

**California State University, Northridge**  
**Michael D. Eisner College of Education**  
**Department of Educational Leadership and Policy Studies**

**COURSE OUTLINE**

**Seminar in Leadership/Field Based Leadership**  
**ELPS 684**

**MICHAEL D. EISNER COLLEGE of EDUCATION MISSION STATEMENT**

The 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 this 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 creativity, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

**CATALOG DESCRIPTION**

Students must hold the Preliminary Administrative Services Credential. This course is designed to support and coach students that have initiated their careers in school leadership positions. Units of study include the knowledge and skills necessary to be an effective leader in strategic, instructional, organizational and political and community domains. Students receive instruction and coaching in the awareness and development of skills and knowledge needed for planning a collaborative vision and culture for learning; for organizational management; for work with families and community agencies; to model a code of ethics; for professional development; and to work within the larger political, social, economic, legal and cultural context. An induction plan is developed in conjunction with an on-site mentor and university advisor.

## **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**

A requirement for the Professional Services Credential.

## **CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CCTC) STANDARDS FOR PROFESSIONAL ADMINISTRATIVE CREDENTIAL**

This course is designed based on the standards developed by the Interstate School Leaders Licensure Consortium and adopted by the California Professional Standards for Educational Leaders (CPSEL) to provide students with the knowledge, dispositions, and performances that enable them to be effective school leaders. Accordingly, each student should be an educational leader who promotes the success of all students by:

1. **Vision of Learning:** facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. **Student Learning and Professional Growth:** advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. **Organizational Management for Student Learning:** ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. **Working with Diverse Families and Communities:** collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. **Personal Ethics and Leadership Capacity:** modeling a personal code of ethics and developing professional leadership capacity;
6. **Political, Social, Economic, Legal and Cultural Understanding:** understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## **COURSE CONTENT AND METHODS OF ASSESSMENT FOR MEASURABLE STUDENT LEARNING OUTCOMES**

- I. **Understanding the Role of the School Leader:** What does research tell us? How is research best translated into action? How are the results of actions used in redirecting behaviors and plans?

- A. Knowledge - Has a knowledge of effective schools literature
- B. Dispositions – Believes in, values and is committed to McREL’s 21 key areas of leadership responsibility:
  - 1. Culture - Fosters shared beliefs and a sense of community and cooperation
  - 2. Order - Establishes a set of standard operating procedures and routines
  - 3. Discipline - Protects teachers from issues and influences that would detract from their teaching time or focus
  - 4. Resources - Provides teacher with materials and professional development necessary for the successful execution of their jobs
  - 5. Curriculum, instruction, assessment - Is directly involved in the design and implementation of curriculum, instruction, and assessment practices
  - 6. Focus - Establishes clear goals and keeps those goals in the forefront of the school’s attention
  - 7. Knowledge of curriculum, instruction, assessment - Is knowledgeable about current curriculum, instruction, and assessment practices
  - 8. Visibility – Has quality contact and interactions with teachers and students
  - 9. Contingent rewards – Recognizes and rewards individual accomplishments
  - 10. Communication – Establishes strong lines of communication with teachers and among students
  - 11. Outreach – Is an advocate and spokesperson for the school to all stakeholders
  - 12. Input – Involves teachers in the design and implementation of important decisions and policies
  - 13. Affirmation – Recognizes and celebrates school accomplishments and acknowledges failures
  - 14. Relationship – Demonstrates an awareness of the personal aspects of teachers and staff
  - 15. Change agent - Is willing to and actively challenges the status quo
  - 16. Optimizer – Inspires and leads new and challenging innovations
  - 17. Ideals/beliefs – Communicates and operates from strong ideals and beliefs about schooling
  - 18. Monitors/evaluates – Monitors the effectiveness of school practices and their impact on student learning
  - 19. Flexibility – Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent
  - 20. Situational awareness – Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems
  - 21. Intellectual stimulation – Ensures that faculty and staff are aware of

the most current theories and practices and make the discussion of these a regular aspect of the school's culture

- C. Feedback Systems – facilitates processes and engages in activities ensuring the use of multiple feedback systems:
  - 1. Internal: reflective thinking - logs, diaries
  - 2. Informal: staff surveys, anecdotes, data, letters, memos, comments
  - 3. Formal: evaluations

II. **Determining a vision:** What is a Vision? How can a vision be used to facilitate learning? How do stakeholders become committed to a vision?

A. Knowledge

- 1. Uses common terminology, i.e. vision, mission, purpose, values
- 2. Identifies learning goals in a pluralistic society
- 3. Demonstrates the principles of developing and implementing strategic plans
- 4. Understands systems theory
- 5. Utilizes information sources, data collection, and data analysis strategies
- 6. Practices effective communication
- 7. Employs effective consensus-building and negotiation skills

B. Dispositions

- 1. Demonstrates a belief in the educability of all
- 2. Adheres to a vision of high standards of learning
- 3. Practices inclusion of all members of the school community
- 4. Displays a work ethic needed for high levels of personal and organization performance
- 5. Uses motivation and hygiene theories to create conditions that motivate staff, students and families to achieve the school vision

C. Performance

- 1. Models the vision and core beliefs
- 2. Ensures that a vision and plan is developed collaboratively with stakeholders
- 3. Involves the school community in school improvement activities
- 4. Uses the vision to shape programs, plans, activities; identifies barriers to achieving the vision, and addresses the barriers
- 5. Uses student learning assessment data to develop vision and goals
- 7. Displays knowledge of relevant demographic data related to students and families and uses the data to develop mission and goals
- 8. Applies the shared vision and strategic plan for the school and develops a process to assess the effectiveness of efforts and modify as appropriate
- 9. Implements appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine

accountability for goals.

