

EDUG735 15S Educational Leadership, Decision-Making, and Change

Instructor: Sister Remigia Kushner

Course Texts

Title	Author	Edition	ISBN
7 Habits of Highly Effective People	Stephen R. Covey	25 th	978-1-4767-4005-8

Course Goals

Course goals are more general than specific learning outcomes and describe “the big picture” of what students should have learned or accomplished by completion of the class. Course goals will be posted in the header section of your Moodle course and in your syllabus.

Course Goals
Articulate what it means and takes to be a school leader
Create, plan, and implement visions for change that improve student learning
Select appropriate decision-making models
Use knowledge about group dynamics and conflict management to communicate effectively with staff, parents, students, and the community
Identify ways to lead by example

Week 1**Topic name:** What It Means and Takes to Be a School Leader

Weekly summary	During this week, you will examine leadership standards and actions of effective leaders.
Learning Outcomes	1.1 Identify the national and state standards that inform school leadership 1.2 Describe how a school building leader might apply a specific standard in his/her school 1.3 List leadership behaviors used by effective school building leaders 1.4 Compare and contrast leadership styles 1.5 Select the appropriate leadership style for a situation 1.6 Define a personal vision of leadership
Readings	7 Habits of Highly Effective People, pp. 14-94 (4 hours) (Learning Outcome 1.6) <i>Read in preparation for Week 1 Assignment 1.</i> Articles 8 Common Leadership Styles (.5 hour) (Learning Outcome 1.4) <i>Read in preparation for Week 1 Activity 3.</i> Impactful Time Management for Leaders (.5 hour) (Learning Outcome 1.3) <i>Read in preparation for Week 1 Assignment 2.</i> How to Use Your Calendar Effectively (45 minutes) (Learning Outcome 1.3) <i>Read in preparation for Week 1 Assignment 2.</i> Nine Essential Characteristics of Effective Leaders from NYSED Regulations, Section 52.21(c)(1)(ii)(c)(1-9) (15 minutes) (Learning Outcomes 1.1, 1.3) <i>Read in preparation for Week 1 Discussion 1.</i>
Multimedia Resources	Video: Rosalinde Torres: What It Takes to Be a Great Leader (9:19) (Learning Outcome 1.3) <i>Watch in preparation for Week 1 Assignment 1.</i>
In-Class Activities (marked as complete)	Week 1 In-Class Activity 1: Leadership Standards (4 hours) (Learning Outcome 1.1) During this session, the class will review the variety of standards from NYSED, ISLLC, TEAC that inform school leaders' performance. Be sure to discuss the ways the NYS essentials for school leaders are similar to and different from the leadership standards presented by TEAC.
Online Activities (marked as complete)	Week 1 Activity 1: Effectiveness Profile (2 hours) (Learning Outcome 1.3) Complete this Seven Habits Profile to learn more about your effectiveness as a leader. When you're done with the self-assessment, answer the following questions in a one-page response: • Which habit(s) did you score highest on? Were you surprised by this result or did you expect it?

	• In the role of a school building leader, how do you think this habit will make you an effective leader? • Which habit(s) did you score lowest on? Were you surprised by this result or did you expect it? • If you don't improve this habit, what workplace-related challenges do you anticipate experiencing as a school building leader? • What steps can you take to perform this habit more effectively in the future? Week 1 Activity 2: ISLLC Standard 1: Shared Vision of Learning (2 hours) (Learning Outcomes 1.1-1.3) • Using your own experience, list effective behaviors or actions that you have observed in leaders with whom you have worked. • After you complete your list, identify at least one administrator at your school to help you complete the rest of this activity. Ask the administrator(s) to add any additional behaviors and actions to your list. Then show the administrator(s) a copy of ISLLC Standard 1, and working together, identify behaviors and actions from the list that a school building leader might exhibit regarding this standard. Submit your complete list of behaviors and actions, as well as the list of behaviors and actions that would help a school building leader demonstrate ISLLC Standard 1. Week 1 Activity 3: Leadership Styles (1 hour) (Learning Outcomes 1.4, 1.5) After reading "8 Common Leadership Styles," answer the following questions in a one-page response: • Which of the eight leadership styles described in the article do you see used most often at your school? Do you think this leadership style gets the best results? Why or why not? If it doesn't, which leadership style would you like to see employed more at your school? • Identify two challenges or conflicts you've experienced or observed at your school. If you were in a leadership role, which leadership style would you adopt to resolve each issue? Explain.
Assignments (assessed)	Week 1 Assignment 1: Portfolio Entry: Vision of Leadership (2 hours) (Learning Outcome 1.6) • Your portfolio entry will give you a metacognitive experience; that is, the chance to think about what you think about leadership. Use this set of questions to start your portfolio entry http://www.gpslifeplan.org/generic/pdf/developing-your-personal-philosophy-of-leadership.pdf • Use information from the <i>7 Habits of Highly Effective People</i> reading and information from

