



California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Semester/Year

*Syllabus for EAD 262
Educational Leadership
3 units*

**Leadership for Diverse Communities
Our mission is to prepare credible and relevant
leaders in education.**

Course Catalog Description

Initial course in education leadership; Development of knowledge and skills essential to organizational leadership.

Course Description

The course encompasses the development of knowledge and skills essential to education organizational leadership, and specifically to develop educational leaders who can create school cultures that are conducive to student learning for all students.

Class Information

Date and Time

Classroom number

Instructor

Instructor Email

Instructor Phone #

Office hours:

Prerequisites

The prerequisite for this course is EAD 261.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

Specific outcomes for the course include the following standards of the California Commission on Teacher Credentialing (CCTC) for the Preliminary Administrative Services Credential, and the Standards of the National Council for Accreditation of Teacher Education (NCATE).

6(a)(1) The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others reflective activities, and addresses the need for reflection across the program. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6(a)(2) The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6(a)(3) The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6(a)(4) The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6(a)(5) The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6(b)(6) The program provides an opportunity for the candidate to develop and use skills in shared leadership and decision-making and to engage all members of the school community in the service of student learning. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6I(4) The program provides an opportunity for the candidate to apply the principles of effective communication, systems management, organization, problem-solving and collaborative decision-making skills. (Also NCATE 1.2, 1.5, 1.6, 2.8, 3.3)

6(e)(3) The program provides an opportunity for the candidate to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

10(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

10(d) Each candidate can identify and address barriers to accomplishing the vision. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

11(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students are the core purpose. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

11(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

14(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3)

14I Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

15(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

Required Texts and Instructional Materials

Marzano, Waters, and McNulty, (2005). *School Leadership that Works*. ASCD.

Covey, Steven M.R. (2008). *The Speed of Trust*. Free Press

Bennis, Warren, (2009). *On Becoming a Leader*. Basic Books.

Additional materials will be available on the electronic Blackboard system for the course. **It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week, preferably several days before the class, during the entire semester.**

Signature Assignments

There are 3 Signature Assignments for this course: Leadership Characteristics; Development of Personal Vision; and 12-Step Decision-Making and Reform Plan. The templates and requirements for each of those assignments are included at the end of this syllabus.

Other Assignments

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

Assist in continuing to make this course relevant for future students.

Grading

Grading will be as follows:

A = Outstanding achievement; exceeds expectations

B = Graduate quality; meets expectations

C = Below expectations

F = Does not meet program requirements

University Policies and Regulations

Policy on Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the

material (i.e., their intellectual property) so used as one’s own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

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Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**.

Class Sessions	Seminar Content Focus	Homework/Actions: Outside Class Sessions
Session 1	Introduction to the course and to leadership	Readings: Bennis Ch. 1
Session 2	Identifying your leadership: 360 degree assessment	DeWitt Jones video. Select persons to complete the 360 degree assessment
Session 3	Refining your leadership: 4 foci	Reading: Covey and Bennis
Session 4	Refining your leadership: Values and goals	Reading: Covey and Bennis
Session 5	Refining your leadership: Personal vision	Write a draft of your personal vision statement Reading: Bennis
Session 6	Refining your vision: 13 behaviors	Reading Covey, Bennis

Session 7	Refining your vision: Analysis of the 360 degree assessment	Analysis of needs assignment Reading: Covey, Bennis
Session 8	Leadership research: 1 st order change	Reading: Marzano, Bennis
Session 9	Leadership research: 2 nd order change	Reading Marzano
Session 10	Leading reform 1: The 12 steps decision-making protocol	Reading Marzano Write the protocol
Session 11	Leading reform 2: Developing a reform plan	ReWrite the planading Marzano
Session 12	Presentations: Reform planning	Reading: Posted readings
Session 13	The real world of leadership: Video and discussion	View video and posted readings
Session 14	Putting it all together: From Teacher to Leader	Reading: Posted readings
Session 15	Presentations: My transformation to a leader	Final paper

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 262
SIGNATURE ASSIGNMENT 1a
Leadership Characteristics – 360 Degree Feedback Process

360 Degree Feedback is a system or process in which employees receive feedback from the people who work around them. “360” refers to the [360 degrees](#) in a circle, with an individual figuratively in the center of the circle. This typically includes the employee’s supervisor, peers, and direct reports. The person receiving feedback also fills out a self-rating survey that includes the same survey questions that others receive in their forms.

