EDUC 6706 Advanced Leadership Seminar

**Course Description**

Advanced Leadership Seminar

3.00

The Advanced Leadership Seminar is designed as a problem-based course that focuses on current educational problems that incorporate the behaviors informed by the Interstate School Leadership Licensure Consortium (ISLLC) Standards and New Jersey Professional Standards for School Leaders (NJPSSL). An objective of the Seminar is to connect the standards and the literature on school leadership to problems, reflective inquiry and suggested solutions. The course is based on the premise that definitive action is critical to the success of school leaders as they function in a setting inherently filled with complex challenges. The content of the problems assumes the students have already developed a basic understanding of administrative and organizational theory and concepts that inform leadership behavior and decision-making. Students will develop skills related to building leadership capacity in themselves and others by working in professional work groups focused on finding solutions to educational problems that have no defined solution set. Prerequisite: EDUC 6701, EDUC 6702, EDUC 6703, EDUC 6704, or special permission by Internship Program Director and departmental faculty.

**Required Text & Resources**


A variety of selected journal articles will be made available to the students. These articles and their references will provide the framework for further research and problem solving activities.
RECOMMENDED CASE STUDY TEXT


PURPOSE OF THE COURSE

This is an advanced leadership course that focuses on five major topics related to the principalship:

1. Leadership
   a. The Principalship: Instructional leader vs. educational manager
   b. The Principalship: The Principal as Instructional Leader - Literacy
      i. Instructional efficacy
      ii. Addressing problems – students, parents, staff
      iii. Specific issues – dyslexia, programmatic approaches, scheduling
      iv. Technology
   c. The Principalship: The Principal as Instructional Leader - Numeracy
      i. Instructional efficacy
      ii. Addressing teaching/learning problems – students, parents, staff
      iii. Specific issues - math phobia, gender stereotypes, programmatic approaches, scheduling
      iv. Technology
   d. The Principalship: The Principal as Educational Manager
   e. The Principalship: Effective leadership and professional support staff
      i. Non-regular classroom teachers
      ii. Child study teams
      iii. Special education
      iv. Basic skills
      v. ESL/Bilingual
      vi. Special subjects (art, music, phy. ed., library, technology)
      vii. School health officer
      viii. Guidance Counselor
      ix. Speech, OT, PT
   f. The Principalship: Effective Leadership and Non-Professional Staff
      i. Paraprofessional aides
      ii. Bus drivers
      iii. Custodians
      iv. Lunchroom aides
v. Volunteers
vi. Contracted services

2. Diversity
   a. The Principalship: Meeting the needs of diverse learners
      i. Special Education students, parents, teachers, programs
      ii. ESL/Bilingual students, parents, teachers, programs
      iii. Basic Skills students, parents, teachers, programs
   b. The Principalship: Multiculturalism
      i. Desensitizing and educating staff (professional and non-professional), students, parents
   c. The Principalship and Special Education Law
      i. IDEA
      ii. State Law
      iii. District Policies

3. Assessment
   a. Student Assessment
      i. Types of assessments
      ii. Assessment related statistics
      iii. Interpreting and reporting scores
      iv. Linking student assessments to program change
   b. Program Assessment
      i. Curricular evaluation
      ii. Board policies
      iii. Staff and parental involvement
   c. Self Assessment
      i. Formative
      ii. Summative
      iii. Reflective
   d. Staff Assessment
      i. The Principalship: Assessment of Staff - Hiring and Firing
         1. Screening
         2. Interviewing
         3. Observing
         4. Evaluating
      ii. The Principalship: Mentoring
         1. First-year teachers
         2. Non-tenured teachers
         3. Student teachers
         4. Tenured teachers
         5. Non-professional employees

4. School Culture
a. The Principalship: Emotional Intelligence (Daniel Goleman)
   i. How do I get it?
   ii. How do I keep it?
   iii. How do I deal with people who do not have it? (superordinates, staff, parents, students, board members, members of the community)

b. The Principalship: Dealing with Outside Agencies/Groups
   i. DYFS
   ii. Institutional DYFS
   iii. Police
   iv. Advocates
   v. PTA
   vi. Community groups