	“Rosalinde Torres: What It Takes to Be a Great Leader” as the foundation for your vision statement. Using the cues, keep your leadership vision statement to a hundred words. Submit your statement to your instructor as a printed word document. Week 1 Assignment 2: Planning Calendar and Log (1.5 hours) (Learning Outcome 1.3) As you learned in the “Impactful Time Management for Leaders” article, time management is a key skill for effective leaders, including school building leaders. You will practice and improve this skill in this course through a planning calendar and log. When you create a weekly planning calendar, you are estimating how much time you will spend on your required and optional activities. When you create your log, you are listing what you actually did during the week. The purpose of these two documents is to learn where your time actually goes. Use the sample planning calendar as a guide to create your own calendar. Begin with the nonnegotiables—your job and other scheduled activities. Don’t forget to schedule travel time. If you already use the calendar in Outlook or Google, you may submit that to your instructor. Otherwise, you will submit your calendar to your instructor as a Word document or Excel file. There is also a sample log that shows how to detail how you actually spent your time. The first week of your calendar will be a formative assignment. That is, you will submit your assignment for comments and suggestions without a grade. Use information from “How to Use Your Calendar Effectively,” as needed, to complete this assignment.
Online Discussion(s)	Week 1 Discussion 1: Leadership Strengths and Challenges (1.5 hours) (Learning Outcomes 1.1, 1.3) Refer to Section 52.21(c)(1)(ii)(c)(1-9) of the NYSED Regulations to answer the following questions. Section 52.21(c)(1)(ii)(c)(1-9) outlines what all individuals should be able to do upon graduating from a school leadership program. Which of the leadership actions from the section do you feel most confident in performing? Use examples from your work experience to explain your selection. Which actions from the section do you feel you need to work on before graduation? Explain. What steps will you take to ensure you’re comfortable with these leadership actions by the time you complete this program?

	Respond to at least two peers' posts, providing additional guidance or identifying resources they can use to work on their leadership challenges.
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Week 2	
Topic name: Responsible Decision-Making	
Weekly summary	During this week, you will explore the decision-making function of school leaders. Specifically, you will learn about models of decision-making, data-driven decision-making, and ethical considerations relevant to school building leaders' decisions.
Learning Outcomes	2.1 Describe commonly used decision-making models (v) 2.2 Select the appropriate decision-making model for a situation (v) 2.3 Explain the importance of using data analysis to inform decisions (v) 2.4 Apply ethical principles when making and explaining decisions (v)
Readings	Articles NYS Code of Ethics for Educators (1 hour) (Learning Outcome 2.4) <i>Read in preparation for Week 2 In-Class Activities.</i> Teachers' Ethical Dilemmas: What Would You Do? (1.5 hours) (Learning Outcome 2.4) <i>Read in preparation for Week 2 In-Class Activities.</i> Data-Driven Decision Making Usually Means "Test-Score Driven Decision-Making" (15 minutes) (Learning Outcome 2.3) <i>Read in preparation for Week 2 Activity 1.</i> Making Sense of Data-Driven Decision Making in Education (1 hour) (Learning Outcome 2.3) <i>Read in preparation for Week 2 Activity 1.</i> Decision-Making Models (1 hour) (Learning Outcomes 2.1, 2.2) <i>Read in preparation for Week 2 Discussion 2.</i> Delegation (1.5 hours) (Learning Outcome 2.1) <i>Read in preparation for Week 2 Discussion 2.</i>
Multimedia Resources	Presentation: Courage and Moral Leadership PPT (15 minutes) (Learning Outcome 2.4) <i>Read in preparation for Week 2 Activity 2.</i>
In-Class Activities (marked as complete)	Week 2 In-Class Activity 1: Lecture/Discussion (2 hours) (Learning Outcomes 2.1, 2.2) Commonly used decision making models

	• Discussion of ways to choose a model Week 2 In-Class Activity 2: Discussion/Small Group Work (2 hours) (Learning Outcome 2.4) • NYS Code of Ethics: Your group will discuss the practical application of the code to daily practice in a school. Your goal is to share experiences of actual or potential infractions of the code and possible ways to avoid unethical behavior in your professional practice. Submit a hard copy of a one-page summary of your discussion at the end of the class. • Discussion of Dilemma 5 from the Teacher Dilemma Reading: The case study procedures will guide your discussion of the Dilemma. First complete the questions reflectively on your own. Then, compare your individual responses to the Case Study procedures with your classmates. Together, develop a single response to the dilemma based on your individual submissions and your group's discussion. Submit a hard copy to the instructor at the end of class.
Online Activities (marked as complete)	Week 2 Activity 1: Developing Exceptional School Leaders (2 hours) (Learning Outcome 2.3) In their roles as instructional leaders, principals and other school leaders make decisions about student learning. The readings "Data-Driven Decision Making Usually Means "Test-Score Driven Decision-Making"" and "Making Sense of Data-Driven Decision Making in Education" invite practicing and potential school leaders to understand how to use data to improve learning. In this activity, explain the importance of using data analysis to inform decisions. Your explanation should include your understanding of why data analysis is key to making decisions. For example, in what way does the data facilitate an accurate understanding of student achievement? Also, take advantage of this activity to differentiate quantitative (hard) data from qualitative (soft) data. Use the related readings to support your ideas. Write and submit a one-page write-up. Week 2 Activity 2: Moral Leadership (2 hours) (Learning Outcome 2.4) Complete this activity after reviewing the Courage and Moral Leadership PPT. Please note that the PPT is adapted from the work of Richard Daft's <i>The Leadership Experience</i>. Identify two school-related situations that require a decision from the school building leader. The situations may be ones you have observed or experienced. If you need help generating ideas, see this article: "Decisions, Decisions: A Week in the Life of a Principal." Once you have identified your two situations, put yourself in the role of the school building leader in those situations. Complete the following for <i>each</i> situation: Using slide 1 from the Courage and Moral

