

Instructor: Sr. Remigia Kushner Office Hours: W: 4:30 – 6:00 Instructor Ph: 718-862-7473 Email: sr.remigia.kushner@manhattan.edu	Office: Room 440 DeLaSalle Hall (best way to reach me; email is checked M-F early am) Responses <u>usually</u> with 48 hours or sooner)
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Reminder: It is not advisable to email questions on the day of class. If you need a response for a class day, please be sure to email before class day.

Course Description:

735. Educational Leadership, Decision-Making, and Change.

Leadership styles and decision-making models and their implications for the role of school leaders and supervisors as change agents and visionary leaders; exploration of what it means and what it takes to be a school leader; organizational patterns (line and staff) and group dynamics (formal and informal); the school as a social (power) system; use of case studies, simulation and Course Related Field Experiences (Leadership Activities)

This is a blended course meaning that class sessions are face to face (F2F) and ONLINE.

- **Face to face** sessions are typically in the form of seminars sessions with discussion of topics, assignments, presentation by the instructor. F2F sessions include information to add to what is available in the text. This additional information becomes part of your knowledge requirements for the course.
- **ONLINE** sessions are usually assignments that are completed independently in a location of your choice. ONLINE assignments may include Discussion Board topics, readings, Course Related Leadership Activities, among others.

Required Texts: (copies will be available for you to borrow to use for class and return at the end of the course)

1. Green, R. (2010). *Practicing the art of leadership. A Problem-based approach to implementing the ISLLC Standards, second edition*, NY: Pearson (You can purchase on online copy if you wish from <http://instructors.coursesmart.com/9780135011638/toc13>)
2. Covey, S. R. (1989). *The seven habits of highly effective people*. New York, NY: Simon & Schuster.

Required Website(s)

1. http://wps.prenhall.com/chet_green_practicing_2/
This website provides additional information to enrich their learning using **Chapter Overviews** for each chapter, as well as multiple choice **Deepening Your Understanding** questions with which to test their knowledge of chapter content. In addition, a **Practice ISLLC Examination** is available for each chapter. **PowerPoints** are also provided covering a wide array of topics. Exercises appear for Chapters 2 through 7 of the text.
2. <https://documents.google.com/previewtemplate?id=0Aq8XQPsVqFHPdHdnREVXeG96Qkd6ZjU4RVpCNHZSNnc&mode=public>
Based on the weekly planner found in the "First Things First" section of Stephen R. Covey's "Seven Habits of Highly Effective People. (When asked to sign in to Google, use your MC email address.)
3. <http://yenoh93.medceu.com/index/courses/vision.htm>
help with creating a vision statement
4. [CreatingYourMissionStatement.pdf](#)
creating your Mission statement worksheet

Professional Requirements include, but need not be limited to,

- cell phones silenced or turned off (emergency number 718-862-7333; identify room where class takes place),
- punctual attendance,

- enjoy refreshments before class or during the break

NYS Content areas treated in this strand: participants in ALL courses in the School Building Leadership Program at Manhattan College will give evidence of having acquired, developed, or enhanced the knowledge and skills to:

- (a) *Develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards*
- (b) *Collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view and building understanding through direct and precise questioning*
- (c) *Communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;*
- (d) *Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:*
 - (2) *instructional strategies and the integration of technology*
 - (5) *student support services, including the provision of services to students with disabilities (and students who are English language learners)*
 - (8) *student, family, and community relations;*
- (e) *Effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;*
- (g) *Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;*
- (k) *Apply statutes and regulations as required by law, and implement school policies in accordance with law;*
- (l) *Maintain a personal plan for self-improvement and continuous learning*

1. NYS Content Standards for School Leaders

www.highered.nysed.gov/ocue/documents/leadercontent.doc - 2009-10-16 - [Text Version](#)