5. Profession Growth Plan
   a. The Principalship: Getting your first administrative position
      i. Finding a position
      ii. Selectivity – Is it the right job for me?
      iii. Portfolio
      iv. Resume
      v. Getting an Interview
      vi. Preparing for the Interview
      vii. Post-interview strategies
   b. The Principalship: Dealing with stress
      i. Physical
      ii. Emotional

c. Educational Leadership: Preparation and Professional Development
   i. Arthur Levine’s position paper

d. Professional Development

e. Passing the School Leaders Licensure Assessment (SLLA)
   i. Preparing – study groups
   ii. Obtaining materials
   iii. What if I don’t pass

f. The Principalship: Professional Development
   i. Professional staff
   ii. Non-professional staff

These topics have been selected because they are central to an understanding of the areas that affect our responsibilities as administrators and understanding the world around us (community). These topics will serve as a basis to study an evolving dynamic way of coping with new situations. Successful students in this course will learn to pose questions, seek and find appropriate resources for answering these questions, and communicate their solutions effectively to others. Problem-based learning as well as case study analysis are educational strategies that helps students build the reasoning and communication skills necessary for successful leadership.

Some generalities about the principal as leader can be made throughout the literature. These are
described within the following professional standards: Interstate School Leaders Licensure Consortium Standards (ISLLC), Teacher Education Accreditation Council (TEAC), New Jersey Professional Standards for School Leaders (NJPSSL), and National Policy Board for Educational Administration (NPBEA):

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>ISLLC</th>
<th>NJPSSL</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</td>
<td>School administrators shall be educational leaders who promote the success of all students by facilitating the development, articulation implementation and stewardship of a vision of learning that is shared supported by the school community.</td>
</tr>
<tr>
<td>2</td>
<td>A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</td>
<td>School administrators shall be educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
<td>School administrators shall be educational leaders who promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.</td>
</tr>
<tr>
<td>4</td>
<td>A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</td>
<td>School administrators shall be educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resource.</td>
</tr>
<tr>
<td>5</td>
<td>A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</td>
<td>School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.</td>
</tr>
<tr>
<td>6</td>
<td>A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</td>
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</table>

CLASS FORMAT: PROBLEM BASED LEARNING, ROLES AND RESPONSIBILITIES
This course will be taught using a problem-based learning and case study analysis approach. These methods of instruction will help you develop some important skills in your professional life. These skills are:

- To think critically and be able to analyze and solve complex, real life/world problems.
- To find, evaluate, and use appropriate learning resources.
- To work cooperatively in teams and small groups.
- To demonstrate versatile and effective communication skills, both verbal and written.
- To use content knowledge and intellectual skills acquired to become lifelong learners and researchers.

**Problem-Based Learning**
The basic principle supporting the concept of PBL is older than formal education itself: namely that learning is initiated by a posed problem, query, or puzzle that the learner wants to solve (Boud and Feletti, 1991). In the problem-based approach, complex, real world problems are used to motivate students to identify and research concepts and principles they need to know in order to progress through the problems. Students work in small learning teams, bringing together collective skills at acquiring, communicating, and integrating information in a process that resembles that of inquiry. Problem-based instruction addresses many of the recommended approaches for transforming educational leadership preparation, since it provides a setting in which the content objectives of a course can be integrated with the skills listed above.

**In-Class Problem Solving**
The general process which will be followed in the class is the following:

1. The learning process will be collaborative. As do most professionals in the workplace, you'll work together in groups.
2. The major concepts needed to solve the problems won't be given before the problems are tackled. Instead, with assistance from both the course instructor and the members of your group, you'll learn how to identify what information is needed to proceed through the problem, and where to find this information as the course progresses.
3. Each problem will be introduced by a short lecture that will include suggestions about how to get started, identification of potential pitfalls, an overview of the general subject areas, and/or some suggestions about where to find information.
4. The problem-solving process will be interrupted as needed for additional “pointers,” and clarifications, mini-lectures, and for comparison of the approaches used by different groups.
5. Each problem will be “wrapped up” by a lecture and/or whole-class discussion that will include clarification of concepts that may still not be understood, possible solutions proposed by your groups, and identification of areas of related content of different problems. Each problem will be introduced at the beginning of class, but much of the problem solving will take place during your team discussion time.

