FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education

Educational Leadership Program

SYLLABUS

Course Title: LEADERSHIP IN LEARNING COMMUNITIES
Course Number: EDUC 6701

Location/ Day/Time:

Instructor: Phone:
Office:
Email:

School of Education Mission Statement

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

SOE Claims

Based on our program, which is aligned with ISLLC (NJPSSL) standards, FDU’s Educational Leadership Program makes the following claims: We believe when our candidates graduate they are:

1. Qualified to serve as educational leaders. We believe that the graduates of FDU’S Educational Leadership Program will demonstrate competence and understanding of the central concepts of educational leadership and meet the New Jersey licensure
requirements for supervisors and principals [ISLLC (NJPSSL) I-VI; Teacher Education Accreditation Council (TEAC) Quality Principle 1.1, Professional Knowledge].

2. **Competent in decision making as educational leaders.** We believe our graduates have acquired the knowledge, skills, and dispositions as educational leaders who are able to articulate a vision and employ effective decision-making techniques in support of schools’ goals and mission [ISLLC (NJPSSL) I-V; TEAC Quality Principle 1.2, Strategic Decision Making].

3. **Caring educational leaders.** We believe our graduates have acquired the leadership knowledge, skills and dispositions to meet the needs of their students and members of the learning community and to promote the success of all students [ISLLC (NJPSSL) I-VI; TEAC Quality Principle 1.3, Caring Leadership].

These claims about our candidates’ learning are directly linked to TEAC Quality Principle I, which as noted above is aligned with the ISLLC (NJPSSL) Standards.

**Cross-cutting Themes**

Across each of these claims, the Educational Leadership Program also infuses throughout its program three cross-cutting themes: technological competence, multicultural perspectives and learning-to-learn. The educational leadership faculty used the following to define the three cross-cutting themes:

- Educational leaders, who are technologically competent, know how to use today’s technology to enhance the educational process.
- Educational leaders, who embrace multicultural perspectives, are sensitive to the needs of a diverse population, and they endorse and encourage teaching in their schools to promote the success of all students.
- Educational leaders, who are committed to learning-to-learn, can think critically, conduct research, self assess for professional growth and work collegially and collaboratively with all members of the school community.

We believe that by infusing these themes into all courses our candidates become educational leaders who are technologically competent, aware of multicultural perspectives and have the skills, knowledge and dispositions to continually learn. We believe that these themes and the way we have defined them are consistent with the ISLLC (NJPSSL) standards, and therefore, TEAC Quality Principle I.

Our claims along with the infusion of the cross-cutting themes throughout the program demonstrate our commitment to developing quality educational leaders who have the knowledge, skills and dispositions they will need to lead schools that focus on all students being successful learners.
COURSE DESCRIPTION:

Students will study the theoretical and conceptual basis of organizational leadership, with emphasis placed on contemporary theorists and applications for successful leaders. Students will examine the role of the school leaders and what they must think about and be able to do to be effective under conditions of change. Emphasis will be placed on self-reflection and analysis of personal strengths and weaknesses as a future school leader. Interstate School Leaders Licensure Consortium (ISLLC) standards, which have been adopted as the NJ Professional Standards for School Leaders (NJPSSL), will be used as the criteria.  
http://www.ccsso.org/content/pdfs/isllcstd.pdf

NEW JERSEY STANDARDS:

The Educational Leadership Program at FDU is based on the ISLLC/NJPSSL standards. This course represents an introduction to the foundations of educational leadership with an overview of the standards as part of the coursework. Students will be asked to perform a self-evaluation in each of the six (6) areas covered by the standards and reflect on their individual strengths and weaknesses. This self-analysis will serve as a personal development plan aimed at building on strengths and remediating weakness. Specific standards and components that are emphasized in this course are listed after the “Course Evaluation” section of this syllabus. A complete list of the New Jersey Professional Standards for Teachers and School Leaders is available at http://www.state.nj.us/njded/profdev/profstand/

The School of Education at FDU is an active partner with New Jersey in aligning professional practice with the NJPSSL through its leadership courses. The NJ CORE CURRICULUM CONTENT STANDARDS (NJCCCS) are an integral part of the process of educational leadership and are utilized as an important element in the development of school leaders.

