ethical Leadership</b> The institution’s program prepares school leaders who demonstrate an understanding of and capability to:	
1.1	Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning ( <i>e.g. cultivate group norms, influence instructional culture, and affirm core values</i> ).	<u>Case Studies:</u> Budget Activity, Union Case Studies, Problem Scenario
1.2	Use motivational theory to create conditions that motivate staff, candidates and families to achieve the school’s vision ( <i>e.g. facilitate collegiality and teamwork, arrange significant work, encourage challenging standards, provide autonomy, support innovation, delegate responsibility, develop leadership in others, provide leadership opportunities, recognize and reward effective performance, provide knowledge of results, provide coaching and mentoring, gain resources, serve</i>	Mid-term Paper and Final Projects

	<i>as a role model).</i>	
1.3	Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills ( <i>e.g. identify problem, seek and analyze problem factors, collect and organize relevant information, identify causes, seek creative solutions, apply ethical standards, determine best solution with others when appropriate</i> ).	Mid-term Paper and Final Projects
1.6	Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.	Final Project
1.7	Manifest a professional code of ethics and values.	On-going Vision and Ethics Assessment
2	<b>Information Management &amp; Evaluation</b> The institution's program prepares school leaders who demonstrate an understanding of and capability to:	
2.1	Conduct a needs assessment by collecting information on the students; on the staff and the school environment; on the family and community values, expectations and priorities; and on national and global conditions affecting schools.	Final Project
7	<b>Interpersonal Relationships</b> The institution's program prepares school leaders who demonstrate an understanding of and capability to:	
7.1	Use appropriate interpersonal skills ( <i>e.g. exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness</i> ).	Constantly monitored and taught through the intensive participation in in-class groups
7.4	Promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation.	On-going course requirement consistently evaluated, feedback given and correction expected
10	<b>Community and Media Relations</b> The institution's program prepares school leaders who demonstrate an understanding of and capability to:	
10.2	Articulate the district's or school's vision, mission and priorities to the community and media, and build community support for district or school priorities and programs ( <i>e.g. form collaborative relationships with businesses, citizen groups, neighborhood</i>	Case Studies: Budget Activity, Parker Kennedy Elem. School, Union Case Studies

	<i>associations, social service agencies, parent organizations, advocacy groups, universities and religious institutions, etc.).</i>	
10.4	Involve family and community in appropriate policy development, program planning, and assessment processes.	Case Studies: Budget Activity, Union Case Studies, Problem Scenario
11	<b>Educational Law, Public Policy, Political Systems</b> The institution's program prepares school leaders who demonstrate an understanding of and capability to:	
11.4	Describe the processes by which federal, state, district and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development.	Ongoing Vision and Ethics Assessment
11.5	Make decisions based on moral and ethical implications of policy and political strategies.	Case Study: The Case of the Runaway Vandal, The Case of the Raging Board; Midterm Paper
11.6	Analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts ( <i>e.g. critical theory, feminism, post structuralism, fundamentalism, etc.</i> ).	Case Study: It Depends on Your Point of View; Interactive Exercise: The American System of Education - A Historical & Contemporary Context; Mid-term Paper

### **Evaluation Methods, Assessments, and Guidelines for Assignments:**

Mid-term, final papers, course projects, and presentations align with the following ELCC standards: 1.3, 1.6, 11.5, and 11.6.

- Complete the required reading in a timely fashion and be prepared to relate theory to practice and experience.
- Be on time and faithful in attendance. Contribute to class discussions.
- Work collaboratively in teams, share knowledge and experience, and strive for group consensus on decisions and actions.
- Analyze assigned case studies drawing upon the course readings, lectures, electronic research and technology enhanced presentations, and the student's own experience. Prepare reports with findings and recommendations and share with the class.
- Write and submit a mid-term paper. The mid-term paper will describe a problem or opportunity (or both) for leadership in the candidate's school. The mid-term will propose a process for solving the problem or making the most of

the opportunity. The paper will also include a rationale for the proposal grounded in the professional literature, class discussions, and the candidate's experience. The paper should demonstrate that the candidate has acquired an understanding of the problem/opportunity and contemporary influences affecting education, and can apply core values, moral and ethical principles and behaviors that are required for effective leadership. The paper will be from eight to ten pages long, typed, and double-spaced.

- Complete and present a course project. The project, to be developed collaboratively with a small group of candidates, will focus on the developing effective leadership. The presentation will be evaluated according to its theoretical merits, practical feasibility, appropriate and effective technological application, the comprehensiveness and clarity of the presentation, and consistency with the course outcomes.
- Write and submit a concise reflective paper. The paper will reflect on the candidate's experience in the course: (1) understanding of the core values of leadership and their relationship to improving school performance and achieving standards of excellence, and (2) stating the candidate's goals and plans for continuing his/her professional growth. The paper will be two to three pages long, typed, and double-spaced.