	Leadership PPT, discuss the unethical actions or decisions you might make in that situation. Then discuss how you could apply principles from the PPT to behave ethically and make better decisions. Your discussion of both situations should take at least two pages in total.
Assignments (assessed)	Week 2 Assignment 1: Case Analysis (2 hours) (Learning Outcome 2.4) Matt G. was a high school Social Studies teacher and the school wrestling coach. Although Mr. G. was well liked by his students, his classroom disciplinary procedures were questionable. Students who were tardy to his class were required to do 10 push-ups for each minute they were late. Students who refused to complete the push-ups were required to wrestle Mr. G. until they were pinned. Mr. G. was suspended from his position after a student covertly recorded one of the wrestling matches and posted it online. Complete the following in reference to Matt G.'s case. Step 1: • Determine whether this case calls for a recommendation to overcome a problem (open-ended) or for an evaluation of a decision already made (closed-ended). • Your decision must be supported by sound, accurate evidence from the case. Step 2: • Identify the central problem and frame it in no more than two sentences. • Identify any secondary or subordinate problems and describe them in no more than four sentences. Indicate how they are related to the central problem. Step 3: Identify the following from the case: • What actions seemed to be taken by the school building leader(s)? • What was done correctly? • What did the school building leader(s) do poorly or fail to do at all? • What other facts of the case or actions by participants in the case contributed to the problem? Step 4: In what way do the following impact the case? • Organizational culture (socioeconomic conditions, leadership style, personnel make-up, etc.) • Vision/Mission of the school Step 5: Taking the role of the school building leader: • List three things you would do to resolve the problem in order of priority.

	• Describe why these actions would be effective long- and short-term solutions. Please refer to the Case Analysis Rubric to learn how this assignment will be graded. Week 2 Assignment 2: Analysis of State Report Card (2 hours) (Learning Outcome 2.3) Review the State Report Card for a school of your choice. Do not pick the school in which you work. Then in a one- to two-page paper, provide the following information. • What information does the State Report Card provide about schools? • For the school you have chosen, create a two-column list. In the first column, list the data by grade of the ELA and Math Scores for the school you have chosen. (Data can be found here.) In the second column, list the same data for your own school. • In which areas are the data similar? In which are they different? • If you were to decide on professional development for the teachers of the two schools—the one you chose to study and your own—what would you include in a professional development program? Be sure to include data to justify your suggestions. The successful assignment indicates and/or includes: • the content of the State Report Card, • a comparison of data in two columns of your school results with what you learned about the school you chose; • a description of the similarities and differences in the two sets of scores; • the professional development program you devise that is supported by data from the school report card.
Online Discussion(s)	Week 2 Discussion 1: Ethical Decision-Making (1.5 hours) (Learning Outcomes 2.1, 2.4) Participate in this discussion after reading “Decision-Making Models” and “Delegation.” • Do you agree with the following statement? “Leadership should be more concerned with people than efficient management.” Use examples from your work experience to support your response. • How do you think a school building leader can balance efficient management with ethical decision-making? Discuss the ways in which treating others with kindness and respect and delegating effectively can help leaders lead ethically. • In your experience, which decision-making model do ethical leaders tend to use the most? Provide examples. Explain why you think the leader(s) gravitated to that particular decision-making model. Respond to at least two peers’ posts, providing examples to support or challenge peers’ ideas.

Week 3**Topic name:** Planning and Analysis of School Reforms

Weekly summary	During this week, you will focus on the principal's goal of continually improving student learning through school reforms.
Learning Outcomes	3.1 List common school reforms (i) 3.2 Explain how to develop an educational vision for change that will improve student learning (i) 3.3 Describe how to plan comprehensive, long-range school reforms that incorporate monitoring and measuring progress (iv) 3.4 Determine which leadership actions/behaviors contribute to school reform success (i, iv)
Readings	7 Habits of Highly Effective People Habit 3: Put Things First (1 hour) (Learning Outcome 3.2) Read in preparation for your calendar in Asst. 3 Articles School Turnaround Leaders: Competencies for Success (1.5 hours) (Learning Outcome 3.4) <i>Read in preparation for Week 3 Activity 1 and Week 3 Discussion 1.</i> The Six Strategies: How to Make Them Work for Your and Your School (1 hour) (Learning Outcome 3.3) <i>Read in preparation for Week 3 Activity 3.</i> A Brief History of Education Reform by the Federal Government (1 hour) (Learning Outcome 3.1) <i>Read in preparation for Week 3 Assignment 1.</i>
Multimedia Resources	Video: Creating the Shared Vision: Swinton Primary School (3:32) (Learning Outcome 3.2) <i>Watch in preparation for Week 3 Discussion 1.</i>
In-Class Activities (marked as complete)	Week 3 In-Class Activity 1: Vision and Mission Lecture (2 hours) (Learning Outcome 3.2) - Review the similarities and differences - Use as a type of constitution - Aligning visions for change to mission statements - Promoting and promulgating the vision/mission Week 3 In-Class Activity 2: Experience of Vision/Mission in Action Reflection/Discussion (1 hour) (Learning Outcome 3.2) Think about your educational experience(s) related to what you now know about vision/mission. What do you remember? What is the vision/mission of the school where you work? How is your daily work influenced by that vision/mission?