Organizations and individuals use 360 feedback surveys to get a better understanding of their strengths and weaknesses. Feedback recipients gain insight into how others perceive them and have an opportunity to adjust behaviors and develop skills that will enable them to excel at their jobs.

For the purpose of this assignment, you will ask one supervisor, one site colleague, and one additional person to complete the 360 Degree Feedback Assessment. You will also fill out the same survey questions about yourself, for a total of 4 forms. After the surveys are complete, you will look for areas of overlap for both the Good and Areas of Opportunities and write them on the final table. The last part of the assignment is a 1-2 page reflection on what you found out about yourself through this process and how you will use this information.

The following format may be a helpful tool in completing this assignment.

EAD 262
SIGNATURE ASSIGNMENT 1a
 Leadership Characteristics Assignment
 360 Degree Feedback Process

Feedback for _____
 (Name)

Completed by (Check only one): _____ Administrator _____ Peer _____ Cohort Member

The above named individual is a master’s degree student in the Educational Leadership and Administration program at California State University Fresno and is asking you to participate in a 360 Degree Feedback process. 360 Degree Feedback is a system or process in which employees receive feedback from the people who work around them. “360” refers to the [360 degrees](#) in a circle, with an individual figuratively in the center of the circle. This process typically includes the employee’s supervisor, peers, and direct reports. Organizations and individuals use 360 feedback surveys to get a better understanding of their strengths and areas of opportunity (areas that can be enhanced or improved). Feedback recipients gain insight into how others perceive them and have an opportunity to adjust behaviors and develop skills that will enable them to excel at their jobs. Please feel free to take the opportunity to discuss your feedback with the above named candidate.

Please identify the top ten GOOD Leadership Characteristics for this individual.	Please identify the top ten Leadership Characteristics OPPORTUNITIES for this individual.

EAD 262
SIGNATURE ASSIGNMENT 1a
Leadership Characteristics Assignment
360 Degree Feedback Process
Self – Assessment

Please identify YOUR top ten GOOD Leadership Characteristics.	Please identify YOUR top ten Leadership Characteristics OPPORTUNITIES.

EAD 262

SIGNATURE ASSIGNMENT 1a

Overlap of Characteristics from Self-Assessment and Other Assessments

Prioritize the GOOD list by listing first those that were identified by all or most of the participating members, including yourself.	Prioritize the OPPORTUNITIES identified by all or most of the participating members, including yourself.

EAD 262
SIGNATURE ASSIGNMENT 1b
Reflection Paper

Write a reflection paper that is a reflection about the transformation process of that individual from a teacher (or manager) to a leader. Discuss how your perceptions of your leadership ability differ from the perceptions of the individuals who participated in the assessment exercise. Base your reflections on the data you have from all the assessments.

How will you become more leader-focused based on what you have learned during this course. What areas do you still need to work on?

EAD 262
SIGNATURE ASSIGNMENT 2
Development of Personal Vision

Candidates will develop their personal vision statements after reflection and deliberation about their values and goals. (CTC 6.a.1, 6.a.2, 6.a.3, 10.d; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

The following process should be used in developing the personal vision statement.

Step 1

Imagine achieving results in your life that you deeply desire. In order to begin to develop your personal vision, answer these questions:

What words would you use to describe your life goals?

What would achieving your desired life goals look like?

How would it feel to achieve your desired life goals?

Step 2

Answer the following questions:

Self-image: If you could be exactly the kind of person you wanted, what would your qualities be?

Tangibles: What material things would you like to own?

Home: What is your ideal living environment?

Health: What is your desire for health, fitness, athletics, and anything else to do with your physical appearance and well-being?

Relationships: What types of relationships would you like to have with friends, family, co-workers, colleagues and others?

Work: What is your ideal professional or vocational situation? What impact would you like your work-life to have?

Personal Pursuits: What would you like to do in the areas of individual learning, travel, reading or any other activities outside work?

Community: What is your vision for the community or society in which you live? What impact do you personally want to make on your community or society?

Other: What else, in any area of your life, would you like to do, create, or contribute?

Life Purpose: Imagine that your life has a unique purpose – fulfilled through what you do, your relationships, where you live, and through your contributions to your community. Describe that purpose as an additional reflection of your life aspirations.

Part 3

Write your personal vision (what do you stand for) as it relates to the values that you have defined above.

Part 4

Summarize your personal vision into a short, powerful statement that is easy for you to remember.

EAD 262
SIGNATURE ASSIGNMENT 3a
12-Step Decisions

Identify an important decision related to a reform that needs to be made at the candidate's work site and prepare a paper that walks through the 12 steps for making decisions about that identified reform. Use the following format in the decision-making process.