2. ISLCC Standards

<http://coe.fgcu.edu/faculty/valesky/ISLLCStandards.htm>

3. TEAC Standards

[Quality Principles for Educational Leadership Programs.doc](#)

In addition, participants will also give evidence of having developed, acquired, or enhanced the knowledge and skill to:

- (d) *Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:*
 - (6) *professional support and development;*
 - (7) *succession planning*

Student Learning Outcomes	Standards	Assessment
Students will:	N=NYS I=ISLCC T=TEAC	As evidenced by (including but not limited to):
1. describe and apply an appropriate Leadership style; articulate what it means and what it takes to be a school leader	N: a, b, c, d, e, g, l I: T: QP1.1	Leadership Reflections DB, Case(s) Vision of Leadership
2. select and use an appropriate decision-making model	N: a, c, d, e, g I: T:	planning calendar DB, scenarios, Case Intensive Study Project
3. articulate a vision for change to improve student learning	N: c, d2, d5, g I:	Vision/mission statement presentation; study group

	T:	Intensive Study Project
4. analyze organizational patterns (line and staff)	N: c, b, d7 I: T:	collaboration, Case, DB; study groups
5. exhibit potential to utilize group dynamics (formal and informal)	N: c, b, d6, g I: T:	collaboration, Case, DB; study groups , Intensive Study Project
6. analyze the school as a social (power) system	N: c, d6, d7, e, g I: T:	Case, collaboration, DB, Intensive study project

1. Course Related Leadership Activities (CRLAs): 17 hours required that you will do back-home to put your course learnings into practice

- Visit another school to learn something about your intensive study project (Choose a level and type of school different from your own)
- Intensive Study Project: A Strategic Plan to provide more learning, for more "kids, in more ways, more of the time based on
 1. What is the "more" that is needed?
 2. How do you know this is needed? (Use discrepancy analysis; needs assessment, three sources of data used to confirm this need.)
 3. Why is this happening?
 4. What change is needed (underlying theory),
 5. Who are the actors/stakeholders/resources?
 6. What steps need to be taken?
 7. Why might this/these step(s) be effective?
 8. What theories, principles, best practices indicate this?
- Back home study group – plan, conduct, collaborate for student learning (relate it to your Intensive Study Project so you get "two for the price of one")
 - reports of three study group sessions
 - optional digital video of study group
 - submit CRLA cover sheet and logs with signatures

2. Leadership Portion of Internship Portfolio that includes:

- Vision statement (general) and Vision of Leadership
- Mission Statement
- Course Related Leadership Activities
 - Report of School Visit
 - Study Group Reports
 - Intensive Study Project
- Leadership Growth Statement
- Personal Learning Plan

MANHATTAN COLLEGE GRADUATE SCHOOL OF EDUCATION
ED 735 Educational Leadership, Decision Making and Change Fall 2010
Rm. 309 DLS Hall 6:30 – 8:30

Session /Date		Text	CW	Assignment
1 / 09/08	Introduction Standards: NYS, ISLLC, TEAC - o Qualified, Competent, Caring - o a Multicultural Perspective - o learning to learn - o technological competence Assignments			
2/ 09/16	Vision and Mission 7 Habits Mission.ppt			Begin a vision and mission statement for portfolio; mission graphic
3/ 09/15	Standards Informing School Leadership The Emergence of Standards for School Leaders The Use of Standards and Organizations That Create Them Unpacking the ISLLC Standards Other Organizations Using Standards Transforming Standards into Practice	Ch 1	Deepening your Understanding Self Assessment (DYU SA)	Compare NYS content standards with ISLLC and TEAC standards
4/ 09/22	ONLINE Establishing a Framework for Leadership Leadership Traits, Characteristics, and Behaviors Contingency and Situational Leadership Theories Power and Authority Bridging the Past and the Present Contemporary Approaches to School Leadership Leadership Defined Condition Requisites for Effective Leadership The Nature of Leadership The School: An Open Social System	Ch 2	DYU SA http://wps.prenhall.com/chet_green_practicing_2/23/6136/1570982.cw/index.html	DB: Scenario 2, p.53 #1, 4 p. 57, 2 nd , 8 th , 9 th , 10 th diamonds
5/ 09/29	Leadership style and leading with style			Submit Study Group Report 1
6/ 10/06	Developing a Collaborative Culture in Schools A Definition of Organization Schools as Organizations Traditional Theories Influencing Contemporary Practice Contemporary Postulates Informing Leadership in Schools Understanding Self Understanding Others Theories Informing Leadership Leader Behavior in Organizations Defining Culture and Climate in Schools	Ch 3	DYU SA	Take the Practice ISLLC Exam: http://wps.prenhall.com/chet_green_practicing_2/23/6136/1571034.cw/index.html
7/ 10/13	Intensive Study Project Guidance Portfolio—Leadership Section Guidance Study Group Guidance (http://webserver3.ascd.org/ossd/studygroups.html) School Visit Guidance			

