

**EDL 610**  
**Educational Leadership in PreK-12 Educational Organizations**  
**Fall 2009 - Syllabus**

**San Diego State University**  
**College of Education**  
**Department of Educational Leadership**

**I. Contact information**

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**II. Course description**

This course embodies concepts and techniques of leadership, analysis of factors and practices and procedures of individual and group leadership as applied to educational environments. Students are introduced to the importance of vision and the process for developing, sustaining and communicating that vision to achieve higher student achievement by actively and meaningfully including stakeholders.

**III. Course standards and elements to be assessed**

This course totally or partially meets the California professional Standards for Educational Leadership (CPSEL) standard:

1. Shared Vision of Learning

10a Facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

10b Articulates and demonstrates 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.

10d Identifies and addresses barriers to accomplishing the vision.

10e Shapes school programs, plans and activities to ensure integration, articulation, and consistency with the vision.

2. Culture of Teaching and Learning
  - 11d Shapes a culture where high expectations for all students and for all subgroups of students is the core purpose.
  - 11f Promotes equity, fairness, and respect among all members of the school community.
  - 11j Employs technological tools to manage and evaluate instructional programs and promotes and supports the use of technology in instruction and learning.
  
4. Working with Diverse Families and Communities
  - 13a Incorporates information about family and community expectations into school decision-making and activities.
  
- 6(e) Personal Ethics and Leadership Capacity
  - 14a Demonstrates skills in shared decision-making, problem solving, and change management.
  - 14b Models personal and professional ethics, integrity, justice and fairness and expects the same behaviors from others.
  - 14e Reflects on personal leadership practices and recognizes their impact and influence on the performance of others.
  - 14g Sustains personal motivation, commitment, energy and health by balancing professional and personal responsibilities.
  - 14h Engages in professional and personal development.
  - 14j Uses the influence of a position of leadership to enhance the educational program rather than for personal gain.
  
- 6(f) Political, Social, Economic, Legal and Cultural Understanding
  - 15a Understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

#### **IV. Required texts and supplemental materials**

1. Green, L. (2009). *Practicing the Art of Leadership: A Problem-Based Approach to Implementing the ISLLC Standards*. Pearson Education (Allyn & Bacon).
2. Waters, T., Cameron, G. (2006). *The balanced leadership framework: Connecting vision with action*. Denver, CO: Mid-continent Research for Education and Learning.  
<http://www.mcrel.org/topics/products/290/>  
 (Go to the section at the bottom of page entitled: *You might be interested in* and click on '*Balanced Leadership*.)
3. Other readings or class activities as assigned.

#### **V. Student requirements**

Classes are structured on the belief that each student has important contributions to make to class discussions and that one's learning is greatly enhanced by collaborative interactions with others. Quality participation in discussions, presentations and exercises is an expectation as is quality written work. Students are expected to attend all class sessions, having read and prepared any material assigned for that day unless prevented from doing so by an emergency, illness, or

school-related event. Class absences may result in a lowered grade. Please notify the instructor by phone or e-mail if you expect to be absent. Work is due on the day assigned. *Late work will result in a lowered grade (unless there are extreme circumstances).* All students are expected to have and use e-mail accounts. Special problems need to be discussed with the instructor privately.

## **VI. Course Assignments and Evaluation**

The following is an outline of the assignments for this course. When preparing writing assignments for submission, please do not use special binders, folders, etc. Simply put your name and EDL 610 in the top, right-hand corner and staple.

1. Initial platform statement 15% (2-3 page document that allows you to share your vision for your schools' graduates, leadership beliefs and your vision of an effective school – 10%, you will also share an “elevator speech” of your platform in the last class session – 5%)
2. Chat with principal 20% (you will talk with your principal about his/her vision for the school, how it is being communicated, and whether he/she feels that this is being done successfully, you will also provide qualitative and/or quantitative evidence of the successful or unsuccessful implementation – share and comment on this in a 2-3 page document)
3. Leadership articles 20% (each team will select and read a business/educational article on leadership and will do a 15 minute presentation briefly summarizing the content talking about implications, and sharing their thoughts on the article)
4. School culture description 5% (you will observe your school for one week and will write a 1-2 page document that describes the culture, according to framework given in chapter 3, information will also be shared in class)
5. Decision making survey 5% (you will survey members of your school community in order to determine how decisions are made, their perception of effectiveness – this information will be written up in a 1-2 page summary and will be shared in class)
6. Conflict mini case 10% (you will identify and describe a conflict that has recently been identified and dealt with, you will also comment on how the resolution was perceived by the school community, this will be presented in a 2-3 page mini case and will also be shared orally in class)
7. ISLLC leadership survey 5% (you will complete this survey based on ISLLC standards and you will write a 1-2 page reflection on what you learned about your leadership, you will also attach your scored survey)
8. Attendance, participation, preparation 20% (everyone comes to class on time, prepared and participative, contributing to the learning of the group and taking advantage 100%+ of the experience)

## **VII. Diversity**

You will prepare yourself to capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of school communities in order to make decisions that involve the voices of all constituents.