	Week 3 In-Class Activity 3: School Reforms and How to Plan a School Reform Lecture/Discussion (1 hour) (Learning Outcomes 3.1, 3.3)
Online Activities (marked as complete)	Week 3 Activity 1: Leader Behaviors that Improve Student Learning (2 hours) (Learning Outcome 3.4) Complete this activity after reading “School Turnaround Leaders: Competencies for Success.” Review the four clusters and their respective competencies, beginning on page 8. For the Driving for Results, Influencing for Results, and Problem Solving clusters, identify the competency that is presently your greatest strength and identify the competency that you need to further develop. For the Showing Confidence to Lead cluster, provide examples that demonstrate your ability to meet this competency. Write up your self-analysis in one or two pages and submit through Moodle. Week 3 Activity 2: Portfolio Entry: Vision/Mission Statements (2 hours) (Learning Outcome 3.2) - Review each of these portfolio sites to find the content for a professional portfolio. http://allthingsadmin.com/administrative-professionals/creating-powerful-professional-portfolio/ http://allthingsadmin.com/career-planning/portfolios/ www.sagepub.com/upm-data/29091_Chapter6.pdf ideaedu.org/sites/default/files/IDEA_Paper_44.pdf ideaedu.org/sites/default/files/IDEA_Paper_44.pdf - Analyze the various presentations of content for commonalities in each. Feel free to suggest sources that you found helpful and recommend to others. Here is a Rubric to help guide your production of your portfolio: http://bit.ly/1wSqXEF Submit your Table of Contents as an email attachment to your instructor before the next class. Week 3 Activity 3: Planning for Change (1 hour) (Learning Outcome 3.3) Complete this activity after reading “The Six Strategies: How to Make Them Work for You and Your School.” The article identifies several steps/strategies principals should use when planning for change. For each step/strategy, list two challenges you think a principal might encounter during that step/strategy and explain what the principal could do to remove each challenge.
Assignments (assessed)	Week 3 Assignment 1: A Timeline of Federal Education Reform (2.5 hours) (Learning Outcome 3.1) After you read “A Brief History of Education Reform by the Federal Government,” complete the following:

1. Work with a colleague, either someone in class or at your school, to create a timeline of the federal government's efforts to improve education. Use the assigned reading as a foundation for your timeline. Research additional school reforms on the internet. Create the final version of your timeline in PowerPoint or Word.
2. Interview your principal/supervisor to learn which of these reforms s/he has participated in as an educational professional and the outcome of that participation (e.g., what reform actually took place).
3. Write a one-page summary of the interview. Compare the intention of the reform with the results indicated by your interviewee.

Submit the timeline and summary through Moodle. Your timeline must meet these requirements:

- the dates of the federal legislation will be noted on the timeline
- below each date will be the legislation passed and the intended reform
- the timeline begins with Johnson's ESEA legislation in the 1960s and ends with present federal legislation.

Week 3 Assignment 2: How to Lead Planning for Improvement (2.5 hours) (Learning Outcome 3.3)

Refer to ["Comprehensive School Reform: Making Good Choices"](#) to complete this assignment.

A summary of the basic steps for planning appears on p. 4 of the document. Pages 8-12 elaborate on Step 2, Evaluate Your Current Situation.

Your task is to evaluate your school's current situation. Using the self-evaluation tool in Appendix A (pp. 21-32), assess your school. After filling out the form, write a two-page summary that 1) describes what you learned about your school's current situation and 2) recommends the changes that should be implemented to resolve any critical issues.

Submit your write-up, as well as a completed copy of the evaluation, through Moodle. If you are unable to scan the completed evaluation, please bring it to the next class and deliver it in person.

Your submission will be assessed on how well you followed directions, the completeness of the form in Appendix A, and the use of correct mechanics and graduate-level verbal expression in the written summary.

	Week 3 Asst 3; Planning Calendar and Log (1.5 hours) (Learning Outcome 3.4) This week, your planning calendar planning will be based on Habit 3. This calendar assignment will help you schedule your time to incorporate activities related to the reform efforts needed in the school.
Online Discussion(s)	Week 3 Discussion 1: Recipe for School Reform Success (1.5 hours) (Learning Outcome 3.4) Use “School Turnaround Leaders: Competencies for Success” and the “Creating the Shared Vision: Swinton Primary School” video as the basis for your response. “School Turnaround Leaders” identifies four clusters of leadership competencies that lead to school reform success: Driving for Results, Influencing for Results, Problem Solving, and Showing Confidence to Lead. Using what you’ve learned so far in this course, as well as your own experiences, create a “recipe” for school reform success using the clusters as ingredients. In other words, how much of each cluster do you think a school building leader needs to lead a successful school reform? A sample “recipe” is listed below: • 15% Driving for Results • 60% Influencing for Results • 20% Problem Solving • 5% Showing Confident to Lead Post your “recipe,” and back up your opinion with examples from your work experience and the assigned readings. Respond to at least two peers’ posts, providing example that support or challenge peers’ “recipes.”

Week 4 Topic name: Issues in Change	
Weekly summary	During this week, you will learn about change, specifically reasons for making change and strategies principals can use for dealing with resistance to change. You will use the content of this module to begin your course-related leadership project (CRLP).
Learning Outcomes	4.1 Identify external and internal forces that create change in a school (i, iii) 4.2 Explain why resistance to change occurs (iii) 4.3 Describe methods a school building leader can use to help people adjust to a change (iii) 4.4 Identify strategies that help create a culture of continuous improvement (iii) 4.5 Describe how to implement an educational vision for change using effective change management

