

EDUG 735 Educational Leadership, Decision-Making, and Change

Instructor: Sr. Remigia Kushner
Email: sr.remigia.kushner@manhattan.edu
Office: Room 440 Miguel
Office Hours: M: 3:30 – 4:30
Instructor Ph: 718-862-7473
Course Location: Mgl 109

Reminder **Best way to reach me is by email. It is checked M-F early am.**

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 format: This is a **blended** course. Class sessions are face to face (F2F) and ONLINE.

- **Face to face (F2F) sessions** are typically in the form of seminars sessions with discussion of topics, assignments, presentation by the instructor, presentations by participants. 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 project work.

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.

Required Texts & Readings (print and web-based):

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 an 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.
3. Companion web site to accompany the Green text: http://wps.prenhall.com/chet_green_practicing_2/
 - This website provides additional information to enrich learning using **Chapter Overviews** for each chapter, as well as multiple choice **Deepening Your Understanding** questions with which to test knowledge of chapter content.
 - The **Practice ISLLC Examination** is available for each chapter and is **preparation for the NYS test** in school leadership. **PowerPoints** are also provided covering a wide array of topics. Exercises appear for Chapters 2 through 7 of the text.
4. **NYS Content Standards for School Leaders** www.highered.nysed.gov/ocue/documents/leadercontent.doc
5. **ISLCC Standards from ccso.org** http://www.ccso.org/Documents/2008/Performance_Indicators_2008.pdf pages 13 – 30
6. **TEAC Standards** [Quality Principles for Educational Leadership Programs.doc](http://www.highered.nysed.gov/ocue/documents/leadercontent.doc)
7. **NYS School Leadership Test preparation materials:** http://www.nystce.nesinc.com/NY_SLA_Registration.asp

Professional Requirements include, but need not be limited to,

- Contribution to Group Learning:
 - Attendance is required at all sessions and textbooks are used at all sessions. If, for some unavoidable reason, you must be absent, be sure to let the instructor know in advance (to the extent possible). You are responsible for what you have missed in an absence (a study-buddy can help) and you must propose a plan for making up the time.
 - Preparation for class discussion – readings, scenarios (case analyses), etc.

- On-time submissions
- **OBJECTIVES: SBL Program participants will**
- **gain familiarity of the knowledge, skill, and dispositions needed to acquire NYS certification in SBL**
- **have knowledge of and apply ISLLC standards to leadership practice**
- **give evidence of having acquired, developed, or enhanced the knowledge and skills to meet selected NYS content standards:**
 - (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**

PRIMARY COURSE OBJECTIVE participants will 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	Claim	Assessment (formative)	Assessment (summative)
Students will:		As evidenced by	
1. describe and apply an appropriate Leadership style; articulate what it means and what it takes to be a school leader	Knowledge Decision-making	Leadership Growth statement Case analyses (scenarios) AppD Vision of Leadership Program portfolio submissions Leadership growth statement	<i>These four count toward your grade.</i> 1. Contribution to group learning (attendance, participation, preparation) (30%) • practice exams • discussion • case analyses • text readings • timely submissions
2. select and use an appropriate decision-making model	Knowledge Decision-making	planning calendar, log, congruence Discussion Board assignments Case Analyses (scenarios) 2.2 Course Related Leadership Project installments due at • Week 2 • Week 5 • Week 8 • Week 11	2. Planning calendar, log, congruence (10%) 3. Course related leadership project (50%) due at Week 14
3. articulate a vision for change to improve student learning	Knowledge Decision-making, Caring, multicultural perspective	Vision/mission statement presentation; study group Course related leadership Project Case analyses (scenarios) 7.14	4. Program Portfolio entries (5%) <i>(This will be done in class)</i> • Vision/mission statements • Vision of leadership • Course related leadership project
4. analyze organizational patterns (line and staff)	knowledge	Case analysis (scenarios) DB; study groups	

5. exhibit potential to utilize group dynamics (formal and informal)	Knowledge Decision-making Learning to learn	Case analyses (scenarios) 3.3 DB Study group reports Course related leadership Project	- Personal learning plan - Growth statement ("that was then, this is now.")
6. analyze the school as a social (power) system	Knowledge Learning to learn	Case analyses (scenarios) Course related leadership project installments	

Course Related Leadership Project: You will develop for your school: A Strategic Plan to provide **more learning, for more "kids", in more ways, more of the time** based on a vision of education that results in a quality education, based on and grounded in lasting principles, and delivered in a supportive educational environment. *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 and 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

