

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Educational Leadership and Policy Studies

COURSE OUTLINE

ELPS 650 CONTEMPORARY ADMINISTRATIVE LEADERSHIP

MICHAEL D. EISNER COLLEGE OF EDUCATION MISSION STATEMENT:

The Michael D. Eisner College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of the Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

CATALOG DESCRIPTION

This course is designed to assist in the development of administrative leadership skills. Focus is on the knowledge and application of leadership skills necessary in effective organizations with special emphasis on schools. Topics of study include situational leadership, organizational climate and culture, individual and group motivation, and transformational leadership as applied through school based management, shared decision making, strategic planning, team building, and total quality management. This course will also include discussion of current educational reform efforts and trends.

ELPS DEPARTMENT MISSION STATEMENT

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

PLACE OF COURSE IN THE CURRICULUM

This course is a requirement for the Master's Degree in Educational Administration and Preliminary Administrative Credential.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CCTC) STANDARDS for the Preliminary Administrative Credential

Each student should be an educational leader who promotes the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. modeling a personal code of ethics and developing professional leadership capacity; and
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

COURSE PERFORMANCE OBJECTIVES

This course is designed to provide students with information and experiences that enable them to develop knowledge and competency in the following areas:

1. The application of leadership theories to the leadership and management of schools.
2. Effective leadership skills and the importance of shared leadership and ethical practices.
3. Strategies for managing conflict and change in educational organizations.
4. The application of basic principles of organizational theory to schools.
5. The application of motivation theory to lead groups and individuals in the development and implementation of long- and short-range goals and high work performance.

6. The role of the leader in understanding and influencing the organizational culture of schools.
7. Effective planning processes to translate a shared vision into strategic and operational plans.
8. Processes for making high quality, accepted, and ethical decision that involve members of the school community in shared decision-making.
9. Strategies for team leadership and team building in educational organizations.
10. The impact of political, social, cultural, and economic factors on contemporary educational leadership.
11. The implications of recent federal and state education policy on school leadership.
12. The importance of diversity and equity in educational leadership.
13. The student's ethical standards, as well as the ethical standards of the profession of education administration and the application of these standards to the leader's role in the content of this course.
14. A basic understanding of the application of technology to the content of this course. Dependent upon the course, examples could include: Principles of data-based management, use of computers in classroom instruction, student and personnel records, financial and facilities management, computerized scheduling, on-line research and electronic communication systems such as e-mail and newsletters.

COURSE CONTENT

This course covers three general areas:

1. The Setting
 - The Education Reform Movement of the Past 20 Years
 - The Nature of Organizations
 - Organizational Culture
 - Providing a Motivational Environment
 - Total Quality Management
2. The Person
 - Leadership Theory
 - Standards for Leaders
 - Defining Leadership
 - Leading with Mind and Heart
 - Providing Equity and Diversity
3. Competencies
 - Making Effective and Ethical Decisions
 - Creating a Shared Vision
 - Developing a Plan

- Managing Change and Conflict
- Building Teams

TEXTBOOKS

Instructors may choose from the following texts. For use of a textbook other than those listed, instructor must obtain approval from Department Chair.

Chrispeels, Janet H. *Learning to Lead Together: The Promise and Challenge of Sharing Leadership*. Thousand Oaks: SAGE Publications, 2004.

Covey, Stephen R. *Principle-Centered Leadership*. New York: Simon and Schuster, 1990.

Covey, Stephen R. *7 Habits of Highly Effective People*. New York: Simon and Schuster, 1989.

Kaser, Joyce, Susan Mundry, Kathleine E. Stiles and Susan Loucks. *Leading Every Day*. Thousand Oaks, CA: Corwin Press, 2001.

Northouse, Peter G. *Leadership Theory and Practice*. Thousand Oaks, CA: Sage Publications, 1997.

Palestine, Robert H. *Educational Administration – Leading with Mind and Heart*. Blue Ridge Summit, PA: Rowan and Littlefield, 2002.

The Jossey-Bass Reader on Educational Leadership. San Francisco, 2000.

Yukl, Gary A. *Leadership in Organizations*. Englewood Cliffs, NJ: Prentice Hall, 1994

Professional Journals:

1. Educational Leadership (ASCD)
2. The Kappan (Phi Delta Kappa)
3. Thrust for Educational Leadership (ACSA)

COURSE REQUIREMENTS

Overall

This course is an interactive seminar where student contributions play a significant role in student learning. Therefore, students are required to fulfill the following general requirements:

1. Demonstrate knowledge and competence in stated objectives through examinations, written assignments, and class participation.
2. Read course texts and other reading as assigned. Course-related reading is an important dimension to the curriculum.
3. Participate in class activities and accomplish class assignments, which include timely submittal of assignments and conscientious preparation for activities.
4. Participate in class discussions. Students are expected to contribute to the body of knowledge through the sharing of ideas, opinions, and experiences.
5. Maintain consistent attendance and punctuality. Attendance and punctuality are a reflection of the student's commitment to the course and serve to maintain continuity in the course curriculum.

Specific

Student learning in this course will be supported and reinforced by a variety of teaching/learning dimensions.

1. Lecture presentations, seminars and discussion
2. Reading, discussion and processing of state framework and documents
3. Student participation in leading a class discussion, panel, debate on curricular issues and practices
4. Student presentations, orally and written, and field-based curriculum projects
5. Student participation in simulations, role playing, and case studies
6. Student completion of a self-assessment related to the ELPS Dispositions

ELPS DISPOSITIONS

The candidate values and is committed to...

1. Ethical and professional practice and behavior: ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. Collaboration with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families and communities in the decision making processes that lead to equitable schools.
3. Effective communication: using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener.
4. Proactive and visionary leadership: high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental

purpose of schooling; willing to examine one's own assumptions/beliefs/practices; commitment to the profession; creative, critical and reflective thinking.

5. Life-long learning: professional development for self and others as an integral part of school and personal improvement; high quality standards, expectations and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. Responsibility and time management to meet obligations to self and others; accomplishing personal and professional goals.
7. Diversity: being sensitive to individuals, groups, cultures and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

GRADING POLICY

Performance-based assessments will be included as part of the grading criteria.

1. Analysis of leadership of styles, based on interviews with administrators in the field
2. Identification and reflection on students' leadership styles through inventories and class activities
3. Active class participation
4. Student presentations and written reports
5. Student participation in discussion, group work, case studies and other learning activities
6. Objective/Essay examinations

Grade Scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

ACADEMIC HONESTY POLICY

Cheating, plagiarism, submitting another person's material as one's own, or doing work for another person, who will receive academic credit are all impermissible. In the California Code of regulations, Section 41301, Title 5 is listed as an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. (See University Catalog 2002-2004, pp523-524).

COURSE SCHEDULE – see Syllabus

Date	Readings/Assignments	Topic/Course Content
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