10. Articulates the school's mission and priorities to the community and media. Builds support for the mission and priorities with these groups

III. **Building a school culture and the instructional program:** How can a culture be built and sustained which supports student learning and staff professional growth?

A. Knowledge

1. Understands the principles of student growth and development
2. Applies learning and motivational theories
3. Understands curriculum design, implementation, evaluation, and refinement
5. Understands the principles of effective instruction
6. Employs measurement, evaluation, and assessment strategies
7. Understands diversity and its meaning for educational programs
8. Recognizes the change process for systems, organizations and individuals
9. Recognizes school cultures

B. Dispositions

1. Recognizes student learning as the fundamental purpose of schooling
2. Follows the proposition that all students can learn
3. Understands the variety of ways in which students can learn
4. Values life-long learning for self and others
5. Recognizes the benefits that diversity brings to the school community

C. Performance

1. Ensures that all individuals are treated with fairness, dignity, and respect
2. Designs professional development that promotes a focus on student learning consistent with vision and goals
3. Ensures that students and staff feel valued and important
4. Identified, clarifies, and addresses barriers to student learning
5. Ensures that diversity is considered in developing learning experiences
6. Employs a culture of high expectations for self, student, and staff performance
7. Ensures that multiple opportunities to learn are available to all students
8. Provides multiple sources of information regarding performance to be used by staff and students
9. Employs a variety of supervisory and evaluation models
10. Collects and analyzes data related to student achievement; understands the role of the board of education, administrators, and teachers in improving student achievement; implements plans for improvement; meets student and staff needs for support
11. Develops curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class, and exceptionalities.

IV. **Management of the organization, operations, and resources for a safe, efficient, and effective learning environment:** How are support structures aligned with learning?

A. Knowledge

1. Understands theories and models of organizations and the principles of organizational development
2. Utilizes operational procedures at the school and district level
3. Identifies principles and issues relating to school safety and security
4. Identifies legal issues impacting school operations
5. Utilizes current technologies that support management functions
6. Applies counseling and mentoring skills, utilizes stress/conflict/time management techniques

B. Dispositions

1. Makes management decisions to enhance learning and teaching
2. Trusts people and their judgments
3. Accepts responsibility
4. Involves stakeholders in management processes
5. Creates a safe environment

C. Performance

1. Uses knowledge of learning, teaching, and student development to inform management decisions
2. Develops operational plans and procedures to achieve the vision and goals of the school
3. Manages collective bargaining and other contractual agreements related to the school
4. Identifies potential problems and opportunities
5. Confronts and resolves problems in a timely manner
6. Uses effective problem-framing and problem-solving skills
7. Manages fiscal resources of the school responsibly, efficiently, and effectively
8. Creates and maintains a safe, clean, and aesthetically pleasing school environment
9. Manages budget and building, maintains cost controls, monitors expenditures, inventory, building security, safety planning, and related school functions

V. **Collaboration with families and community members to respond to diverse community interests and needs, and mobilize community resources:** How are needs identified? Who should be included? How are stakeholders involved?

A. Knowledge

1. Understands emerging issues and trends that potentially impact the school community

2. Recognizes the conditions and dynamics of the diverse school community
3. Identifies community resources
4. Utilizes successful models of school, family, business, community, government and higher education partnerships
5. Promotes multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.

B. Dispositions

1. Operates the school as an integral part of the larger community
2. Establishes collaboration and communication with families
3. Includes the involvement of families and other stakeholders in school decision-making processes
4. Accepts the proposition that diversity enriches the school
5. Recognizes families as partners in the education of their children
6. Supports the proposition that families have the best interests of their children in mind
7. Communicates effectively with various cultural, ethnic, racial, and special interest groups

C. Performance

1. Establishes high visibility, active involvement, and communication with the larger community as a priority
2. Identifies and nurtures relationships with community leaders
3. Uses information about family and community concerns, expectations, and needs
4. Gives credence to individuals and groups whose values and opinions may conflict
5. Secures available community resources to help the school solve problems and achieve goals
6. Recognizes and values diversity
7. Involves families and community in appropriate policy and procedural planning and assessment
8. Develops an effective interactive staff communications plan and public relations program

VI. **Acting with integrity, fairness, and in an ethical manner:** What is the relationship between a principled leader and the school program? How does a leader know how he or she is perceived?