**Roles & Responsibilities**
In a problem-based learning course, the roles and responsibilities of students and instructors are somewhat different from traditional ones. The student assumes more responsibility for his/her learning, while the instructor becomes a guide and mentor to students as they work through course materials. As a general guideline, it is expected that students and the course instructors will make their best effort to fulfill the following obligations to one another, in order to make the most of this semester’s experience:

**Students are expected to:**
- Come to class prepared and on time.
- Participate in group discussions, problem-solving, and research clinic (library) investigations.
- Fulfill responsibilities assigned by your group, and course instructors.
- Listen politely to others’ expression of their opinions and ideas (it's OK to disagree, particularly for sound reasons!)
- Provide and receive constructive feedback so that your group works well.

**Course Instructor is expected to:**
- Provide a challenging learning environment for the class.
- Support students as they work in groups to solve problems or design and conduct investigations.
- Guide students to appropriate learning resources and strategies.
- Listen to student views and concerns and take appropriate action.
- Answer students' questions (when appropriate).

**COURSE OBJECTIVES**

The problem-based learning format of this course will provide the opportunity to develop the basic skills and understanding of the content in the areas further described below. Mechanisms for assessment of student performance will provide the opportunity for you to demonstrate the progress you’ve made in meeting both the content and skills objectives.

The content objectives of this course are listed below.

At the end of this course, you should understand and be able to:

- Design your own professional development plan.
- Explain how and why you came to your solution or plan of action.
- Distinguish between management and leadership
- Demonstrate connections between professional standards and effective leadership
- Use data to inform discussions and decisions
- Develop a presentation to a group
- Reflect on discussions and decisions that you, as a leader, make throughout the day.

In addition, various activities in the class will be designed to introduce you to ways of taking this understanding several steps further - i.e., towards applying the concepts you've learned to new situations, synthesizing concepts to build a newly acquired, higher level of understanding.

Process skills objectives of this course are listed below.
At the end of this course, students should be able to:

- communicate the results of an investigation or research orally, graphically (Venn diagram, Chart, PowerPoint, etc) and in writing.
- reason critically and creatively.
- make reasoned decisions in unfamiliar situations.
- pose questions that aid in self-directed learning, and the learning of others.
- identify, find, and analyze information that's needed for a particular task.
- communicate ideas and concepts to others.
- collaborate productively in teams.
- gain self-confidence necessary to use thinking and communication skills in a public setting.

**COURSE REQUIREMENTS**

Course assignments and expectations include mandatory attendance, active class participation, research, readings, and presentations. All group work must be typed and will be graded on content, organization and writing skills. All work must be handed in on the due date.

<table>
<thead>
<tr>
<th>Points</th>
<th>Problem: Topics 1-5</th>
<th>Reflection notebook</th>
<th>Discussion(s)</th>
<th>Presentation(s)</th>
<th>Participation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>25</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL** 100

**Students are required to maintain contact with the instructor via email previous to course to confirm pre-course reading and planning.**
**EVALUATION/GRADING/RUBRIC**

<table>
<thead>
<tr>
<th>Elements</th>
<th>0 Unsatisfactory</th>
<th>1 Limited</th>
<th>2 Satisfactory</th>
<th>3 Exemplary</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Topic Problem</td>
<td>Unsatisfactory use of PBL approach, inquiry and/or solutions</td>
<td>Limited PBL techniques used with minimal evidence of inquiry based solutions</td>
<td>PBL satisfactorily applied with adequate evidence of solutions based on inquiry</td>
<td>Problem based learning applied; scaffolded inquiry leading to exemplary solutions included</td>
<td></td>
</tr>
<tr>
<td>2 Research</td>
<td>Inconclusive investigation</td>
<td>Limited investigation, originality and creativity</td>
<td>Investigation demonstrates satisfactory growth, originality and creativity</td>
<td>Investigation demonstrates exceptional growth, originality and creativity</td>
<td></td>
</tr>
<tr>
<td>3 Participation in discussion</td>
<td>No evidence of inquiry and reflection</td>
<td>Single focus or too global; lacks supporting inquiry and evidence</td>
<td>Multidimensional inquiry with sufficient supporting evidence</td>
<td>Multidimensional inquiry with a variety of supporting observations and problem based experiences</td>
<td></td>
</tr>
<tr>
<td>4 Presentation</td>
<td>Totally disorganized</td>
<td>Limited organization</td>
<td>Content is organized in a clear and recognizable pattern</td>
<td>Content is organized in a logical and unique pattern that includes leadership concepts that are apparent to the students</td>
<td></td>
</tr>
<tr>
<td>5 Learning Standards</td>
<td>No reference to standards</td>
<td>Minimal or irrelevant reference to learning standards</td>
<td>Some attempt to address learning standards</td>
<td>Consistent and thorough reference to learning standards</td>
<td></td>
</tr>
<tr>
<td>6 Reflection notebook Questions Solutions Self - Assessment</td>
<td>No self assessment and/or question development</td>
<td>Limited questioning and assessment</td>
<td>Satisfactory questioning development and self assessment</td>
<td>Excellent questioning development and self assessment</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale**