COURSE GOALS/OUTCOMES:

Upon the completion of this course students will have developed knowledge and understanding relative to:

1. ISLLC/NJPSSL and the complexity of school leadership
2. Various frames of leadership—political, human resources, structural, symbolic; leadership styles—Theory X and Theory Y; and organizational theory—pyramid, railroad, high performance and community.
3. Concepts of lifeworld and systemsworld as they apply to school culture and leadership
4. Solving leadership problems: the relationship between content knowledge, skills, and dispositions, and the ISLLC/NJPSSL standards.

REQUIRED TEXTS*:


- Snowden, P.E & Gorton, G.A. School leadership and administrative: Important concepts, case studies and simulations. Seventh edition. Boston: McGraw Hill, 2002. [http://www.bkstr.com/webapp/wcs/stores/servlet/CourseMaterialsResultsView?catalogId=10001&categoryId=9604&storeId=10509&langId=-1&programId=41&termId=100003432&courseId_1=13082872&divisionDisplayName=%20&departmentDisplayName=EDUC&courseDisplayName=6701&sectionDisplayName=81&demoKey=d&purpose=browse](http://www.bkstr.com/webapp/wcs/stores/servlet/CourseMaterialsResultsView?catalogId=10001&categoryId=9604&storeId=10509&langId=-1&programId=41&termId=100003432&courseId_1=13082872&divisionDisplayName=%20&departmentDisplayName=EDUC&courseDisplayName=6701&sectionDisplayName=81&demoKey=d&purpose=browse)

- Sergiovanni, Thomas. The lifeworld of leadership. SanFrancisco: Jossey- Bass, 2000. [http://www.amazon.com/s/ref=nb_ss_gw/103-0006824-0733461?initialSearch=1&url=search-alias%3Daps&field-keywords=The+lifeworld+of+leadership.](http://www.amazon.com/s/ref=nb_ss_gw/103-0006824-0733461?initialSearch=1&url=search-alias%3Daps&field-keywords=The+lifeworld+of+leadership.) *(All three texts are available at the FDU Bookstore in Teaneck or from the Bookstore’s online link. See link for Snowden above. The Bolman book and the Sergiovanni book are also available at Amazon.com where used (less expensive) copies may be available as well.)*

COURSE REQUIREMENTS:

To successfully complete this course, students will have to have access to a computer where he/she can use the Internet and where he/she can receive and send e-mails with attachments. Students are expected to have a degree of facility with computer technology so that it can be used as a tool to enhance learning experiences.

Students are also required to use Web Campus, the University’s course management system to submit assignments and to access course materials, course announcements, discussion boards, and the course grade book.
Additional course requirements include:

1. Complete all assigned readings in a timely manner
2. Attend class and participate in class and online discussions and activities
3. Complete all projects and assignments as outlined below.
4. Complete any additional assignment(s) as required by the professor, such as reading selected articles and responding to them, completing tasks that simulate the work of educational leaders, etc.

CLASS PARTICIPATION AND PREPARATION:

The success of the class and learning often are dependent on students interacting with one another, sharing ideas with the class, and raising issues and questions for consideration. Therefore, students need to stay current with all readings, be in attendance and on time, and actively engage in discussions, readings, and activities during the class. Deductions will be made to the student’s final grade if he/she is consistently late, absent from class or a passive participant in class. Students must have texts available in class for discussion and references.

WEBCAMPUS:

All of the courses in the Educational Leadership Program are “web-enhanced” or “blended” courses that utilize a “course management system” (CMS). At FDU, the CMS is Blackboard accessed through our Web Campus portal:

http://webcampus.fdu.edu/webapps/portal/frameset.jsp

Students can enter Web Campus using their FDU Web Mail username and password.