Grades will be based on five components using the following weighted measures:

- Attendance, participation, and contributions to the group (35%)
- Preparation for class, written analysis of case studies, and the quality of related assignments (15%)
- The mid-term paper (15%) ..... Due October 2, 2009 [**by 5 p.m.**]
- The course presentation (30%)..... October 24, 2009
- The reflective paper (5%) ..... October 26, 2009

Course grades, however, will be scored holistically with the final grade reflecting the instructors' best judgment of the candidate's overall performance and quality of the work.

**Required Texts:**

1. Jossey-Bass, (Ed.). (2006). *Jossey-Bass reader on educational leadership*. San Francisco, CA: Author.
2. Langley, N & Jacobs, M. (2006). *5 Essential skills of school leadership: Moving from good to great*. Latham, MD: Rowman & Littlefield Education.

*(ELCC Standards 1.6 and 1.7 are addressed in textbooks and miscellaneous course materials.)*

**Recommended Supplemental Readings:**

1. Carlson, R. (1995). *Reframing and reform: Perspectives on organization, leadership and school change*. Longman Publishers USA.
2. Deal, T., & Peterson, K. (1994). *Leadership paradox: Balancing logic and artistry in schools*. San Francisco, CA: Jossey-Bass.

3. Fullan, M. (1997). *What's worth fighting for in the principalship?* (2<sup>nd</sup> ed.). New York, NY: Teachers College Press.
4. Patterson, J. (1993). *Leadership for tomorrow's schools*. Alexandria, VA: ASCD.
5. Sergiovanni, T. (1996). *Leadership for the schoolhouse*. San Francisco, CA: Jossey-Bass.
6. Sergiovanni, T. (1999). *The lifeworld of leadership: Creating culture, community and personal meaning in our schools*. San Francisco, CA: Jossey-Bass.
7. Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco, CA: Jossey-Bass.
8. Tucker, M. (2002). *The principal challenge: Leading and managing schools in an era of accountability*. San Francisco, CA: Jossey-Bass.
9. Haberman, M. (1999). *Star principals serving children in poverty*. Indianapolis, IN: Kappa Delta Pi.
10. Serviovanni, T. (1999). *Rethinking Leadership*. Glenview, IL: SkyLight.

### **Class Schedule:**

The course content will include lectures and discussions based on the assigned readings, hands-on exercises, and case studies. The course content will be divided into topical areas and taught as follows:

**Weekend 1:** Friday, September 11, 2009 4:30-8:00 p.m.

Saturday, September 12, 2009: 9:00 a.m.–3:30 p.m.

**Topic A:** Leadership, Expectations, and School Standards

**Topic B:** Leadership Effectiveness: Research, Theory and Best Practice

*Objectives aligned with the following ELCC standard(s) 11.5*

The session will include: (a) a presentation and class discussion based on a chronological survey of the major historical and contemporary: philosophical, technological, ethical, social, and economic influences that helped shape the American system of education; (b) identification of the key characteristics of moral and ethical leadership, (c) examination and discussion of the research, key concepts, values, philosophy and principles of effective leadership, and (d) a review and analysis of case studies and discussion questions that examine the influences that affect education, and the impact of leadership styles and behaviors in educational settings. Candidates will be provided with topical and discussion questions by the faculty. The candidates will be divided into three teams to: (1) review and respond to case studies and questions, (2) discuss and share their perspectives of how certain influences impact educational leadership in today's schools, (3) produce team reports reflecting the outcomes of their discussions.

**Weekend 2:** Friday, September 25, 2009: 4:30 p.m.–8:00 p.m.

Saturday, September 26, 2009: 9:00 a.m.–3:30 p.m.

**Topic:** Leadership, Expectations and School Standards

*Objectives aligned with the following ELCC standard(s) 11.5*

The session will continue the discussion from Weekend 1 and include: (a) an examination and class discussion of the core values, beliefs and guiding principles that exemplify the qualities of effective leaders, (b) a discussion on moral and ethical leadership and its implications for decision-making, (c) an analysis and discussion of the key variables (internal and external) that impact leadership effectiveness, (d) a review and analysis of a case study or exercise that explores the impact of various factors that can hinder or support leadership effectiveness, and (e) a review and analysis of a case study that will require candidates to address a set of moral and ethical dilemmas in the context of political and policy-making implications. Candidates will be provided with a context and supplemental materials by the faculty. Candidates will be divided into three teams to discuss the case study or exercise and report on the outcomes of their findings and provide recommendations.

**Weekend 3:** Friday, October 9, 2009: 4:30 p.m.–8:00 p.m.  
Saturday, October 10, 2009: 9:00 a.m.–3:30 p.m.

**Topic:** Improving Instruction and Student Achievement

*Objectives aligned with the following standard(s) 1.1, 1.6, 10.2, & 10.4 and 11.5*

The session will include: (a) an examination of the literature and a discussion on the role of the principal as the instructional leader of the school, (b) identification of the key variables that impact the teaching and learning process including the State's current learning standards, graduation requirements and assessment program, (c) a discussion and hands-on exercises on ways to use, apply and assess multiple resources effectively (including technology), identify effective programs and practices; and techniques to improve student achievement, and (d) a review and analysis of a case study that focuses on key input variables in a school setting including but not limited to: (1) instructional leadership, the school's instructional program (curriculum, instruction and assessment), (2) staff and student development and participation, (3) parent involvement, and (4) school climate and culture. Candidates will be divided into three teams to discuss and work on the major elements of the case study and prepare a report on the key findings and recommended actions to address the findings.

