

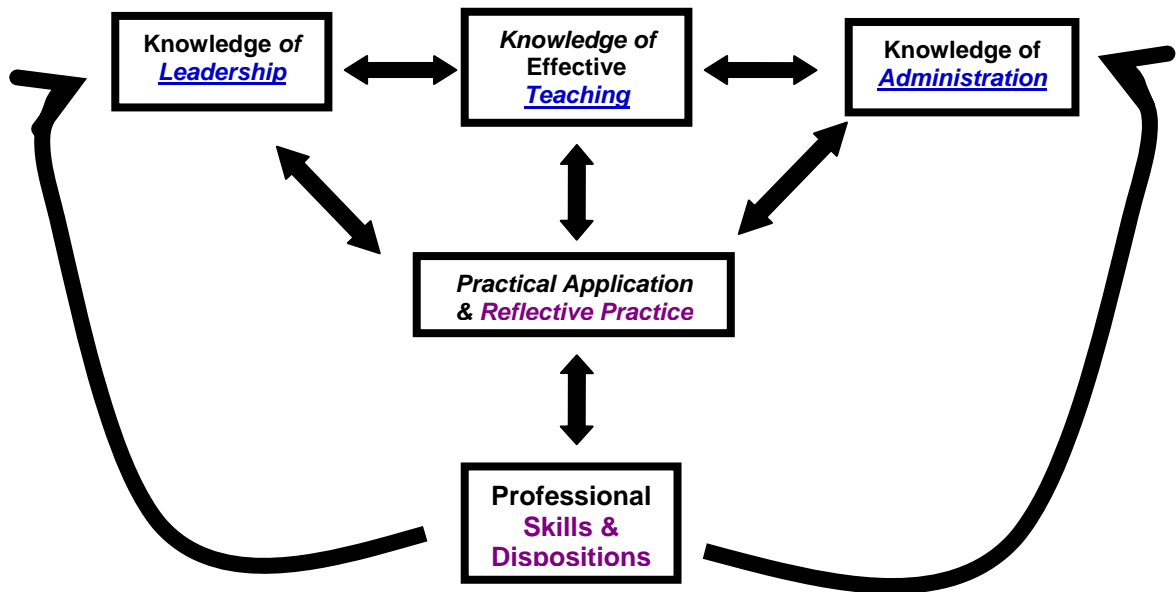
COURSE OUTLINE

EDL 500 - LEADERSHIP DEVELOPMENT AND SELF-ASSESSMENT DEPARTMENT OF EDUCATIONAL LEADERSHIP WESTERN ILLINOIS UNIVERSITY

DATE	TOPICS	CHAPTER
First Weekend	Introduction Educational Administration	1, 2, 4, Ch 1-5 (Lunenburg)
August 24-25	Characteristics of Leaders What is Leadership, Mgt. Adm.? Philosophies of Leadership Self Inventories	2, 5 Lecture Values Activity
	Theory X and Y Power and Motivation	2, 3 7, 8
	Case Studies, Ethics Cases	
Second Weekend	Leadership Style Flexibility (LEAD) Myers-Briggs Type Indicator	6 Group activity Group Activity
September 6-7	Case Studies, Ethics Cases Identifying Leadership Traits Organizational Change	2 8, 10
Third Weekend	Communication Decision Making & Influence Maslow's Hierarchy	12 8 4
September 20-21	Context of Leadership Climate, Culture and Values	3, 11, 14 6
	School Based and Team Management Leading your Team Effectively Case Studies, Ethics Cases	9 13
	Participative Decision Making Career Development Leading Professional Development (Examples) Final Exam	9 15

EDL 500
Course Syllabus
Fall 2008
WIU Campus--QC
August 23-24, September 6-7, September 20-21

LEADERSHIP DEVELOPMENT
AND SELF-ASSESSMENT
Western Illinois University



Instructor: Ben C. DeSpain, Ed.D
Office: 81 Horrabin Hall Off. Hours: Th. & Fr. 1:00—3:30, Sat 1:00—3:00
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Bookstore: (800) 338-6369 (To order books from WIU bookstore - charged to your credit card and shipped to you UPS.)

REQUIRED TEXT:

DuBrin, Andrew J. (2007) Leadership research findings, practices, and skills (expanded version) Boston, MA. Houghton Mifflin (fifth edition)

Myers, I. (1998) Introduction to Type. Palo Alto, CA. Consulting Psychologists Press.