1. What is the "more" that needs improvement in your school?
 - the school mission and your own mission require that this "more" be considered?
2. How do you know this "more" is needed? What are the three or more sources of data you used to confirm this need
 - Collaboration with colleagues via **study group** at your school
 - Communication with parents
 - Discrepancy analysis;
 - Needs assessment
 - Test scores
 - Other
3. Why is this happening?
 - School profile
 - Student demographics, multicultural aspects
 - Disaggregation of student demographics
4. What change is needed (underlying theory)
5. Who are the actors/stakeholders/resources?
 - Who needs to be involved in this change for it to take place?
 - Are there any financial considerations? Why?
 - What permissions are needed? Why?
6. What steps need to be taken?
 - What has been done elsewhere in other schools? (e.g.; Blue Ribbon Schools, school report cards, discussion with colleagues, etc.)
 - What does your study group recommend?
 - Are there any regulatory conditions that need to be considered (AIS, Title programs, special needs, multicultural implications, etc?)
 - Making the Change Happen
 - Step 1
 - Step 2
 - Etc.
7. If your plan is successful, what change (or results) do you expect to see?
8. Why might the step(s) you plan be effective in bringing about that change?
 - Best practice (research that has been done on your "more")
 - Collaboration
 - theories, principles, concepts of leadership from
 - ISLLC
 - NYS
 - TEAC
 - Green Companion Web site, Chapter 2, Theories informing leadership
 - Other Readings

9. What do you still need to know or be able to do to make this change happen? (*This is your Personal Learning Plan [PLP]*)
10. That was then, this is now: how has your own leadership changed?

Pre-Course Assignment

Introduce yourself using the Discussion Board (DB #1) in Blackboard. *Please number your responses to match the questions.*

1. What is your current position?
2. How long have you held that position?
3. What are your professional plans
4. What is the profile of the school in which you are currently working?
5. If you could be principal for a day, what is the first change you would make?

(If you cannot yet access Blackboard, submit as an email attachment to sr.remigia.kushner@manhattan.edu)

Session 1

OBJECTIVE: develop familiarity with (knowledge of) the three sets of standards that propel leadership in the state and nation
Articulate a vision for change

Introductions

Resources
Leadership Standards
Course Project
Planning calendar
Program Portfolio
Vision and Mission (the “more”), Instructional Leadership and Change (Green, Ch7)

Homework:

1. Read texts: Green and Covey Intro. Make a note of information that can be applied to your course project.
2. What is **your** educational vision and mission? What is your school vision and mission? (*This is part of the course related leadership project. Cf. #1*)
3. Begin a calendar to plan the time you will spend working on your course project.
Fill in the time that is already scheduled for school and other non-negotiables (use the template).
Indicate in a color when you work on an item from the course project.
4. Keep a log of the time you actually spend working on the project.(use the template)
5. What is the overall area of weakness that needs attention in your organization? How will you decide? (*This is part of the course related leadership project.*)

Session 2

OBJECTIVE: Gain familiarity with (knowledge of) decision-making models
Select and use an appropriate decision-making model

Decision making models (Chapter 5 of Green)

Data driven decision-making
Ethical decision making
Nominal Group Technique
Delphi Technique
Win-Win (Covey)
Seeking root causes
(the five whys technique: http://www.mindtools.com/pages/article/newTMC_5W.htm)
<http://whywhywhywhywhy.com/>
<http://www.youtube.com/watch?v=zvkYFZUsBnw>

Collaborating with colleagues (Study group, *et al.*)

Homework:

1. Green Ch1 and Covey Habit 1, ccsso.org *Vision, Mission, Goals*
2. What is an overall area of weakness in your school that should be attended to?
3. Do your colleagues agree?
How many do and how many don't?
Those who don't agree with your idea: what do they think is most important?
4. How did you do? Do your calendar and log match up? Why or why not?
5. Continue your calendar and log

Session 3

OBJECTIVE: understand change as a process, not an event

Have knowledge of the change process to apply to the course project.

Articulate a vision for change to improve student learning

Producing intended change

Steps to making change happen

Change, not changes

A culture of continuous improvement

Engaging stakeholders

Homework:

1. Green Ch2 and Covey Habit 2, ccso.org *Culture of Teaching and Learning*
2. Which colleagues are you collaborating with for help with the course project? These colleagues are your study group? *For discussion at class next week.*
3. How did you do this week? Do your calendar and log match up any better? Why or why not?
4. Continue your calendar and log
5. Think about the progress have you made on your project. You will be submitting a progress report at Week 5.

