



EDUG 735 Fall 2013	Educational Decision-making, Leadership and Change
Independent Study	Instructor: Prof James Colasacco
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Course format: This is a **independent study** course. That means class sessions are arranged with the instructor.

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. **Seven Habits of Highly Effective People** (online version)
<https://www.stephencovey.com/7habits/7habits-habit1.php>
2. **NYS Content Standards for School Leaders** _
www.highered.nysed.gov/ocue/documents/leadercontent.doc
3. **ISLCC Standards** from **ccso.org**
http://www.ccsso.org/Documents/2008/Performance_Indicators_2008.pdf **pages 13 – 30**
4. **TEAC Standards** [Quality Principles for Educational Leadership Programs.doc](#)
5. **School Building Leader Assessment Design** _
http://www.nystce.nesinc.com/PDFs/NY107_108_OBJ_DRAFT.pdf
6. **Others** as required in various assignments and class sessions



Recommended:

7. **The Little Book of Leadership** _
<http://www.theleadershiphub.com/files/ebooks/TheLittleBookofLeadership.pdf>
8. **30 Goals Challenge for Educators** _
https://docs.google.com/a/manhattan.edu/document/d/1OjHw9dBK0JvhnVhDwOSZFHWd_0GdBLsG98eqD3lCr1A/edit

OBJECTIVES: SBL Program participants will

- gain familiarity of the **leadership knowledge, skills, and dispositions** needed to acquire NYS certification in SBL
- gain knowledge of and apply **ISLLC leadership standards** to **Course Related Leadership Activities**
- **give evidence of** having acquired, developed, or enhanced the **knowledge and skills to meet selected NYS content standards** (in bold type):

- (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)*
 - (6) ***professional support** and development;*
 - (7) ***succession planning***
 - (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***

Grading (300 points total)

Grading is based on assignments, contribution to group learning, completion of in-class and ONLINE requirements.

- **All assignments have due dates, directions, and content. You earn credit for:** ○
 - submitting your assignment on time, ,
 - following the directions for submitting the assignment f
 - correctness of the content „
 - proper spelling, grammar, punctuation, verbal expression, any other mechanics.

- **You also earn credit for scores on quizzes and exams.**
 - If you are late for a quiz or exam, you will be permitted to take the quiz or exam for whatever remains of the allotted time.
 - There will be no extension of time.
 - If you are absent for a quiz or exam, your score will be 0.
 - There are no make up quizzes or exams.
- **You will not earn credit if you do not:**
 - submit on time (1 pt.)
 - follow directions (1 pt.)
 - use the necessary and correct content (1 pt.)
 - use satisfactory grammar, spelling, punctuation, verbal expression (1 pt.)
- **Grading for this course is formative and summative.**
 - First submissions of assignments are usually formative.
 - That means your assignment will be reviewed for you.
 - You will be given help to improve future assignments with questions, comments, suggestions.
 - You will use that help to modify the next submission.
 - Final assignments are usually summative.
That means you will receive a score based on what is submitted.
- **The Grades you earn are based on:**
 1. **Case study or studies 30%**
 - due at Sessions 11,13,15
 - assessed with case study rubric
 - in-class assignment
 - 90 points
 2. **Course readings and questions 15%**
 - due at Sessions 4,6,8,10,12
 - includes Questions about leadership in-class assignment
 - assessed with rubric for written work
 - 45 points
 3. **Planning calendar and log 10%**
 - due at Sessions 2,4,6,8,10,12,14,15
 - 30 points
 4. **Growth Statement (5%)**
 - due at Session 15
 - 15 points
 5. **CRLA: (Course Project) 30%**
 - Parts due at sessions 8,9,10,11,12
 - Final report due at Session 13
 - includes poster presentation at Session 14
 - will be assessed with CRLA rubric
 - must include learning, data, multicultural issues
 - takes the form of a mini-internship
 - incorporates ISLLC and TEAC standards
 - 90 points
 6. **PLP: 10%**
 - due at the end of course
 - assessed with PLP rubric
 - includes SMART model and growth statement

- 30 points
- 5 points

There are no I's given for incomplete course work unless there are exceptional circumstances. The final grade represents your work to that time.

How the final grade is calculated.

1. The number of points earned on assignments will be divided by 300 (the total number of points for this course.)
2. The resulting decimal will be converted to a per cent
3. The per cent will be converted to a letter grade
4. Using these calculations

From	To	Grade
100.00 % 300 pts	93.00 % 279 pts	A
92.99 % 278.99 pts	90.00 % 270 pts	A-
89.99 % 269.99 pts	87.00 % 261 pts	B+
86.99 % 260.99 pts	83.00 % 249 pts.	B
82.99 % 248.99 pts	80.00 % 240 pts	B-
79.99 % 239.99 pts	77.00 % 231 pts.	C+
76.99 % 230.99 pts.	73.00 % 219 pts.	C
72.99 % 218.99 pts.	70.00 % 210 pts.	C-
69.99 % 209.99 pts	67.00 % 201 pts.	D+
66.99 % 200.99 pts	60.00 % 180 pts.	D
59.99 % 179 pts.	0.00 % 0 pts	F

Case Studies

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 to give evidence of the ability to do comprehensive planning that is informed by a variety of data sources and diverse opinions for 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
- the knowledge skills and dispositions (that include caring, attention to multicultural issues, use of technology) to lead self, lead others, transform the organization

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
 - 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? (this is a growth statement)

Course Readings and Questions

Personal Learning Plan (PLP)

Session 1: ONLINE

You may **do this assignment anytime, anywhere** as long as you **submit by noon** on Tuesday, **August 27**.

Introduce yourself using Moodle Forum1. *Please number your responses to match the questions.*

1. What is your current position?
2. How long have you held that position?
3. If you have a job in addition to your professional position, how many hours per week do you give to that job?
4. What are your professional plans for the next three to five years.
5. In what ways have you been a leader?
6. What do you want to know about leadership?
7. How many courses in the SBL program have you taken so far?
8. When do you expect to do your internship?

Introduce your school using Moodle Forum 2 to create your school profile. *Please number your responses to match the questions.*

1. What is the profile of the school in which you are currently working?
2. If you could be principal for a day, what is the first change you would make?

Something to think about:

- This course is scheduled to have 11 f2f sessions and 4 online sessions. Each week, you will complete readings that are in print and/or online There will also be assignments to submit each week.
- Given your busy schedule, when will you do these things?
what day(s), where? what time, for how long?

Session 2: This is a face to face class

During this week, you will



Activity Guide: [Read](#) this document before proceeding with the readings and activities for the week.

- **Learning Outcomes:** When you complete this module, you will be able to:
- **Readings**
- **Multimedia Resources**
- **Assignments and Activities**
- **Online Discussion (3 hours)**