Portfolio Requirements from EDUC 6701

1. Final mission statement
2. Personal professional development plan with self reflection
3. Case Study analysis

ASSIGNMENTS:

1. Interrogatories/Exemplars: Students are required to bring to each class a minimum of two (2) 3 x 5 index cards with questions/comments/issues based on either the readings or topics derived from newspaper articles, actual incidents, or hypothetical situations to be used as “discussion starters.” The cards will be submitted at the end of each class. A minimum of 25 cards are to be submitted over the course of the semester. No more than two cards may be submitted at any one class.

2. Mission Statement: Each student will draft a personal/professional mission statement and develop a professional growth plan based on their results on the
Leadership Behavior Inventory. A reflective piece will accompany the final draft of
the professional development plan. **Draft due Session # 4**

3. **Leadership Behavior Inventory:** Each student will be required to take the online
Leadership Behavior Inventory to map out his or her individual leadership style.
(There is an $8.00 fee for this service.) Students should “save as” each of the results
pages including: the LBI plot; each of the four “profile” types; and the LBI detail
page with “Your Leadership Type Scores.” Once the files are saved, they can be
printed out and brought to class. [http://www.aboutlearningdata.com/lbi-purchase.htm](http://www.aboutlearningdata.com/lbi-purchase.htm)

4. **Formal paper:** Considering the various organizational theories and leadership styles
addressed in class and the readings, each student will take a position and fully
develop a case for his/her leadership preference drawing heavily on reading to
support his/her position. The paper is to be no longer than five doubles-spaced pages
and must conform to APA format. The paper is to be submitted electronically and
will be evaluated based on the writing rubric.

5. **E-portfolio:** Students will develop the framework and initial elements of their e-
portfolio based on ISLLC/NJPSSL standards. Students will continue to add required
and supplemental artifacts to the portfolio throughout their program, demonstrating
facility with e-portfolio.

6. **Case study:** Write up one case study (brief) – the specific study will be assigned
session # 7. A reflection must accompany the brief that focuses on what knowledge
and dispositions linked to the ISLLC/NJPSSL were considered and utilized to analyze
and make recommendations for the case. Briefs must be ready for submission AND
presentation for session # 10.

7. **Response Papers:** Students will periodically be required to develop a response paper
to readings. These short papers (1 to 2 pages maximum) will focus on 3 questions:
   - What did you learn from the reading?
   - Why is what you learned significant?
   - What questions did the reading raise in your mind about leadership?
These will be collected periodically and reviewed; the responses will also serve as a
basis for class discussion about the readings.

**Suggested Supplementary Reading**


Bolman, L and Deal, T. (1993) *The path to school leadership.* Newberry Park, Ca: Corwin


**Course Evaluation:**

Assessment and evaluation for this course will be performance-based. There will be no written tests or examinations during the semester.

Mission Statement................................................................. 10%

Professional Development Plan with reflection.......................... 10%

E-portfolio.................................................................................. 10%

Case Study analysis................................................................. 25%

Formal Paper........................................................................... 25%

Response Papers....................................................................... 10%

Class Participation/Interrogatories........................................... 10%

**University/School of Education Policies:**

**Grades:**

- Weighted grades: A, A-, B+, B, B-, C+, C and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

**Grading Scale**
A  4.0  B+  3.33  C+  2.33
A-  3.67  B-  2.67  C  2.0  B  3.0  F  0

The minimum passing grade for the graduate program is a ‘C’.

- Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

- Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

**Attendance**

- Students are required to attend the class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Therefore, class participation will be used in determining the final grade.
- The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:
  a. Attendance is required in all our classes.
  b. 3 absences, grade drops by a half a grade
c. 4 absences, grade drops by one full grade

d. 5 absences, the student fails or withdraws from the class.