Reference (Supplemental) Texts

Lunenburg, F.C. & Ornstein, A.C. (2006) Educational administration: concepts and practices Belmont, CA. Wadsworth Publishing Co. Note: This text is also used in EDL 505.

Murphy, Emmett C. (1996 and later versions) Leadership IQ: The ground breaking program to develop and improve your leadership ability. New York, N. Y. John Wiley & Sons Inc.

COURSE DESCRIPTION:

Students will participate in a variety of self-assessment activities, simulations and group discussions designed to provide information about and insight into effective leadership in schools. Students will also read and write a review of selected contemporary writings by leading authors in the popular market writing on leadership activity.

COURSE GOAL:

Participants will understand and practice effective leadership skills.

Standards

Knowledge Indicators	Assessment Activities
1C Recognizes theories of educational leadership	Self reflection on professional development plan and final on educational leadership theories
1E Understands effective communication	Communication Plan/Final Exam
2I Understands Diversity and its meaning for educational programs	Context Paper
3C Understands principles and issues relating to school safety and security	Correlates of Effective Schools
5A Understands the purpose of education and the role of leadership in modern society	Leadership Development Plan
Performance Indicators	Assessment Activities
1L Identifies and critiques several theories of leadership and their application to various school environments	Reflection paper on Contemporary readings (6 books)
2I Understands diversity and its meaning for educational programs	500 Context Paper
2S Develops a culture of high expectations for self, student and staff performance where accomplishments are recognized	Leadership Beliefs Paper
2EE Promotes an inclusive educational culture	Context Paper
5I Communicates effectively with various ethnic, racial, special interest groups and other diverse populations in the community	Communication Plan
6N Develops lines of communication with	Communication Plan

TECHNIQUES OF INSTRUCTION:

1. Structured group activities.
2. Paper and pencil activities.
3. Lecture/discussion.

SOURCE MATERIALS:

1. Activities and simulations.
2. Handouts
3. Text
4. Videos, CD's, Tapes
5. Library/materials from active school leaders.

KNOWLEDGE BASE:

DeSpain, B. C. (2001). *Servir para ser liber: Un modelo del liderazgo para el siglo xxi*. Mexico City, Mexico: Grupo Editorial Iberoamerican

Hersey, P, Blanchard, K. H. & Johnson, D.E. (2006). Management of organizational behavior: Utilizing human resources. Upper Saddle River, NJ. Prentice Hall

Lunenburg, F.C. & Ornstein, A.C. (2006). Educational administration: Concepts and practices. Belmont, CA. Wadsworth Publishing Company.

Kouzes, J., & Posner, B., (2003). The leadership challenge. San Francisco, CA. Jossey-Bass.

Kouzes, J., & Posner, B., (2003). Credibility: How leaders gain and lose it, why people demand it. San Francisco, CA. Jossey-Bass.

Kouzes, J., & Posner, B., (2003). Leadership practices inventory. San Diego, CA, University Associates, Inc.

Myers, I. (1998) Introduction to Type. Palo Alto, CA. Consulting Psychologists Press.

Rebore, R.W. ,(2001). The ethics of educational leadership. Merrill/Prentice Hall. Upper Saddle River, NJ.

Wagner, R., & Harter, J.K., (2006) . The 12 elements of great managing. Gallup Press, New York, NY.

Wagner, T. & Kegan, R., (2006). Change leadership: A practical guide to transforming our schools. Jossey-Bass. San Francisco, CA.

EDL 500 CONTEMPORARY READING LIST

I am recommending 12 contemporary books for your consideration as you select 6 books (minimum) to read. Seven of these authors are professional and personal friends and are all best selling authors. My personal favorite selections from their many books are listed. You may choose another of their works if you have read the one I suggest—but not because you have already read another of their books!! (Books available in popular book stores or on line.)