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8/ 10/20	Enhancing Leadership Effectiveness Through Communication The Importance of Effective Communication The Communication Process The Flow of Communication in Schools Reducing Barriers to Effective Communication The Communication Process Can Talk Make Us Better?	Ch 4	DYU SA	Practice Exam: http://wps.prenhall.com/chet_green_practicing_2/23/6137/1571096.cw/index.html
9/ 10/27	Decision Making: Quality and Acceptance Defining Decision Making Approaches to Decision Making Autocratic or Participatory Decision Making Group Decision Techniques Barriers and Traps That Inhibit Decision Effectiveness Cause and Effect Diagrams Decision-Making Strategies How To Identify A Problem How To State A Problem Nominal Group Technique	Ch 5	DYU SA	Practice Exam: http://wps.prenhall.com/chet_green_practicing_2/23/6137/1571135.cw/index.html
10/ 11/03	Managing Conflict in Today's Schools A Definition of Conflict The Nature of Conflict in Schools Sources of Conflict in Schools How Individuals Respond to Conflict Role Conflict Conflict Management Managing Conflict in Today's Schools Theories on Conflict	Ch 6	DYU SA	http://wps.prenhall.com/chet_green_practicing_2/23/6137/1571187.cw/index.html Submit Study Group Report 2
11/ 11/10	Instructional Leadership and Change Instructional Leadership Defined The Concept of Instructional Change Theories and Practices Informing Change Implementing and Sustaining the Change Initiative Addressing the Needs of All Students The Change Process Closing the Achievement Gap Enhancing the Teaching and Learning Process	Ch 7	DYU SA	http://wps.prenhall.com/chet_green_practicing_2/23/6137/1571248.cw/index.html
12/ 11/17	Portfolio Presentation			Submit ISP
13/ 11/24	ONLINE NYS Code of Ethics for Educators http://www.highered.nysed.gov/tcert/resteachers/codeofethics.html#statement			Submit Study Group Report 3
14/ 12/1	Final Practice Exam from NYS Test for School Building Leaders Course and Teacher Evaluation (on Bb) Title IIA Evaluation (on Bb)			Submit School Visit Report
15/ 05-03	Post course activities:			Submit Growth Statement

Appendix A The Interstate School Leader Licensure Standards and Indicators

Appendix B Additional Scenarios for Analyses and Reflections

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Case Studies: http://wps.ablongman.com/ab_bacon_edadmin_1/75/19393/4964853.cw/index.html

Intensive Study Project (40 pts)

- Strategic plan for an area in need of improvement "back home."
- *This assignment is an opportunity for you to give evidence that you are able to do comprehensive planning, informed by a variety of data sources and diverse opinions related to an area in need of improvement.*
- You will make a presentation of selected components of your Intensive Study Project.
- Your presentation will be videotaped and you will do an evaluation of your presentation.

