

COLLEGE OF EDUCATION
The STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP
Year 1 – First Semester
LEAD 8430
Theory and Practice for Educational Leaders
3 SEMESTER HOURS
(See Companion Course – LEAD 8422)

REQUIRED TEXTBOOKS

Aguayo, Rafael. (1990). Dr. Deming: The American Who Taught the Japanese About Quality. New York. Simon and Schuster.

Green, Ronny. (2002). Natural Forces: How to Significantly Increase Student Achievement in the Third Millennium. 3rd edition. Tallahassee, FL. Reed Publishing.

Wheatley, Margaret. (1999). Leadership and the New Science. San Francisco, CA. Berrett-Koehler.

RECOMMENDED READINGS

Covey, Stephen R. (1989). The Seven Habits of Highly Effective People. New York, NY. Simon and Schuster.

Dewey, John. (1997). How We Think. New York, NY. Houghton Mifflin.

COURSE DESCRIPTION

This course addresses the pivotal concepts that drive leadership practice and organization performance. The student will become aware of the importance of differentiating between the application of different theories impacting individual and school performance.

COLLEGE OF EDUCATION AND DEPARTMENTAL CONCEPTUAL FRAMEWORK

- 1. The educational leaders will facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.**
- 2. The educational leader will advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth**
- 3. The educational leader ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**
- 4. The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**
- 5. The educational leader acts with integrity, fairness, and in an ethical manner.**
- 6. The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.**
- 7. The educational leader effectively uses inquiry, including field-based inquiry, and research to investigate and solve educational problems.**

COURSE OUTCOMES, ACTIVITIES, AND ASSESSMENTS

(Numbers in parentheses following outcomes refer to the ISLLC Standards.)

Course Outcomes Students will:	Course Activities Students will:	Assessments Instructor will:
manage personal learning strategy as evidenced by completion of learning tasks in a timely manner. (3)	provide their coaches with evidence of completion of assignments in a timely manner.	compare completed assignments with the matrix of activities, tasks, and assignments contracted to by participants.
demonstrate the skill of dialogue. (2)	simulations using dialogue as a means of beginning and ending sessions.	assess student participation using a rubric.
reflect on knowledge content presented in the Natural Forces book and class sessions. (2, 6)	complete Think and Reflect Items for Natural Forces Sessions 1 – 5.	assess individual student written responses with a teacher - made rubric.
apply the concepts learned in the course at a school site under real world conditions. (1, 2, 3, 4, 5, 6, 7)	use course content in the field as a means of field based inquiry and personal action research/practice to solve educational problems.	assess individual student written response as presented on the Content Application Form.
become knowledgeable of the content and implications of an important leadership book. (1, 2, 3, 4, 6)	read and complete a book review form using the Natural Forces format, then engage in a small group analysis and presentation of an important leadership book.	assess individual student presentations and written book reviews using a teacher - made rubric.
continually add identified items to their Portfolio during the course of the Natural Forces Leadership Development Program. (1,2,3,4,5,6,7)	create their Portfolios over the entire length of the Natural Forces Leadership Development Program.	evaluate the quality of written Portfolios using a teacher - made rubric.
participate and network with peers creating a viable cohort network. (2, 5, 6)	network with colleagues and participate in networking activities.	assess individual student networking charts, activities, and recognition presentations using a teacher - made rubric.

COURSE EVALUATION

As practicing educators, students are expected to participate fully in class exercises and will be evaluated, in part, on the degree and thoughtfulness of their participation.

Evaluation is based on the attainment of the course outcomes as demonstrated by the completion of all course requirements. These course outcomes cannot be successfully attained without active and thoughtful participation on your part. The course grade will be based upon the following components:

Final Exam

The final exam will be the submission of a Portfolio including the items identified above. Points will be awarded based on the criteria presented.

Application of Dialogue	10 points
Class Assignments and Participation	10 points
Think and Reflect Application	10 points
Content Application	20 points
Leadership Book Review Form	10 points
Leadership Book Small Group Presentation	10 points
Portfolio Development	20 points

Networking Activities

10 points

GRADING SCALE

A – 90% and above

B – 80% to 89%

C – 70% to 79%

F – Failure

I – Incomplete

INSTRUCTOR

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Home Phone Number: 111-222-3333

ATTENDANCE POLICY

Graduate students are expected to attend all classes. When a need arises to miss a class, it should be discussed with the instructor in advance. All make-up work for each class must be approved by the instructor (maximum 20 points).

SPECIAL NEEDS STATEMENT

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program must contact the Special Services Office in Jannis Hall, Room 232. The telephone number is 111-222-4444.