	strategies (i)
Readings	7 Habits of Highly Effective People Habit 4: Think Win/Win, pp. 215-246 (1 hour) (Learning Outcome 4.3) <i>Read in preparation for Week 4 Assignment 3.</i> Articles Reasons People Resist Change (1.5 hours) (Learning Outcome 4.2) Read in preparation for Week 4 Activity 1. Resistance to Change – Why It’s Good and How to Use It (.5 hour) (Learning Outcome 4.3) <i>Read in preparation for Week 4 Assignment 2.</i> Building a Culture of Continuous Improvement (.5 hour) (Learning Outcome 4.4) <i>Read in preparation for Week 4 Assignment 3.</i>
Multimedia Resources	Presentation: How Internal and External Factors Drive Organizational Change PPT, Slides 1-19 (.5 hour) (Learning Outcome 4.1) <i>Read in preparation for Week 4 Assignment 1.</i> Video: Overcoming Resistance to Change – Isn’t It Obvious? (6:13) (Learning Outcome 4.3) <i>Watch in preparation for Week 4 Assignment 2.</i> Video: Resistance to Change by ActionPodcast.com (3:29) (Learning Outcome 4.3) <i>Watch in preparation for Week 4 Assignment 2.</i>
In-Class Activities (marked as complete)	Week 4 In-Class Activity 1: Making Change Happen Lecture (2 hours) (Learning Outcomes 4.2-4.4) - Leadership mission and vision as a rationale for change - Dealing with resistance to change - Strategies to align change with continuous improvement Week 4 In-Class Activity 2: Experience of Change in Your Professional Career Reflection/Discussion (1 hour) (Learning Outcome 4.2) - Think about your educational experience(s) related to how change has taken place. What do you remember? How did you and your colleagues respond to the implemented change? How is your daily work influenced by changes you have experienced? - Create a Venn Diagram of similarities and differences in those experiences. - Submit a hard copy of your work. Week 4 In-Class Activity 3: Relating Change to Continuous Improvement Lecture/Discussion (1 hour)

	(Learning Outcomes 4.4, 4.5) - Consider strategies that a principal can use to help create a culture of continuous improvement in the school and the classroom. - Consider the role of educational vision to influence desired change.
Online Activities (marked as complete)	Week 4 Activity 1: Reasons People Resist Change (1 hour) (Learning Outcome 4.2) Complete this activity after reading “Reasons People Resist Change.” Based on what you learned from the reading, write a one-page reflection on why you think staff at your school resist proposed changes. You will have the opportunity to share ideas from your reflection in the week’s online discussion.
Assignments (assessed)	Week 4 Assignment 1: How Internal and External Factors Drive Organizational Change (.5 hour) (Learning Outcome 4.1) Complete this assignment after reviewing Slides 1 to 19 from the How Internal and External Factors Drive Organizational Change PPT. Much has been written about organizational change in business organizations. Your assignment is to analyze external and internal causes of change that affect schools and their personnel. In a two-column Word document, compare one internal factor to one external factor. In your comparison, indicate the similarities of the internal factor to the external factor, and the differences you perceive in the internal and external factor. Submit your comparison through Moodle. The successful comparison presents a T-chart, a document in a two-column format, one-column for elements of an internal factor, the other column for elements of an external factor. Similarities of the two are presented first; differences in the two follow. Week 4 Assignment 2: Methods to Help People Adjust to Change (1.5 hours) (Learning Outcomes 4.3, 4.4) In a 1.5 page-paper, compare and contrast the content from the resources about overcoming resistance to change: “Resistance to Change – Why It’s Good and How to Use It” “Overcoming Resistance to Change – Isn’t It Obvious?” video “Resistance to Change by ActionPodcast.com” video

Then choose at least two strategies that you believe would be effective at your school. Explain why you think they would help to overcome resistance to changes introduced at your school.

A successful essay presents similarities, differences, and practical application(s) of the strategies. Submit your paper through Moodle.

Week 4 Assignment 3: Building a Culture of Continuous Improvement (3 hours) (Learning Outcome 4.4)
Complete this assignment after reading the assigned pages from *7 Habits of Highly Effective People* and ["Building a Culture of Continuous Improvement."](#)

In a two-page paper, synthesize the content of the two readings. Specifically,

- Select strategies you can incorporate into your course-related leadership activity leading to school improvement.
- Discuss your strategies with at least one colleague to gather perceptions about the effect of the strategy. Include highlights from this discussion in your paper.
- Support your selections with ideas from your discussion with a colleague(s), as well as information from this week's various readings and multimedia resources.

The successful paper includes strategies, your perception of the effectiveness of the strategies, and the support you choose for your strategies based on your readings, interview, and other sources. Submit your essay through Moodle.

Week 4 Assignment 4: Course-Related Leadership Project (1.5 hours) (Learning Outcome 4.5)
This assignment is a contribution to your CRLP. Please respond to the following questions.

- If your improvement plan is successful, what change (or results) do you expect to see?
- Why do you think the step(s) you plan to implement will be effective in bringing about that change?

Include ideas from your school's educational vision in your response and explain how you will deal with resistance. Support your opinions with content from this module, discussions with colleagues, and what you have learned from your assignments. Select strategies that have the potential for success that you can include in the portfolio you began in Week 3.

Online Discussion(s)	Week 4 Discussion 1: Making Change Happen (1.5 hours) (Learning Outcomes 4.3, 4.5) Based on what you have learned about change, including resistance to it and your own experiences with efforts to make change happen, describe strategies a leader you have worked with used to create a needed change. (If you have not had such an experience, describe for your current principal how a needed change in your school can be accomplished.) Support your response with evidence from your school's educational vision, your own educational vision, the content of this module, and the assignments you completed. Where possible, include examples from your professional experience. Respond to the posts of at least two peers, providing examples to support or challenge their responses.
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Week 5 Topic name: Mastering Group Dynamics and Conflict Management	
Weekly summary	During this module, you will consider group dynamics and conflicts that may arise within the context of group activities. You will also add to your CRLP.
Learning Outcomes	5.1 Identify the dynamics that impact a group's ability to be successful (iii) 5.2 Describe the advantages and challenges inherent in a particular group (iii) 5.3 Analyze opportunities for team development (iii) 5.4 Identify potential conflicts in the school setting (iii) 5.5 Compare and contrast conflict management styles (iii) 5.6 Identify strategies school building leaders use to resolve conflicts (iii)
Readings	7 Habits of Highly Effective People Habit 5: Seek First to Understand, pp. 236-259 (1.5 hours) (Learning Outcome 5.6) <i>Read in preparation for a Week 5 In-Class Activity and Week 5 Discussion 1.</i> Articles Introducing Cooperation and Conflict Resolution into Schools: A Systems Approach (2 hours) (Learning Outcome 5.6) <i>Read in preparation for a Week 5 In-Class Activity and Week 5 Activity 1.</i> What Makes a Group Successful? (45 minutes) (Learning Outcome 5.1)