DuPree, Max, *Leadership is an Art*

Maxwell, John C., *The 21 Irrefutable Laws of Leadership*

Blanchard, Ken, and Bowles, Sheldon, *Gung Ho*

Williams, Pat, *Coach you kids to be leaders*

Deal, Terry, and Bolman, Lee, *Leading With Soul*

Collins, Jim, *Good to Great*

Phillips, Don, *Lincoln on Leadership*

Hunter, James, *The Servant*

Scott, Steven, *Mentored by a Millionaire*

Buckingham, Marcus, and Clifton, Donald *Now, Discover your Strengths*

Lencioni, Patrick, *The five dysfunctions of a team*

Fiorina, Carly, *Tough Choices*

REQUIREMENTS:

1. LEADERSHIP DEVELOPMENT PLAN. You are required to write a Leadership Development Plan (not longer than five pages, double spaced). This plan must use your learning from class activities (MBTI, LPI, LEAD, NASSP, X-Y) text (characteristics and behaviors of effective leaders) and class presentations. You should begin with a brief statement about the purpose of schools and/or your reason(s) for being a leader. Next, you must look at your strengths, and weaknesses, then develop clear goals and activities for your personal growth **IN LEADERSHIP** now and for the future (beyond this class). You will be given up to **100 points** for this project. It will be evaluated in keeping with the degree to which you include results of class activities (note above) and in keeping with how clear, specific and realistic your goals, activities and indicators are and how well you actually do the assignment as set forth above. You must include several of the assessment instrument results in determining your strengths and areas to improve.

Due: Two weeks after the third weekend class session—October 5

2. LEADERSHIP BELIEFS (PLATFORM). You are to write your leadership beliefs or philosophy in a format similar to that discussed during the first weekend class session. This project need not be longer than two pages. You will be given up to **40 points** for this project. It will be evaluated in keeping with the degree to which you are clear, specific and consistent with what the literature says about effective leaders.

Due: Second weekend—September 7

3. “Group” (Individual Submission) Context Paper For the group to which you are assigned, you are to develop a “snapshot” of the context within which your schools operate (rural, suburban, or urban). Combine the findings of your individual schools to generalize to the broader context within which schools in the state operate using Cunningham’s four constructs: ideological, governmental, structural and societal. You are to collaborate using WebCT to complete the project. While you might expect to submit a group paper, I want you to analyze the data from all schools but write the paper primarily on your school while referencing the context of schools in general as you have found them while looking at your school and at least two other schools. **50 points**

Due: Two weeks after end of class—October 5

4. Contemporary Literature Reading. From the list of ten (12) attached contemporary books, written by leading popular market authors in the field of leadership, you are to choose at least six (6) books, read them, and write a composite comparison/analysis of the four books. You need to utilize APA Style and use at least four (4) references from your reading, being careful to footnote properly and include a bibliography at the end. You will be **given up to 120 points** for this project.

Due: Three weeks after end of class—October 12

5. Ethics Assignment. You are to review the codes of ethics of several professional education associations – Illinois Association of School Administrators, Illinois Principals Association, Illinois Association of School Boards, Illinois Education Association, and/or Illinois Federation of Teachers. After reviewing the various codes of ethics, you are to write a brief paper comparing and contrasting what you found in your reading. Based on the various codes you reviewed, **compose a draft version of your own personal code of ethics that you would use as a building principal. 25 points,**

Due Last Weekend of EDL 500—September 21

6. Communication Plan. You are to identify both the internal and external “Publics” a school must serve and maintain good communications with to be successful. For each public, identify how and when you will connect and communicate with that group being

careful to identify the medium or vehicle, tool, etc you will use with each. Be sure to identify electronic methods, focus groups, committees, newsletters, etc. **40 Points**

IMPORTANT NOTE. Please do not submit papers in any special binding. Simply use paper and staple. Use a separate cover sheet with your name and the assignment identification on it.

7. There will be a final exam covering the course outcomes, (text, class activities and lectures). The final will be given on Sunday A.M. of the third weekend. **100 points.**

8. You will be expected to attend class and participate in discussions as well as practice and demonstrate leadership skills in simulation activities. **You will be evaluated on the degree to which you demonstrate effective leadership skill and ability in small groups, leaderless groups and case studies.**

EVALUATION:

Leadership Development Plan	100 pts
Leadership Beliefs	40 pts
Ethics Paper	25pts
Participation and Demonstration of Leadership Skills	20 pts
Knowledge of your Leadership skills as revealed on the Final Exam	100 pts
Communication Plan	40 pts
Context Paper	50pts
Literature Review Comparison/Analysis	120pts
Total Possible	495pts.