PLANNING

1. What is the issue?
 - > Who owns it?
 - > What is the underlying goal?
2. How much discretion do I have to take action or not?
 - > Must this issue be dealt with?
 - > How strongly do I personally feel about it?
3. Who will make the preliminary and the final decision from these options?
 - > An individual or group above me in the district
 - > Me, as administrator/leader unilaterally
 - > Me, as administrator/leader with staff input
 - > Me, as administrator/leader and staff by consensus
 - > Staff with input from me
 - > Staff by consensus
 - > Staff by vote
 - > Subgroup of staff with input from others
 - > Subgroup of staff unilaterally
 - > Individual staff members unilaterally
4. How will I communicate clearly who will make the decision?
 - > What are the constraints that will affect the scope or content of the decision?
5. What are the non-negotiable values that I want to maintain?
 - > Why are they non-negotiable?
 - > How will I communicate this?

DECIDING

6. What will be the impact of the decision?
 - > On whom?
 - > How will that be communicated over time?
7. Whose working conditions will be affected and how will I involve them?
8. What is the timeline for deciding?
 - > For implementing?
9. Decide. What is my explicit statement of the decision, summarizing all key points?
10. How and when will the decision-making groups revisit, evaluate, and revise the decision?
11. How will I communicate the reasons for the decision to all affected parties, including how their input was used?
12. How will I monitor and support the day-to-day implementation of the decision?
 - > How will I communicate these plans to everyone involved?

LEADERSHIP SKILLS FOR SECOND-ORDER CHANGE

13. Which responsibilities will I seek to fulfill?
14. What specific actions will I take to fulfill each responsibility?

EAD 262
SIGNATURE ASSIGNMENT 3b
Reform Plan

Using the reform identified in Signature Assignment 3a, develop a plan for the implementation of that reform. The plan should use elements of the reform model used in class and should use the following definitions and format.

Definitions:

Background/Current Reality

Where have you been? What is the history? What is the current context?

Background/Current reality can be established at the recognition of a challenge, or in the reflection stage of the cycle of continuous improvement. You wouldn't be writing a plan if you didn't think there was a challenge to tackle. However, your audience may not have had the luxury of pondering or even living the issue. You must be persuasive. You must leave the reader hoping for a resolution. If you can't state your case, then perhaps you don't have one.

Vision/Theory of Action

A Theory of Action is a statement that describes a purposeful approach that guides our daily actions toward our goals.

Based on research, best practices, and your group's good thinking, where do you want to be in five years?

If you cannot dream it, you cannot articulate that dream in the form of a good narrative and tangible goals, then you will be forever starting in the middle. This is the time to use your collective experience and intelligence to collaborate.

Document the ideas of the group, research best practices, and consolidate them into a shared vision.

Goal

A goal is a purpose toward which your strategies and tasks are directed. What is your objective or intention?

Measurement

Measurement is an evaluation, metric, or definite quantity. What tools will you use to measure successful attainment of your goal(s)?

Strategy

A strategy is a plan of action intended to accomplish a specific goal. How will you execute your plans as effectively as possible?

Task

A task is a smaller piece of work assigned or performed to reach the overarching goal(s). What are the discrete actions, timelines and owners?

Using the following template, design your Reform Plan.

Reform Plan

Background

The background/current reality
Vision/Theory of Action

Goals

- A
- B
- C
- D

Goal 1 – Name of Goal 1

Measurements

- A
- B
- C
- D

Strategy 1:

Tasks	Timeline	Owner

Strategy 2:

Tasks	Timeline	Owner

Strategy 3:

Tasks	Timeline	Owner

Strategy 4:

Tasks	Timeline	Owner

Goal 2 – Name of Goal 2

Goal 2

Measurements

- A
- B
- C
- D

Strategy 1: Name

Tasks	Timeline	Owner

Strategy 2: Name

Tasks	Timeline	Owner

Strategy 3:

Tasks	Timeline	Owner

Strategy 4:

Tasks	Timeline	Owner

Goal 3– Name of Goal 3

Measurements

- A
- B
- C
- D

Strategy 1: Name

Tasks	Timeline	Owner

Strategy 2: Name

Tasks	<u>Timeline</u>	<u>Owner</u>

Strategy 3: Name

Tasks	<u>Timeline</u>	<u>Owner</u>

Strategy 4: Name

Tasks	<u>Timeline</u>	<u>Owner</u>