	<i>Read in preparation for Week 5 Assignment 1.</i> Advantages and Disadvantages of Groups (45 minutes) (Learning Outcome 5.2) <i>Read in preparation for Week 5 Assignment 2.</i> Conflict Management Strategies for Teachers (1 hour) (Learning Outcome 5.4) <i>Read in preparation for a Week 5 In-Class Activity and Week 5 Assignment 3.</i>
Multimedia Resources	Presentation: Group Development PPT (1 hour) (Learning Outcome 5.3) <i>Read in preparation for Week 5 Activity 2.</i> Video: 4 Stages of Group Development (7:03) (Learning Outcome 5.4) <i>Watch in preparation for Week 5 Assignment 3.</i> Video: Conflict Resolution Styles (4:26) (Learning Outcome 5.5) <i>Watch in preparation for Week 5 Assignment 3.</i>
In-Class Activities (marked as complete)	Week 5 In-Class Activity 1: Strategies to Resolve Conflict Role Play (4 hours) (Learning Outcome 5.6) In this activity, students will apply Dr. Covey's four steps (reproduced below) to dealing with conflict. Each group will have 45 minutes to present the role play they have been assigned from "Conflict Management Strategies for Teachers." There will be 15 minutes for questions and suggestions. 1. Ask the 3rd Alternative Question "Are you willing to go for a solution that is better than any of us have come up with yet?" If yes, go on to step 2. In a conflict, this question helps everyone move past firm positions or preconceived ideas toward developing a third better alternative. Everyone must show willingness to find a third alternative. 2. Define Criteria of Success List the characteristics of a solution or outcome that would delight everyone. What does success look like to everyone? What outcomes do we really want? What would be a "win-win" for all concerned? Is everyone involved in setting the criteria? Are we looking past our entrenched demands to something better? 3. Create 3rd Alternative Create models, draw pictures, borrow ideas, turn your thinking upside down. Work quickly and creatively. Suspend all judgment until that exciting moment when you know you have arrived at synergy.

	4. Arrive at Synergy You recognize the third alternative by the sense of excitement and inspiration in the room. The old conflict is abandoned and the new alternative meets the criteria of success. Avoid mistaking compromise for synergy. Tell students they will use information from this week's class to complete Week 5 Assignment 1.
Online Activities (marked as complete)	Week 5 Activity 1: Cooperation and Conflict Resolution in Schools: A Systems Approach (1 hour) (Learning Outcome 5.6) In the group or pair to which you have been assigned for this activity, prepare one of the cases from "Introducing Cooperation and Conflict Resolution into Schools: A Systems Approach" for a role play in the Week 5 class meeting. You will be given a description of the role you are to assume. Members of the role play will "act out" the case to explore the nature of the conflict. To prepare, please read the case to determine the responsibility of the character you are to represent. Week 5 Activity 2: Group Development (2 hours) (Learning Outcome 5.3) Complete this activity after reviewing the Group Development PPT. 1. Download the PowerPoint to your computer. 2. Open the PowerPoint and make notes on the slides listed below. In your notes, identify a group you have been a part of that exhibited the behaviors of each of the four stages or evaluate the accuracy of the PowerPoint's content by providing examples from your experiences that either corroborate or discredit the PPT's information. You need annotate only one slide in a pair. • Slide 3-4 • Slide 5-6 • Slide 7 • Slide 8 3. Save your copy of the PowerPoint and submit it through Moodle.
Assignments (assessed)	Week 5 Assignment 1: Characteristics of Success in Groups (1 hour) (Learning Outcome 5.1) After you read "What Makes a Group Successful?" create a T-chart that shows the similarities and differences between the theory of successful groups and how groups actually operate in your school. For your reference, here is an example of a T-chart. Submit your T-chart through Moodle.

	The successful T-chart has two columns, one headed Theories of Success, the other headed Theories in Action. For each success element in the Success column, prepare a description of a group's action in your school that illustrates the theory in action. Week 5 Assignment 2: Making the Most of Group Work (1 hour) (Learning Outcome 5.2) After you read “Advantages and Disadvantages of Groups,” select a school group that you are a part of. In a half-page write-up, identify the advantages and disadvantages within that group, and then explain what a leader could do to capitalize on the group's strengths and minimize their disadvantages. The successful paper will include relevant details, supportive evidence, and practical application. Submit your write-up through Moodle. Week 3 Assignment 3: Course-Related Leadership Activity (2.5 hours) (Learning Outcomes 5.4, 5.5) For this assignment, you must apply what you now know about sources of conflict found in organizations to the educational setting. Use what you have learned about successful groups and sources of conflict to complete the next step of your CRLP. Refer to “Conflict Management Strategies for Teachers,” “Conflict Resolution Styles,” and “4 Stages of Group Development,” as needed. • Identify your stakeholders. • For your list of stakeholders, analyze which level of group work (e.g., form, storm, norm) each member seems to represent. Indicate the potential areas of conflict that may exist among these members. • If a conflict arises among the group of stakeholders, make a case for the type of conflict resolution style you are most likely to use. In your response, indicate the differences in the other styles that led you to choose the one you did. • Submit your CRLP as a Word document with the steps you have completed so far (see Week 4 Assignment 4 write-up). Your work will be reviewed for completeness, reference to course learnings, and the practicality of your application.
Online Discussion(s)	Week 5 Discussion 1: Seek First to Understand (1.5 hours) (Learning Outcome 5.6) Covey claims the greatest human need is to be understood. With a focus on your professional life, do you agree? Why or why not? Covey considers this an important principle. In what ways can a principal use the principle of this Habit to resolve conflict? That is, what strategies can a principal use to “seek first to understand, then to be