A Strategic Plan to provide more ↓	what "more" is needed? (discrepancy analysis; needs assessment)	how do you know this is needed? (three sources of data used to confirm this need)	What change is needed (underlying theory)? Why is this happening?	What steps need to be taken? Who are the actors / stake-holders?	Why might this/these step(s) be effective based on research and collateral readings? What theories, principles, best practices indicate this?
learning					
"kids"					
ways					
Time					

This assignment provides the opportunity for you to exhibit:

knowledge of course content,
principles, theories; ability to
apply these to a "real life"
situation
skill in comprehensive planning
based on diverse data sources,
use of technology, learning
beyond course requirements,
communication, collaboration
dispositions toward caring,
attention to multicultural
issues, stakeholders

Directions

Establish as study group
Choose from:

professional learning community
(committee)
 ○ peer visitation
improve math or science
deficiency
in-school (on site) professional
development plan for teachers
integrate technology into
teaching and learning
develop year long, unit, and
learning activity plans
 ○ increase student
 engagement
 ○ differentiate instruction
other: prepare a proposal
for instructor approval

Intensive Study Rubric

3 or more data sources for identifying the focus /problem area
document the need for the project
apply these to a "real life" situation
use of technology,
learning beyond course requirements,
communicate using mechanics, verbal expression
collaboration
dispositions toward caring
attention to multicultural issues
gather perceptions of stakeholders

Portfolio Table of Contents

(Number of pages are suggestions to guide the amount of content. For your electronic portfolio, these are estimates of the amount of space you might use for each component.)

Introduction/Welcome

- ❖ Resume
- ❖ Mission (One sentence)
 - Mission Graphic and Narrative (1/2 page)
- ❖ Vision of (1/2 page each)
 - Leadership
 - Learning
 - Teaching
- ❖ Leadership
 - Course Related Leadership Activities (1/2 to 1 page each)
 - Manner in which you exhibited leadership in the activities above (2-3 pages)
 - Results of your leadership: actual or anticipated (2 – 3 pages)
 - Evidence of those actual or anticipated results (number of pages based on type of evidence)
 - E.g., evaluation forms for meetings; lessons planned by teachers; student activities; test results, tests, changes in pupil achievement, evaluations of meetings, presentations, etc.)
- ❖ Management
- ❖ Law
- ❖ Curriculum
- ❖ Assessment
- ❖ Supervision
 - Readings (Annotated Bibliography of Readings, 1 1/2 – 2 pages)
- ❖ Reflection on Leadership Learning (Growth Statement)
 - The reflection is a commentary on how the artifacts illustrate your growth or development.
- ❖ Personal Learning Plan (2-3 pages)

Documenting Leadership Learnings with the Course Portfolio

You will complete a portfolio for each course. The course portfolio can document evidence of knowledge and skills and guide long-term professional development. The competencies may be locally defined, or linked to standards. Two primary assumptions in this process are: 1.) a portfolio is not a haphazard collection of artifacts (i.e., a scrapbook) but rather a reflective tool that demonstrates growth over time; and 2.) a portfolio can be a tool to record and organize evidence of meeting standards required for certification and success as a school building leader.

Each course portfolio has similar components. This means that you will not have to redo them for each course. They may only have to be updated. These repeating components are the Introduction, Vision statement, Mission statement, Readings

The components that are unique to each course and must be developed are: Course Related Leadership Activities, Reflection on course based learning, and the Personal Learning Plan.

The course portfolio is formative; that is, you will add items and reflection as you move through your course work showing your growth and development. You will gather artifacts that give evidence of your knowledge, skill, and potential for meeting NYS leadership essentials and content.

You may construct your course portfolios using the Portfolio Wizard available in Blackboard. Each Blackboard course has the Portfolio Wizard. There is also a way to save your current portfolio so it is available to you to update as you take subsequent courses. You may also use PowerPoint or Word to construct your course portfolio.