**Weekend 4:** Friday, October 23, 2009: 4:30 p.m.–8:00 p.m.  
Saturday, October 24, 2009: 9:00 a.m.–3:30 p.m.

**Topics:** Understanding the School's Internal and External Capacity to Improve Student Performance, and the Role of Unions

*Objectives aligned with the following standard(s) 2.1 and 1.7*

The session will include: (a) an examination and discussion of factors and strategies that strengthen a school's capacity (internal and external) to improve student achievement, (b) the identification and demonstration of effective models (i.e. professional development, parent and community participation, instructional technology and curriculum alignment; and other models that enhance school

performance, (c) the development of strategies designed to increase internal and external support for school improvement, (d) the identification of essential skills and successful strategies that support productive and functional relationships between the school administration and unions, faculty, support staff, students, parents and other stakeholders, and (e) a review and analysis of a case study that focuses on the requisite leadership, interpersonal and negotiation skills that are critical to building effective relationships and partnerships that support the development and achievement of standards of excellence. Candidates will be divided into three teams to discuss the case study and develop action steps designed to increase a school's capacity to improve student, staff performance, parent, and community participation.

### **Attendance Policy:**

Good attendance gives candidates the best opportunity for success, both in the classroom and in the home school. In order to better prepare GEDL candidates for what lies ahead of them in the administrative workplace, in this program candidates will be held accountable to workplace standards.

In the workplace, poor attendance is not tolerated. Poor attendance or arriving for work late may result in the loss of pay, poor performance reviews, being bypassed for promotions, or even worse, termination. Poor attendance communicates to your supervisors that you are unreliable and fail to plan well. Each candidate is expected to plan for likely contingencies, such as poor weather, heavy traffic, and parking difficulties. Leave early and plan to arrive 10-15 minutes before the start of class and give yourself time for unexpected incidences!

Each GEDL class begins promptly at the designated time. Consistent poor attendance or arriving late for class indicates to the instructors and the program director that you are not serious about your academic pursuits or your career in school administration. It says your planning skills are poor, or that this class isn't important enough to you to plan for. It gives your peers and instructors a negative impression of your sense of priorities, and makes others wonder about your school administrator organizational skills.

Respecting your co-workers in the workplace is an essential characteristic for becoming part of a school administrative "team". In the GEDL classroom, this refers to class disruptions that show disrespect for the learning environment and for your classmates. Class disruptions include cell phones and pagers going off while class is in session. Except in rare medical or personal emergencies, candidates are asked to leave these devices turned off.

A candidate should indicate in advance when they have a serious personal, family, work-related, or medical problem that necessitates an occasional disruption of class or absence.

A candidate should not miss more than one class session during the program duration. If it is necessary to miss more than one class session over the length of the program, permission for that missed session and arrangements for make-up

must be made directly with the Program Director.

### General Principles

- Candidates are expected to attend all weekend classes.
- Candidates should notify the faculty of record of absences 1-2 weeks in advance, where possible.
- It is the candidate's responsibility to contact the instructors for an approved alternative method for demonstrating the required outcomes.
- Candidates who have an excused absence are expected to make arrangements with instructors for alternative work in a timely manner, usually one week. Such arrangements should be made in advance of the absence, where possible.
- All candidates must make up the work they missed, or risk a final grade reduction or failing the class.
- Any missed sessions will have a negative impact on the candidate's acquisition of the planned learning outcomes.
- Instructors will accommodate excused absences to the extent that an accommodation can be made that does not reasonably interfere with the learning objectives of the course or unduly burden the instructor.
- Attendance policies shall be applied in a non-discriminatory manner.

### **College Policy Concerning Students with Disabilities:**

In compliance with St. John Fisher College policy and applicable laws, appropriate academic accommodations are available to you if you are a student with a disability. All requests for accommodations must be supported by appropriate documentation/diagnosis and determined reasonable by St. John Fisher College. Students with documented disabilities (physical, learning, psychological) who may need academic accommodations are advised to make an appointment with the Coordinator of Services for students with disabilities in the Office of Academic Affairs, Kearney 202. Late notification will delay requested accommodations.

### **College Policy Toward Research of Human Subjects:**

Learning about the research process includes learning about the protection of the rights of human subjects (participants). Students in courses which include the collection of data from human subjects must comply with Institutional Review Board policies and procedures which protect the rights of human subjects. This protection includes informed consent, as well as measures to promote the confidentiality of the data which is collected. Students involved with course related data collection should speak with course faculty to learn about Institutional Review Board policies relevant to the course project. Copies of the St. John Fisher Institutional Review Board Policies and Procedures are available in the Office of Academic Affairs, in the Kearney Building room 202, or on the IRB Web page at <http://home.sjfc.edu/institutionalreviewboard>.