## **VIII. Technology**

You are expected to use technology for web searches, on-line activities and classroom presentations. A copy of your platform will be placed in your electronic portfolio in Taskstream. (You will need to sign up for Task Stream for the EDL program. This is done in the Student Orientation. If you don't have a Task Stream account, please write to [dkitchen@mail.sdsu.edu](mailto:dkitchen@mail.sdsu.edu) , Dr. Dan Kitchen, and he can help you.)

### **IX. Assessment/Evaluation**

You have the opportunity to earn a grade of A, B, C, Incomplete or F. Rubrics will define standards of work for grade attainment. Students should engage in self-reflection and demonstrate their competency in meeting course outcomes. Although this class is blocked over 7 weeks, grades will only be posted at the end of the semester. All students are expected to contribute on a regular basis to class discussions and to participate actively in individual and group tasks. All discussions and presentations will be conducted in a professional manner appropriate for a graduate level class.

### **X. Student Appeals**

If for any reason a student feels that he/she has need for a program exception or needs resolution of any other issue, he/she should:

1. Talk to the professor of record or Department Coordinator (depending on the issue)
2. If the issue is not resolved, talk with the Program Coordinator
3. If still not resolved, talk to the EDL Chair.
4. If the chair does not resolve the problem to the student's satisfaction, the student can send a letter of appeal to the Department of Educational Leadership's Errors and Omissions Committee.

*The student also has the right to the SDSU Student appeal process delineated at the following web site: <http://www.sa.sdsu.edu/srr/index.html>*

### **XI. University Expectations**

SDSU rules and regulations concerning graduate students can be found in the Bulletin of the Graduate Division that you received in class. The Bulletin can also be found on line at: <http://coursecat.sdsu.edu/GB0809/index.html>

#### Disability

Students with special needs (as specified in the Americans with Disabilities Act) should notify the instructor immediately so that special accommodations may be made.

#### Field Trips and Liability Coverage

Should this course require students to participate in field trips, research or studies that include course work that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Student participating in the event are aware of these risks, and agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Student using their own vehicles to transport other students to such activities should have the current automobile insurance.

## Plagiarism

Students may be suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related: (a) Cheating or plagiarism in connection with an academic program at a campus. (b) Forgery, alteration or misuse of campus documents, records, or identification or knowingly.

<http://coursecat.sdsu.edu/GB0203/GR.html>

## Absence for Religious Observances

By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.

California Education Code 89320 states:

*"The Trustees of the California State University shall require that each State university, in administering any test or examination, permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed."*

## *Class sessions*

September 2	<ul style="list-style-type: none"><li>○ Overview of course</li><li>○ Introductions</li><li>○ Work of schools</li><li>○ Role/challenges of leaders</li><li>○ Leadership standards</li></ul>		For next class: -read chapters 1,2 -select leadership article (teams)
September 9	<ul style="list-style-type: none"><li>○ Leadership theory and implications</li><li>○ Balanced leadership</li><li>○ LPI</li></ul>	Due: -bring leadership article information	For next class: -read chapter 3 -read Balanced Leadership -principal chat summary
September 16	<ul style="list-style-type: none"><li>○ Organizations</li><li>○ Systems theory</li><li>○ Distributed leadership</li><li>○ Learning organizations</li><li>○ Understanding self</li><li>○ Share principal chats</li></ul>	Due: -principal chat summary	For next class: -read chapter 4 -describe your school's culture
September 23	<ul style="list-style-type: none"><li>○ Culture description share</li><li>○ Communication process/flow</li></ul>	Due: -school culture description	For next class: -read chapter 5 -leadership article share

	<ul style="list-style-type: none"> <li>○ Communication styles/trust</li> </ul>		
September 30	<ul style="list-style-type: none"> <li>○ Leadership article share</li> <li>○ Decision making</li> <li>○ Group decision making techniques</li> </ul>	Due: -leadership article share	For next class: -read chapter 6 -decision making survey
October 7	<ul style="list-style-type: none"> <li>○ Decision making survey share</li> <li>○ Conflict resolution</li> <li>○ Leader's role in conflict management</li> </ul>	Due: -decision making survey	For next class: -read chapter 7 -write mini case of conflict resolution at your site - initial platform statement and elevator speech -ISLLC survey and reflection
October 14	<ul style="list-style-type: none"> <li>○ Mini case share</li> <li>○ Instructional leadership</li> <li>○ Share ISLLC survey and reflection</li> <li>○ Change</li> <li>○ Use of data</li> <li>○ Share initial platforms in elevator speeches</li> </ul>	Due: -mini case on conflict resolution -initial platform statement and elevator speech -ISLLC survey and reflection	