Session 4

OBJECTIVE: understand the source, nature, kinds, and use of power in a social system

Analyze organizational patterns (line and staff)

Use formal and informal group dynamics

Power, position, responsibility, authority

Leadership Power

The power in Group dynamics

The school as a social power system

Homework

1. Green Ch3 and Covey Habit 3, ccso.org *Managing . . .*
2. How your study group helping you with the course project. **Submit** to Blackboard>Discussion Board DB #3
3. How did you do this week? Do your calendar and log match up any better? Why or why not?
4. Continue your calendar and log
5. What progress have you made on your project.
 - **Submit** your project accomplishment so far (CRLP 1)
 - Include your planning calendar, log, and analysis of congruence in the template.

Session 5 Feb. 23

Objective: familiarity with decision-making processes; distinguish from decision-making models

Describe and apply an appropriate leadership style

Decision-making

Consensus decision making.

Dealing with conflict.

Positive and negative forces that keep change from happening

Special needs and accommodations.

Homework

1. Green Ch 4 and Covey Habit 4, ccso.org *Collaborating . . .*
2. What have you learned about the change you hope to make in your school?
3. How did you do this week? Do your calendar and log match up any better? Why or why not?
4. Continue your calendar and log
5. What progress have you made on your project?

Session 6

OBJECTIVE: examine the need to lead self before leading others and leading organizations

Describe ways of leading self and relate to ways of leading others

Articulate what it takes and what it means to be a leader

Strategic leadership

Leading others to lead themselves
Leading Organizational change

Homework

1. Green Ch5 and Covey Habit 5, ccsso.org *Ethics*
2. How did you do this week? Do your calendar and log match up any better? Why or why not?
3. Continue your calendar and log
4. How successful do you feel with what you have accomplished on your project so far? *For discussion in class*
5. What knowledge or skill do you think you need to make your project a reality?

Session 7

OBJECTIVE: recognize accountability as responsibility for results; using evidence-centered data to reveal results
Articulate a vision for change to improve student learning

Progress, not perfection

Monitoring and measuring progress
What gets measured gets noticed; what gets noticed gets done (*Blanchard*)

Homework

1. Green Ch6 and Covey Habit 6, ccsso.org *The Education System*
2. How did you do this week? Do your calendar and log match up any better? Why or why not?
3. Continue your calendar and log
4. What progress have you made so far with your project? Submit a report of 1 – 6.
5. Submit a report of your study group activities so far to make your project a reality.
 - a. **Submit** your project accomplishment so far
 - b. Include your planning calendar, log, and analysis of congruence in the template.

Session 8 Mar. 16

OBJECTIVE: familiarity with the ISLLC standards as a component of NYS leadership requirements
Practice an ISLLC exam; distinguish reported “correct” answer from other answer choices

ISLLC Standards (relation to the new state test of school leadership)

Knowledge
Performances (Skill)
Dispositions

Homework

1. Green Ch7 and Covey Habit 7
2. Practice ISLLC test for Standard 1: Visionary Leadership in Chapter 2 of the Companion Web Site (http://wps.prenhall.com/chet_green_practicing_2/23/6136/1570982.cw/index.html)
3. How did you do this week? Do your calendar and log match up any better? Why or why not?
4. Continue your calendar and log
5. In what ways have you exhibited leadership since you began this project. Choose from the performances in the ISLLC standards and from the NYS content standards to describe your leadership activities. (Reply to DB #3)

Session 9

OBJECTIVE: Session 8 objectives continued

Analyze practice test results for Standard 1

What distinguishes a correct and incorrect response, especially when both seem so similar?

How does this relate to the NYS assessment for school leaders?

Portfolio Assessment to be required by NYS: (<http://www.eschoolnews.com/2010/11/02/video-to-be-a-key-part-of-student-teacher-evaluation/>)

Evidence based leadership (cf. Marzano, *Leader behaviors that influence student learning*)

Evidence-based practice refers to the use of interventions, strategies, and supports that have research documenting their effectiveness. Practices that are evidence-based are ones that have been demonstrated as effective within multiple research studies that document similar outcomes. A particularly useful definition of evidence-based practices was offered by Dunst, Trivette, and Cupsek (2002): Practices that are informed by research in which the characteristics and consequences of

environmental variables are empirically established and the relationship directly informs what a practitioner can do to produce a desired outcome. From: http://www.challengingbehavior.org/do/resources/documents/rph_practitioner.pdf

Homework

1. Practice ISLLC test for Standard 2: Collaborative Leadership in Chapter 3 of the Companion Web Site (http://wps.prenhall.com/chet_green_practicing_2/23/6136/1571034.cw/index.html)
2. How did you do this week? Do your calendar and log match up any better? Why or why not?
3. Continue your calendar and log
4. In what ways do you want to improve your leadership. Select performances in the ISLLC standards and from the NYS content standards to describe the knowledge you wish to acquire and skill you wish to practice. (*Respond in Item 9 of the CRLP template.*)

Session 10

OBJECTIVE: share methods, procedures, results of collaboration with colleagues “back home”

Applying leadership

Share the procedures and outcomes of your study group.