	understood?” Post a response that is relevant to your own professional life. Back up your statements with examples from your work experience and your learning from this module. Respond to posts of at least two peers; provide examples that support or challenge peers’ ideas.
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Week 6

Topic name: Effective Communication with Staff, Parents, Students, and the Community

Weekly summary	During this week, you will learn about communication skills and barriers, as well as the need for clarity and accuracy when dealing with diverse perspectives and points of view.
Learning Outcomes	6.1 Identify opportunities for collaborating with staff, parents, students, and the community (ii) 6.2 Explain the importance of seeking diverse perspectives and alternate points of view from the community (ii) 6.3 Develop skill for clear and accurate communication with staff, parents, students, and the community (iii) 6.4 Analyze the challenges to communicating school goals, expectations, and performance results (iii)
In-Class Activities (marked as complete)	Week 6 In-Class Activity 1: Concepts, Principles, and Models of Communication Lecture/Discussion (2 hours) (Learning Outcome 6.1) Week 6 In-Class Activity 2: Modes of Communication Group Activity (2 hours) (Learning Outcome 6.3) Ask students to create a message about the performance of the students in their schools. Each student will take a role of a person of different culture, different educational level, or different position. The successful response will be a communicated message that can be understood by the various participants.
Readings	7 Habits of Highly Effective People Habit 6: Synergize (2 hours) (Learning Outcome 6.2) <i>Read in preparation for Week 6 Assignment 1.</i> Articles Communication Skills (.5 hour) (Learning Outcome 6.3) <i>Read in preparation for Week 6 Activity 1.</i>

	What is Synergy? (1 hour) (Learning Outcome 6.2) <i>Read in preparation for Week 6 Assignment 1, Week 6 Assignment 2, and Week 6 Discussion 1.</i> Communication Barriers (.5 hour) (Learning Outcome 6.4) <i>Read in preparation for Week 6 Assignment 3.</i>
Multimedia Resources	Video: Do Schools Kill Creativity? (19:24) (Learning Outcome 6.3) <i>Watch in preparation for Week 6 Assignment 3.</i>
Online Activities (marked as complete)	Week 6 Activity 1: Communication Skills (2 hours) (Learning Outcome 6.3) Clear and accurate communication begins with an understanding that communication is an important life skill. To learn your level of skill, take this interpersonal skills self-assessment. Then review the “Communication Skills” reading. Take the quiz again and write a half page reflection about 1) how your assessment results changed and 2) the interpersonal skills you need to work on to be an effective school building leader.
Assignments (assessed)	Week 6 Assignment 1 Synergy & Communication (2 hours) (Learning Outcome 6.2) Your assignment is to think of a person you encounter in your place of employment, a colleague, or stakeholder who consistently holds an opinion different from yours regarding a school goal, expectation, or performance result. In a one-page paper, • make a list of the differences of which you are aware • based on your reading of Habit 6 and “What is Synergy?”, suggest ways those differences might become, in Dr. Covey’s words, “stepping stones to a third alternative.” The successful paper uses text-based evidence from <i>7 Habits of Highly Effective People</i> and “What is Synergy?” to support ideas and is written with graduate-level mechanics and verbal expression. Week 6 Assignment 2: The Importance of Seeking Diversity (2 hours) (Learning Outcome 6.2) Complete this assignment after reading “What is Synergy?” The author lists 12 characteristics needed for collaboration (synergy). For this assignment, create a one-page T-chart that lists the characteristics mentioned in the reading in one column and examples of the characteristics in the other. Your challenge in this assignment will be to find an example of someone you know who exhibits at

	least one of the characteristics. You will need to observe colleagues, staff, parents, and students at meetings and other gatherings. Without identifying the person by name, in a half-page paper or in a graphic, describe the behavior that leads you to identify that person as representative of a characteristic. The successful assignment lists observations that give evidence of the characteristic in action. Week 6 Assignment 3: Meeting the Challenge of Clear and Accurate Communication (2 hours) (Learning Outcomes 6.3, 6.4) Complete this assignment after viewing “Do Schools Kill Creativity?” and reading “Communication Barriers.” Your task is to analyze Sir Robinson’s speech by indicating how Sir Robinson avoids the barriers to communication you learned about in “Communication Barriers.” To conduct this analysis, create a three-column table. In the left column, list the barriers. In the middle column, write the opposite of the barrier. (You have created a column of what to avoid (the seven barriers) and a column of what to do (the opposite of the barriers).) In the third column, record your analysis of Sir Robinson’s speech. Indicate the ways Sir Robinson avoids the barriers and communicates effectively. The successful assignment will be a one-page paper with three columns that lists barriers, builders, and efforts; is completed on time; and uses graduate-level verbal expression and text-based references.
Online Discussion(s)	Week 6 Discussion 1: Unity in Diversity (1.5 hours) (Learning Outcomes 6.1, 6.4) Reflect on the most productive and unproductive opportunities you have experienced/witnessed for collaboration with staff, parents, students, and the community. Discuss how to make these unproductive opportunities more productive. Respond to the forum prompt by posting your own significant contribution and replying to two other class members’ posts.