A 17-18  A- 15-16  B+ 13-14  B 11-12  B- 9-10  C+ 7-8  C 5-6  C- 3-4  F< 3

**Comments/Date**

**Total Points Awarded_______**  (Max.18)

* See “Student handbook” or website for grading policy.

ALS-01-R  Advanced Leadership Seminar – 01 Rubric C.doc
*During the first week of class, you will be asked to create meaningful questions in your journal, for each of the five topics that will be covered in class. Write one full page per topic. You may need to research and define “meaningful questioning” and follow an engaging process in order to develop your meaningful questions. The goal is to define what it is you would like to learn about these topics.

**Class Sessions**

**May 22**

Welcome
*Problem-based learning and Case Study Analysis* method
Syllabus review

**May 24**  
**Topic 1: Leadership**

**May 29**

**May 31**  
**Topic 2: Diversity**

**June 5**  
**Topic 3: Assessment**

**June 7**  
**June 12**

**June 14**  
**Topic 4: School Culture**

**June 19**

**June 21**  
**Topic 5: Professional Growth**

**June 26**

**June 28**  
**Presentations:**

- Problem
- Investigation
- Research–based decisions
- Solutions
- Acquired knowledge aligned with ISLLC Standards

**Discussion Sessions**

*Large class* meets on designated days and students will be assigned to permanent groups in their discussion section, and will sit with those groups each session in class. In the large class and in discussions, students will engage in collaborative learning to develop real-world problem-solving skills. Groups will debate issues and case studies, explain unexpected results of the research, and answer questions posed by the group. Your participation in these group activities is an important part of the learning process that goes on in the course, and therefore, attendance is mandatory. Fifteen percent of your grade will depend on your attendance and participation in class. You should sit with your permanent group in the large class beginning in the first session.
Discussion sessions meet and questions with a plan of action should be handed in to the professor. The discussion sections will be treated as an integral part of the course, therefore, attendance is mandatory. New material will be presented by team members in discussion sessions. Therefore participation counts towards your final grade. In discussion sessions, you will also be working on case study problems that will be initiated in the large class, as well as presenting information.

Library Resources: See FDU site and library

** Important NOTES

Topic Question
- What kinds of questions must be generated in order to complete a thorough investigation of your chosen topic?
- Develop a stimulating list of questions, based on research, that your group believes will engage the audience.
- Remember that this can only be accomplished by spending time getting to know the members of your team, their motivation and ambition and then moving forward.

Problem Statement
- Scenario/Case study Development: Research to include existing case studies that you expand into realistic problems and solutions that are supported with research.

Investigation leading to solutions:
- Research based
- Team effort
- Process oriented

Presentation
- Team responsibility is to ensure that each class member is engaged, meets the learning standards, and is given the opportunity to understand and to use new knowledge. This is where your teaching skills become instrumental to your success.

- A variety of approaches must be used in the presentation: think about how people learn. Ask yourself what will truly motivate the group and what can you do to make a lasting impression—one that will encourage further investigation and encourage further inquiry!!
Bibliography


Bridges, E., Hallinger P. (??) Implementing Problem Based Learning in Leadership Development. Eugene, OR: ERIC Clearinghouse on Educational Management, University of Oregon.


Littky, Dennis. (??). *The Big Picture: Education is everyone’s business*. (2002). Alexandria, VA: ASCD.


JOURNAL ARTICLES

Assessment


**Diversity**


**Early Childhood**


**Educational Research**


High School


Leadership


**Additional Leadership Studies**


**Parental Involvement**

**School Culture**


### Special Needs/Inclusion


### Student Achievement


### School Issues