FDU Academic Integrity Policy

Students enrolled at FDU are expected to maintain the highest standard of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then if necessary, the department chairperson or the academic dean of their college. Course instructors have the added responsibility to state in advance in their syllabi and special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonest includes, but is not necessarily limited to, the following:

1. Cheating – Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.

2. Plagiarism – Representing the ideas or language of others as one’s own.

3. Falsification – Falsifying or inventing any information, data or citation in an academic exercise.

4. Multiple Submission – Submitting substantial portion of any exercise more than once for credit without the prior authorization and approval of the current instructor.

5. Complicity – Facilitating any of the above actions or performing work that another student then presents as his or her assignment.

6. Interference – Interfering with the ability of a student to perform his or her assignments.

Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:

1. No Credit (0) or Failure for the academic exercise
2. Reduced grade for the course
3. A failure in the course that is identified in the student’s permanent record card as permanent and cannot be removed
4. Recommendation for academic probation to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus
Office of Enrollment Services. For a second offense of academic dishonesty, a student will be subject to any of the following:

i.  *Suspension* from the University for One year. Readmission will be contingent upon the approval of the academic dean


**LEADERS IN LEARNING COMMUNITIES EDUC 6701**  
Links to ISLLC (NJPSSL)

Students will study the theoretical and conceptual basis of organizational leadership, with emphasis placed on contemporary theorists and applications for successful leaders. Students will examine the roles of school leader and what they must think about and be able to do to be effective under conditions of change. Emphasis will be placed on self-reflection and analysis of personal strength and weaknesses as a future school leader. ISLLC (NJPSSL) standards will be used as the criteria for which school leaders should aspire.

Since this is the introduction to FDU’s Educational Leadership Program, which is based on the ISLLC (NJPSSL) standards, all students are addressed, with an overview of the standards as part of the coursework. Students perform a self-evaluation in all areas of all six standards and reflect on their strengths and weaknesses, developing a personal development plan to grow in areas that they see needed growth.

The following knowledge and dispositions are more specially addressed through the coursework:

**Standard I**

_A school administrator is an educational leader who promotes the success of all students by facilitating the developmental, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community._

**Knowledge:**
The administrator has knowledge and understanding of:

- Systems theory
- Effective communication
- Effective consensus – building and negotiation skills

**Dispositions:**
The administrator believes in, values and is committed to:

- A school vision of high standards of learning
- The inclusion of all members of the school community
- A willingness to continuously examine one’s own assumptions, beliefs and practices
Doing the work required for high level of personal and organization performance

**Standard II**

_A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, sustaining a school culture and instructional program conductive to student learning and staff professional growth._

**Knowledge:**
The administrator has knowledge and understanding of:
- Applied motivational theories
- The change process for systems, organizations and individual
- School cultures

**Dispositions:**
The administrator believes in, values and is committed to:
- Life long learning for self and others
- The benefits that diversity brings to the school community
- A safe and supportive learning environment

**Standard III**

_A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment._

**Knowledge:**
The administrator has knowledge and understanding of:
- Theories and models of organizations and the principles of organizational development
- Human resources management and development

**Dispositions:**
The administrator believes in, values and is committed to:
- Involving stakeholders in management processes

**Standard IV**

_A school administrator is an educational leader who promotes the success of all by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources._

**Knowledge:**
The administrator has knowledge and understanding of:
- The condition and dynamics of the diverse school community
- Successful models of school, family, business, community, government and higher education partnerships

**Dispositions:**
The administrator believes in, values and is committed to:
- Schools operating as an internal part of the larger community
- Collaboration and communication with families
- The proposition that diversity enriches the school
- An informed public

**Standard V**
A school administrator is an educational leader who promotes the success of all by acting with integrity, fairness, and is an ethical manner.