Week 7**Topic name:** Leading By Example

Weekly summary	During this week, you will consider the actions a principal takes for the good of the school: leading by example, setting ethical standards, and continuing to learn.
Learning Outcomes	7.1 Explain the importance of leading by example (vii) 7.2 Identify school building leader actions that establish standards for ethical behavior (xi) 7.3 Analyze which school building leader actions promote school-wide innovation and collaboration (vii) 7.4 Evaluate self-improvement opportunities targeted to school building leaders (xii)
In-Class Activities (marked as complete)	Week 7 In-Class Activity 1: What Does It Mean to Lead by Example? (1 hour) (Learning Outcome 7.1) See “What Does It Mean to Lead By Example?” and “Sharpen the Saw.” Week 7 In-Class Activity 2: Discussion (1 hour) (Learning Outcome 7.2) Is it possible to lead others, <i>by example</i> , to high ethical standards promoted in the NYS Code of Ethics for Educators ?
Readings	7 Habits of Highly Effective People Habit 7: Sharpen the Saw, pp. 287-307 (2 hours) (Learning Outcome 7.2) <i>Read in preparation for Week 7 Assignment 1.</i> Articles What Does It Mean to Lead by Example? (1 hour) (Learning Outcome 7.1) <i>Read the links for Attitude, Trust, and Change to prepare for a Week 7 In-Class Activity, Week 7 Assignment 1, Week 7 Assignment 2, and Week 7 Assignment 3.</i> NYS Code of Ethics for Educators (1 hour) (Learning Outcome 7.2) <i>Read in preparation for a Week 7 In-Class Activity.</i> Getting Better at Getting Better: The Kaizen Productivity Philosophy (1 hour) (Learning Outcome 7.4) <i>Read in preparation for Week 7 Activity 2.</i>

	Self Improvement Strategies (1 hour)(Learning Outcome 7.4) <i>Read in preparation for Week 7 Assignment 3.</i>
Multimedia Resources	Video: Sharpen the Saw (2:48) (Learning Outcome 7.1) <i>Watch in preparation for a Week 7 In-Class Activity and Week 7 Assignment 1.</i>
Online Activities (marked as complete)	Week 7 Activity 1: Learning Organization Profile (1 hour) (Learning Outcome 7.3) Step One: Complete this Learning Organization Profile. Add the points and review the scoring that appears below the questions. Step Two: Use the results of the profile to brainstorm school building leader actions that would promote school-wide innovation and collaboration. Choose one action for innovation or collaboration and compose a half-page persuasive essay to your principal recommending that action. Week 7 Activity 2: Getting Better at Getting Better (2 hours) (Learning Outcome 7.4) Complete this activity after reading “Getting Better at Getting Better: The Kaizen Productivity Philosophy.” Return to the section that suggests how to make a personal application of continuous improvement. Use the calendar function of your Manhattan College email account to create a calendar of activities for one week indicating when and for how long you will practice one element of continuous improvement. Share that calendar with your instructor. Week 7 Activity 3: Apply Kaizen to Sharpening the Saw (2 hours) (Learning Outcomes 7.3, 7.4) For this activity, add a half page to the persuasive essay you addressed to your principal (Week 7 Activity 1). In this half page, use information from this website to communicate to your principal what you personally are willing to do to help her/him take the recommendation you made.
Assignments (assessed)	Week 7 Assignment 1: Leading by Example (1 hour) (Learning Outcome 7.1) Habit 7 encourages leaders to participate in activities that renew themselves physically, socially/emotionally, spiritually, and intellectually. “What Does It Mean to Lead by Example?” suggests several actions that an administrator can use to lead by example. Create a one-page T-chart that provides Sharpen the Saw activities in one column and activities the leader can do to lead by example in the other. The successful T-chart uses at least one example from each Sharpen the Saw activity and relates it to at least one activity that leads by

	example. Refer to the “Sharpen the Saw” video and <i>7 Habits of Highly Effective People</i> for additional information about Sharpen the Saw activities. Week 7 Assignment 2: Strategies for Standards (1 hour) (Learning Outcome 7.2) In a one-page reflective essay, identify at least three strategies relating to establishing standards for ethical behavior found in “What Does It Mean to Lead by Example?”. Be specific about where, when, and how you will use the strategies in your professional life. Relate the elements of your plan to the seven habits. The successful paper will present a plan with specifics of place, method, and time. Select strategies that have the potential for success that you can include in the portfolio you began in Week 3. Week 7 Assignment 3: Strategies and Opportunities (1 hour) (Learning Outcomes 7.2, 7.3) In a one-page essay, comment on a possible cause and effect of leading to high ethical standards (“What Does It Mean to Lead by Example?”) and choosing improvement opportunities as a leader (“Self Improvement Strategies”). The successful essay includes at least one action that promotes high standards and at least one opportunity for self-improvement.
Online Discussion(s)	Week 7 Discussion 1: True or False? (1.5 hours) (Learning Outcomes 7.1-7.3) Leadership is not a position or a title; it is action and example. Do you believe this statement is true or false? Explain. In five sentences, describe how someone not in an official leadership position managed to influence you by their example. Then, in another five sentences, identify the opportunities you have had, or that you might take, to lead by action and example in your current position. Respond to at least two other classmates by supporting what they say or by offering them additional suggestions.