GRADING:

95 - 100%	A	A = Superior Graduate Work
89 - 94 %	B	B = Good Graduate Work
80 - 89 %	C	C = Unacceptable Work at the Graduate Level
70 - 79 %	D	
00 - 69%	F	

Attendance Policy

A student who is absent for more than 50% of a scheduled day of a weekend academy class will be assigned a grade of Incomplete (I) by the instructor and must make up the appropriate day in its entirety the next time the course is offered in order to change the "incomplete" to a letter grade.

Note: If you are going to miss any part of the EDL 500/505 sequence, you should delay the start of your program. We expect all students to be in class every session.

EDL Incomplete Policy

Incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of "INCOMPLETE" may be given to permit the student more time to complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the Graduate Student's File. A student must satisfy the course requirements during the next semester that the course is taught or (s)he will be awarded a grade based upon the work completed.

The normal grade for the first semester of EDL 555 and EDL 655 is INCOMPLETE because the internship is viewed as a single entity rather than as two separate semesters.

WIU Academic Dishonesty Policy

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.

WIU Disability Support Services Policy

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

Assignments and Rubrics

EDL 500, Leadership Development and Self-Assessment Context Paper Assignment ELCC Standard 6.0 Assessment

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

6.1 Understand the Larger Context

Definition: According to Cunningham, context as all of those influences that an administrator has to deal with that he/she has no control. Cunningham breaks context into four broad areas: ideological, governmental, structural and societal.

Assignment:

6.1(a) You are to gather information from teachers and administrators in your building to answer the following questions. You can use surveys, interviews and/or focus groups to gather the data.

6.1(b) How has the legal and political systems and institutional framework of the school district shaped the school and community as well as educational opportunities for children?

6.1(c) What are the causes of poverty and other disadvantages on families, communities, children and learning?

6.1(d) What policies, laws and regulations enacted by local, state and federal authorities are affecting your school and how have they improved educational opportunities for students?

6.1 (e) What economic factors are shaping your community and what impact have they had on your school?

6.1(f) How is cultural diversity impacting the school community?

6.1(g) What are the community values and norms that impact the schools and how do they relate to your school's efforts in promoting social justice?

6.1(h) What does the group see as the most pressing problems facing the school/district? How would you suggest that the school district deal with this issue?

For 6/2 and 6.3, you are to gather information from members of the school community (parents, citizens, business leaders, senior citizens, etc.). You may use surveys, interviews and/or focus groups or other means to gather the data.

6.2 (a) What are the current trends, issues and potential changes in the environment in which the school operates that will impact your building? How would you suggest maintaining an on-going dialogue with the community?

6.3 (a) What changes in laws and/or policies (board, state, federal) would your community like to see changed?

6.3 (b) What board policies would you recommend be changed based on your discussions with community members?

6.3 (c) Draft a letter to your elected official (state or federal) that puts forth a specific solution to a perceived problem.

**EDL 500, Leadership Development and Self-Assessment
Context Paper Assignment
ELCC Standard 6.0 Assessment Rubric**

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

6.1 Understand the Larger Context

6.1(a) You are to gather information from teachers and administrators in your building to answer the following questions. You can use surveys (paper or electronic), interviews and/or focus groups to gather the data.

Meets	Does Not Meet
Uses interviews and surveys to gather data	Only uses one method to gather data

6.1(b) How has the legal and political systems and institutional framework of the school district shaped the school and community as well as educational opportunities for children?

Meets	Does Not Meet
Identifies forces shaping the district	Does not identify forces shaping the school district

6.1(c) What are the causes of poverty and other disadvantages on families, communities, children and learning?

Meets	Does Not Meet
Identifies causes of poverty in school district	Does not identify causes of poverty in school district

6.1(d) What policies, laws and regulations enacted by local, state and federal authorities are affecting your school and how have they improved educational opportunities for students?

Meets	Does Not Meet
Identifies policies, laws and regulations affecting the district	Does not identify policies, laws and regulations affecting the district

6.1 (e) What economic factors are shaping your community and what impact have they had on your school?

Meets	Does Not Meet
Identifies economic factors impacting the schools	Does not identify economic factors impacting the schools

6.1(f) How is cultural diversity impacting the school community?

Meets	Does Not Meet
Identifies how cultural diversity is impacting the schools	Does not identify how cultural diversity is impacting the schools

6.1(g) What are the community values and norms that impact the schools and how do they relate to your school’s efforts in promoting social justice?