A. Knowledge

1. Understands the purpose of education and role of leadership in modern society
2. Utilizes various ethical frameworks and perspectives on ethics
3. Recognizes the values of the diverse school community
4. Understands the philosophy and history of education

B. Dispositions

1. Understands the ideal of the common good
2. Recognizes the right of every student to a free, quality education
3. Brings ethical principles to the decision-making process
4. Subordinates one's own interest to the good of the school community
5. Accepts the consequences for upholding one's principles and actions

C. Performance

1. Examines personal and professional values
2. Demonstrates a personal and professional code of ethics
3. Serves as a role model
4. Accepts responsibility for school operations
5. Considers the impact of one's administrative practices on others
6. Demonstrates appreciation for and sensitivity to the diversity in the school community
7. Expects that others in the school community will demonstrate integrity and exercise ethical behavior
8. Fulfills legal and contractual obligations, applying laws and procedures fairly, wisely, and considerately
9. Manifests a professional and personal code of ethics

VII. **Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context:** How does one enter and become effective within the larger environment?

A. Knowledge

1. Recognizes the role of public education in developing and renewing a democratic society and an economically productive nation
2. Understands the law as related to education and schooling
3. Appreciates the political, social, cultural and economic systems and processes that impact schools
4. Is aware of the models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
5. Recognizes the importance of diversity and equity in a democratic society

B. Dispositions

1. Acknowledges education as a key to opportunity and social mobility
2. Recognizes a variety of ideas, values, and cultures
3. Initiates continuing dialogue with other decision makers affecting education
4. Uses legal systems to protect student rights and improve student opportunities
5. Initiates, manages, and evaluates the change process

C. Performance

1. Ensures that the environment in which schools operate is influenced on

- behalf of students and their families
2. Initiates communication among the school community concerning trends, issues, and potential changes in the environment in which schools operate
  3. Maintains an ongoing dialogue with representatives of diverse community groups
  4. Ensures that the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
  5. Opens lines of communication with decision makers outside the school community
  6. Applies a systems approach, viewing schools as interactive internal systems operating within external environments
  7. Uses appropriate interpersonal, written, verbal and non-verbal communications. Develops a feedback system to gain an understanding of how an administrator is perceived by those he or she serves
  8. Analyzes district and community power structures. Identifies major opinion leaders and their relationships to the school and its programs

## **SUGGESTED TEXTBOOKS**

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

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

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

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

## **SELECTED BIBLIOGRAPHY**

Bennis, Warren and Nanus, Burt. *Leaders—the Strategies for Taking Charge*. New York: Harper and Row, 1985

Bolman, Lee G. and Deal, Terrence E. *Reframing Organizations (2nd edition)*. San Francisco: Jossey-Bass, 1997

Castallo, Richard. *Focused Leadership*. Lanham, MI: Scarecrow Press, 2001

Deal, Terrence and Peterson, Kent. *Shaping School Culture: The Heart of Leadership*. San Francisco: Jossey-Bass Publishers, 1999

Hall, Gene E. and Hord, Shirley M. *Change in Schools: Facilitating the Process*. New York: State University Press, 1987.

Hanson, Mark E. *Educational Administration and Organizational Behavior*. Boston: Allyn and Bacon, 2003.

Maslow, Abraham M. *Motivation and Personality (2nd edition)*. New York: Harper and Row, 1970

McGregor, Douglas M. *The Human Side of Enterprise*. New York: McGraw-Hill, 1960

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

Owens, Robert G. *Organizational Behavior in Education*. Boston: Allyn and Bacon, 1998

Parker, Glenn M. *Team Players and Teamwork*. San Francisco: Jossey-Bass, 1996

Sergiovanni, Thomas J. *Moral Leadership: Getting to the Heart of School Improvement*. San Francisco: Jossey-Bass, 1992

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

#### *Professional Journals:*

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

## **METHODS OF EVALUATION**

1. Active class participation
2. Log
3. Portfolio
4. Mentor assessment
5. Self assessment
6. Administrator feedback form
7. Student participation in discussions, group work, case studies and other learning activities
8. Progress in reaching goals
9. Objective/Essay examinations
10. Student presentations and written reports
11. Other methods as deemed appropriate by the professor and department

## MEASURABLE STUDENT LEARNING OBJECTIVES

**Student outcomes will be assessed through multiple measures, including but not limited to:**

**Log** – students will keep a chronological log of unique and critical incidents which provide a record of their experiences

**Vision Scan** – a process to review key components of vision and mission statements and juxtapose those dimensions to the administrators conduct

**Portfolio** – a record of artifacts and documents providing examples of the administrator’s efforts

**Mentor assessment** – formal and informal comments and reports from on-site and college mentors

**Self-assessment** – oral and written (log) evaluation conducted by the administrator

Administrator Feedback Form – feedback instrument developed by the administrator, on-site and college mentors to gain perspectives for growth from groups being served

Progress in reaching goals – before and after data and explanations provided by administrator

### 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

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. The California Code of Regulations in 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 2004-2006, pp 531-532).

## COURSE SCHEDULE – see Syllabus

Date	Readings/Assignments	Topic/Course Content
------	----------------------	----------------------