Use visuals (pictures? videos?) of some kind to help the class become familiar with your study group.

When does it meet?

How does it decide what to do to help with your project?

What good does the study group do

Homework

1. Practice ISLLC test for Standard 3: Communication Leadership in Chapter 4 of the Companion Web Site (http://wps.prenhall.com/chet_green_practicing_2/23/6137/1571096.cw/index.html)
2. How did you do this week? Do your calendar and log match up any better? Why or why not?
 - a. **Submit** your project accomplishment so far
 - b. Include your planning calendar, log, and analysis of congruence in the template.
 - c. Include a report of your study group activities

Session 11

OBJECTIVE: share methods, procedures, outcomes of course project with course colleagues

Project progress

Analyze the results of the practice ISLLC exams so far

Homework

1. Practice ISLLC test for Standard 4: Collaborative Leadership in Chapter 3 of the Companion Web Site (http://wps.prenhall.com/chet_green_practicing_2/23/6136/1571034.cw/index.html)
2. How did you do this week? Do your calendar and log match up any better? Why or why not?
3. Continue your calendar and log

Session 12

OBJECTIVE: increased discrimination of “correct” and other response choices

Analyze the results of the practice ISLLC exams so far

What distinguishes a correct answer from an incorrect one when some responses seem so similar?

Present selected items from the course project to a group at school before the next f2f class.

Rubric for the presentation:

Homework

1. Practice ISLLC test for Standard 5: Ethical Leadership in Chapter 6 of the Companion Web Site (http://wps.prenhall.com/chet_green_practicing_2/23/6137/1571187.cw/index.html)
2. How did you do this week? Do your calendar and log match up any better? Why or why not?
3. Continue your calendar and log
4. Prepare a 10 min presentation of your project to a group at school in the next two weeks
 - o Have someone digi-tape it for you
 - o View the tape and score it based on the presentation rubric

Session 13

OBJECTIVE: Review and assess the presentation you made of your course project

This week or next:.

Score the rubric for your presentation.

What surprised you about your delivery?

What encouraged you about your delivery?

What will you do differently next time?

Homework

1. Practice ISLLC test for Standard 6: Collaborative Leadership in Chapter 3 of the Companion Web Site (http://wps.prenhall.com/chet_green_practicing_2/23/6136/1571034.cw/index.html)
2. How did you do this week? Do your calendar and log match up any better? Why or why not?
3. Continue your calendar and log
 - a. **Submit** final report of your course related leadership project using the template.

Session 14

OBJECTIVE :Successfully conclude the course; suggest improvements for your own work; suggest improvements for the course

1. Submit a written report of your course project this week
2. Take the Practice NYC Test for school leadership at http://www.nystce.nesinc.com/NY_SL_A_Registration.asp
3. How did you do this week? Do your calendar and log match up any better? Why or why not?
4. Continue your calendar and log

Session 15

OBJECTIVE: use evidence based data to incorporate into the program portfolio

Post course activities

Add to the program portfolio template

Manhattan College Catalog Information:

http://www.manhattan.edu/academics/graduate/Manhattan_College_Graduate_09-11.pdf

The following are from the current catalog. However, the catalog of the academic year of acceptance is your contract with Manhattan College. You are responsible for knowing and following the information in that catalog.

- Mission p. 7
- Spring calendar p. 25
- Registration, Maintenance of Matriculation, Grades, p. 11
- Degree Time Limits, p. 14
- Requirements to graduate, pp. 25-26
- Graduate Education Programs, pp. – 30
- School Leadership Program pp.38-39

School Building Leadership Information (about dates, tests, internship, graduation, etc.)

https://ecourses.manhattan.edu/webapps/portal/frameset.jsp?tab_id= 2_1&url=%2fwebapps%2fblackboard%2fexecute%2fauncher%3ftype%3dCourse%26id%3d 16_1%26url%3d

Important Contacts

- If you need help with **registration**, online or in person, contact carla.fraser@manhattan.edu or brigid.mccausland@manhattan.edu
- If you need help with **Blackboard**, contact cindy.duggan@manhattan.edu
- If you need help with **logging onto Manhattan College email**, or logging onto **Blackboard** contact the JET office: richard.musal@manhattan.edu
- If you need help with **Admission** questions or letters of acceptance from the college, contact margaret.keane@manhattan.edu