Meets	Does Not Meet
Identifies the community values and norms impacting the schools and the relation to promotion of social justice	Does not identify the community values and norms that impact the schools

6.1(h) What does the group see as the most pressing problems facing the school/district? How would you suggest that the school district deal with this issue?

Meets	Does Not Meet
Identifies problems facing schools and proposes solutions	Does not identify problems facing the schools

For 6/2 and 6.3, you are to gather information from members of the school community (parents, citizens, business leaders, senior citizens, etc.). You may use surveys, interviews and/or focus groups or other means to gather the data.

6.2 (a) What are the current trends, issues and potential changes in the environment in which the school operates that will impact your building? How would you suggest maintaining an on-going dialogue with the community?

Meets	Does Not Meet
Identifies changes in the external environment of the school and assesses their impact on the school. Develops a framework to support on-going dialogue with the community at large.	Does not identify changes in the external environment of the school

6.3 (a) What changes in laws and/or policies (board, state, federal) would your community like to see changed?

Meets	Does Not Meet
Identifies laws and/or policies that need to be changed to improve educational opportunities for children	Does not identify any laws or policies that need to be changed

6.3 (b) What board policies would you recommend be changed based on your discussions with community members?

Meets	Does Not Meet
Identifies board policies that need to be changed.	Does not identify any board policies that need changed

6.3 (c) Draft a letter to your elected official (state or federal) that puts forth a specific solution to a perceived problem.

Meets	Does Not Meet
Drafts letter to elected official	Does not draft letter to elected official

Group Project: For the group to which you are assigned, you are to develop a “snapshot” of the context within which your schools operate (rural, suburban, or urban). Combine the findings of your individual schools to generalize to the broader context within which schools in the state operate using Cunningham’s four constructs: ideological, governmental, structural and societal

You are to collaborate using WebCT to complete the project and submit you individual paper.

**EDL 500, Leadership Development and Self-Assessment
Ethics Assignment**

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly and in an ethical manner.

5.1 Acts with Integrity – Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly – Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically – Candidates make and explain decisions based upon ethical and legal principals.

Assignment: You are to review the codes of ethics of several professional education associations – Illinois Association of School Administrators, Illinois Principals Association, Illinois Association of School Boards, Illinois Education Association, and/or Illinois Federation of Teachers. After reviewing the various codes of ethics, you are write a brief paper comparing and contrasting what you found in your reading. Based on the various codes you reviewed, compose a draft version of your own personal code of ethics that you would use as a building principal.

**EDL 500, Leadership Development and Self-Assessment
Ethics Assignment Rubric**

5.1 Acts with Integrity – Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

Meets	Does Not Meet
Personal code of ethics demonstrates a respect for the rights of others with respect to confidentiality, dignity and honest interactions	Personal code of ethics does not demonstrate a respect for the rights of others with respect to confidentiality, dignity and honest interactions

5.3 Acts Fairly – Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.4

Meets	Does Not Meet
Personal code of ethics demonstrates impartiality, sensitivity and ethical considerations in interactions with others	Personal code of ethics does not demonstrate impartiality, sensitivity and ethical considerations in interactions with others

5.3 Acts Ethically – Candidates make and explain decisions based upon ethical and legal principals.

Meets	Does Not Meet
Personal code of ethics reflects intent to make decisions based on ethical and legal principals	Personal code of ethics does not reflect intent to make decisions based on ethical and legal principals

**EDL 500, Leadership Development and Self-Assessment
Communication Plan**

Standard 3.0: Candidates who complete the program are educational leader who have the knowledge and ability to promote the success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient, and effective learning environment.

3.2.b Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.

Assignment: You are to develop a communications plan for your school building by first identifying the internal (e.g. teachers, students, etc.) and external publics (parents, business and community leaders, etc.) that your building principal has to work with during the course of a school year.

For each public identified, list how often you would plan to communicate with them on a regular basis (daily, weekly, etc.) and what means you would use to facilitate that ongoing communication.

Scoring Rubric:

Target	Meets	Does Not Meet
All internal and external publics are identified, Appropriate methods of communication are employed for each of the publics identified. The plan makes use of focus groups, advisory committees	Most of the internal and external publics are identified. Appropriate methods of communication are employed.	Few internal and external publics are identified, Inappropriate methods of communication are employed.