**Knowledge:**
The administrator has knowledge and understanding of:
- Various ethical frameworks and perspectives on ethics
- Professional codes of ethics

**Dispositions:**
The administrator believes in, values and is committed to:
- Bringing ethical principles to the decision making process
- Using the influence of one’s office constructively and productively in the service of all students and their families
- Development of a caring school community

**Standard VI**
A school administrator is an educational leader who promotes the success of all by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

**Knowledge:**
The administrator has knowledge and understanding of:
- The political, social, cultural and economic systems and processes that impact schools

**Dispositions:**
The administrator believes in, values and is committed to:
- Recognizing a variety of ideas, values and cultures
- Importance of continuing dialogue with other decision makers affecting education

**Course Schedule**

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<thead>
<tr>
<th>Dates &amp; Sessions</th>
<th>Class Topics &amp; Activities</th>
<th>Assignments for Following Week</th>
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</table>
| **Session 1**    | - Introduction and overview
                  | - Leadership beliefs systems
                  | - Mission Statements and beliefs about education |
|                  | **Readings:**
                  | Gorton, et. al, pp. 61-81, “Authority, Power & Influence”
                  | Begin reading Sergiovanni |
| Session 2 | • Administer Leadership behavior Inventory  
• Discuss findings of Inventory  
• Discuss readings based on response papers: How do authority, power and influence connect to the idea of leadership? | **Readings:**  
Bring in a copy of the New Jersey Professional Standards for School Leaders to class  
Chapter 1 & 2 Bolman & Deal  
Continue reading Serviovanni |
|---|---|---|
| Session 3 | • What is mission  
• Consider educational leadership in twenty-first century and personal/professional mission  
• Evaluate strengths and identify areas for professional development as a school leader using NPSSL  
• Discuss Bolman & Deal idea of frames | **Readings:**  
Reading from Bolman Deal will be assigned so ¼ students will read section on structural frame; ¼ on political; ¼ humanistic; ¼ on symbolic frame  
These readings will need to be complete by session # 5  
Continue reading Serviovanni.  
These reading will be assigned for a jigsaw.  
**Draft a mission statement and professional development plan due session # 4** |
| Session 4 | • Discuss, what makes a leader?  
• Share & discuss the mission statement  
• Introduce the four frames of leadership: human resources, symbolic, political & structural | **Readings:**  
See reading for session # 3  
**Prepare a brief response paper**  
Continue reading Serviovanni  
**Additional Reading:**  
Gorton, et. al, pp. 149-166, “Organizational Culture” |
| Session 5 | • Jigsaw on the readings  
• The importance of understanding leadership style and organization  
• School Culture, what does it look like? | **Readings:**  
Bolman and Deal chapters 15-17  
Continue reading Serviovanni |
| Session 6 | • Discuss Bolman and Deal | **Readings:**  
Serviovanni, chapter 1-9  
**Prepare a brief response paper** |
| Session 7 | • Discuss Sergiovanni-systemsworld & lifeworld  
• Democracy & leadership  
• Assign case studies | **Readings:**  
Gorton, et. al., pp. 25-55, “Decision Making”  
Formal paper due electronically session # 8 |
| Session 8 | • Decision making and case analysis | **Readings:**  
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings:</th>
</tr>
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| 9        | Change & School Improvement  
Leadership as change for school improvement  
E- Portfolio instruction | Final preparation of case study for submission due session # 10. |
| 10       | Case Study presentations  
Discussion on reading          | Readings:  
To be assigned  
Prepare a brief response paper |
| 11       | Case Study presentations  
Discuss reading                                           | Readings:  
To be assigned  
Final mission statement & professional plan due  
Work on e- portfolio  
http://www.state.nj.us/njded/profdev/profst and/ |
| 12       | Discuss NJPSSL V- Ethics in relation to case studies                 |                          |
| 13       | Legal issues and School Leadership                                  | Readings:  
To be assigned |
| 14       | Leadership and Community Relationships, Resources                    | Readings:  
To be assigned |
| 15       | FINAL CLASS                                                            |                          |