As you complete the components for each course, you are constructing your Program Portfolio. This document accumulates your learnings from the six core courses (Leadership, Managing the School, Law, Curriculum, Assessment, Supervision)

Personal Learning Plan (2-3 pages)

- Your career goals. Where are you going? What do you want from your career? What new role would you like? What responsibility do you want that you do not have today?
- Your current knowledge and/or skills:
 - What did you learn about your current knowledge or skills from the leader insights and/or your course related leadership activities “back home?”
- Based on your goals, what knowledge, behavior or skill area will contribute most at this time to your goals?
- What is your plan for gaining that knowledge or skill:
 - Be specific
 - How will you know you are gaining that knowledge or skill
 - What sources or activities will you use to attain that knowledge/skill
 - What use will you make of that knowledge/skill
 - What evidence will you accept that you are gaining the knowledge/skill you have set for yourself?
 - What timetable have you set for yourself? What will you do on an everyday basis for practice? What will you do on a weekly basis? How will you assess that you are making progress?

Personal Learning Plan Sample

Long-term Career Goal:	Be an elementary school principal
Short-term Career Goal:	Improve curriculum development by designing mapping across grade levels
Current Assessment of Performance:	The leadership activities in this course helped me identify: • The necessity of knowing each area of the curriculum • Providing a way for teachers to share curriculum concepts from grade to grade • The importance of designing long-term curriculum plans • The necessity of aligning curriculum with age and interest level strategies
SMART GOAL:	
Specific:	I will help the elementary level teachers (Grades 3-5) develop the new science curriculum
Measurable:	By May the third, fourth, and fifth grade teachers will have identified content topics for the grade levels
Attainable:	Use our Wednesday planning period for development
Relevant:	This will focus student learning for depth and not just

	coverage
Trackable:	Each teacher will focus on four content units and outline this in a year long plan that will be the OLF science curriculum
Action Steps:	
Weekly:	Each week we will work together to determine grade level content (by Feb.)
Quarter Plan:	Develop together one unit plan by mid-April
Semester Plan:	Complete the year long plan by June 1
How will I get coaching?	1. Review primary and middle school curriculum and discuss big ideas with those teachers 2. Attend Diocesan science curriculum workshop 3. Continue work with Rutgers – ESTEEMS grant 4. Spend at least 30 minutes a week on the NJDOE website for science

Personal Learning Plan Template

Long-term Career Goal:	
Short-term Career Goal:	
Current Assessment of Performance:	
SMART GOAL:	
Specific:	
Measurable:	
Attainable:	
Relevant:	
Trackable:	
Action Steps:	
Weekly:	
Quarter Plan:	
Semester Plan:	
How will I get coaching?	

Directions for Study groups:

The study group you lead back home is a Course Related Leadership Activity that is an assignment. You will conduct a study group “back home” based on what you learned about study groups in class. This Course Related Leadership Activity has several objectives as well:

- 1) You will practice leadership publicly from the position you have by persuading three to five colleagues to join you as members of a study group
- 2) Your study group will choose a topic that will result in some improvement in student learning. You also have the option to use the topic of your in-class study group.
- 3) You will include this leadership activity in your Course Portfolio

How does a study team work? MaKibbin and Sprague, (1991) offer these helpful suggestions:

Study groups

- engage in productive talk sharing ideas about teaching and learning
- have a single focus, one or two key ideas (in this case, the content of the course you are taking) that can be absorbed within an interaction
- use hard evidence that makes the discussion concrete, relevant and accessible
- meet regularly for a specified amount of time to share experiences
- have administrative support for improving teaching and learning
- operate on a volunteer basis
- have 4 - 9 participants

Study groups are **based on the belief** that what is known about learning is fluid and ever expanding and that effective professionals continually add new strategies and methodologies to their repertoire.

Course participants are asked to video tape a session that best exhibits the work of the study group. Use a digital video tape, if possible. ASCD has well defined materials outlining the process and procedures for study groups. You will receive extra credit for video taping a study group meeting.