

Argosy University
COURSE SYLLABUS

E7137

Educational Leadership in Theory and Practice

Faculty Information

Faculty Name: Ammar Saheli, Ed.D

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Office Hours: by appointment

Short Faculty Bio: Dr. Ammar Saheli currently serves as the Director of Student Support Services in the San Lorenzo Unified School District. He is also the CEO of Saheli7 Educational Consulting, a business committed to closing the racial achievement gap and eradicating traditional performance predictabilities in public educational. Dr. Saheli is highly experienced in educational leadership, program development, and the creation of systemic interventions for struggling educators and students.

Course description:

Advanced analysis and synthesis of the knowledge, skills, and dispositions of ethical leaders who promote the success of all students by: creating cultures of educational excellence; responding to diverse learner needs; facilitating the development of safe, efficient, and effective learning environments; and influencing the political, social, economic, legal, and cultural contexts that shape schools and schooling.

Course Pre-requisites: None

Required Textbooks:

The Jossey-Bass reader on educational leadership (2nd ed.). (2007). San Francisco, CA: Jossey-Bass. ISBN: 0787984000

Beckner, W. (2004). *Ethics for educational leaders*. Pearson. ISBN: 0205360912

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 1416602275

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author. ISBN: 1557987912

Supplemental Textbooks:

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. Jossey-Bass. ISBN: 0787968382

Wheatley, M. J. (1999). *Leadership and the new science: Discovering order in a chaotic world*. San Francisco, CA: Berrett-Koehler Publishers. ISBN:1576751198

Owens, R. G., & Valesky, T. (2007). *Organizational behavior in education: Adaptive leadership and school reform* (9th ed.). New York, NY: Allyn & Bacon. ISBN: 0205486363

Cunningham, W. G. (2007). *A handbook for educational leadership interns: A rite of passage*. Pearson. ISBN: 0205464238

Course length: 7.5 Weeks **Contact Hours:** 45 Hours **Credit Value:** 3.0

Program Outcomes:

- 1.0 Research and Theory** - Educational Leaders make decisions based on research and supported theory. They apply their knowledge and skills to:
- 1.1 Performing - Analyze, design, conduct, and defend research in an educational context using action research and other appropriate designs.
 - 1.2 Analyzing - Critically analyze current research in education and related fields to inform curricular and instructional decisions.
 - 1.3 Applying - Evaluate and apply theory to design research to select, integrate, implement and assess educational practices and materials.
 - 1.4 Decision-making - Use primary research from best practice, and other contextual data to make recommendations and decisions about organization and operations, curriculum, assessment and professional development.
- 2.0 Communication and Informational Literacy** - Educational Leaders effectively communicate a vision of educational excellence to the learning community. They apply their oral and written language skills and their knowledge of informational literacy and organizational communication to:
- 2.1 Oral and written Communication - Orally or in writing, present educational documents (including recommendations, critiques or justifications) that are clear, concise, organized and well supported in a professional manner using media appropriate to the education context and audience, using appropriate media and technology.
 - 2.2 Organizational Communication - Exhibit skills in building trust, gauging organizational climate, assessing perception, facilitating systemic processes associated with organizational communication and promoting a positive learning culture.
 - 2.3 Information and other literacies - Demonstrate multiple literacies (including information technology, knowledge of media, conflict resolution, etc.) to effectively support improved achievement, communicate educational messages and promote harmony.
 - 2.4 Using Technologies - Use a broad range of software applications or Web-based tools to facilitate systematic investigation into institutional effectiveness and accountability.
- 3.0 Critical Thinking/Problem Solving** - Educational Leaders develop systems to check their own thinking, to reflect on present and past practices in considering the future and to analyze complex issues and to evaluate potential solutions. They apply their knowledge and skills to:

- 3.1 Critical Thinking - Analyze complex contemporary problems at the institutional, state and national levels by gathering and assessing relevant information, considering open-minded alternatives, and presenting well-reasoned solutions and conclusions.
- 3.2 Evaluate - Evaluate relevance of established theory to current education practice and identify gaps in current literature.

4.0 Collaboration - Educational Leaders promote democratic values by respecting the ideas and gifts of those with whose care they are charged. They continuously seek improvement and apply their knowledge and skills to:

- 4.1 Teambuilding - Build teams to guide research activities of various constituencies.
- 4.2 Families and Community - Work with various stakeholders and constituencies of the educational community to address, select and implement optimal courses of action to deal with the issues of, resource acquisition and management, policy development and analysis, program development and evaluation, staff selection and development, school-community relations, and curriculum development.

5.0 Leadership - Educational Leaders have an evolved leadership style that supports the development of others, is harmonious with democratic principles and best educational practices and focuses on student achievement as the ultimate goal of the learning community. They apply their knowledge and skills to:

- 5.1 Leading - Provide leadership at the institutional, state and national levels in various roles and responsibilities.
- 5.2 Motivating, Coaching and Delegating - Train, coach, delegate, and motivate staff and other members of the educational community to improve student academic achievement.
- 5.3 Supervision - Evaluate teaching and staff performance at the district or institutional level using a variety of supervisory models.
- 5.4 Professionalism - Lead and manage within a personal work ethic and the educational dispositions that reflect national leadership standards.
- 5.5 Change Management - Develop clear initiatives and use research-based change strategies to study and assist an educational institution or district reach its vision, mission, and goals in a changing environment.
- 5.6 Contemporary Issues - Assess the larger political, social, economic, legal and cultural influences on education at the local, state and national levels.
- 5.7 Curriculum, Instruction and Assessment - Evaluate the impact of best practices and sound educational research to improve instructional programs.
- 5.8 Data-driven Decision-making - Collect and analyze data and information to solve educational problems.
- 5.9 Managing Resources - Analyze organization, operations and resources management to provide a safe, efficient and effective learning organization.

6.0 Ethics/Principles - Educational Leaders are bold in exhibiting and expecting accountability in integrity, fairness and ethical behavior. Their actions in research:

- 6.1 Integrity - Demonstrate a respect for the rights of others with regard to confidentiality and honesty.
- 6.2 Fairness - Demonstrate ability to combine impartiality, sensitivity to diversity and a concern for others in dealing with all constituencies.
- 6.3 Ethical behavior - Demonstrate personal and professional values of their organizations and the ideals of our democratic society.

7.0 Diversity - Educational Leaders appreciate the value of every individual and are committed to their success. They apply their knowledge and skills to:

- 7.1 Leading - Design and implement educational policies, instruction and curricular reform that reflect culture and diversity.
- 7.2 Theory and Research - Assess the implementation of plans and programs designed to promote diversity and develop a welcoming community.

8.0 Internship - Through a program of field study, Educational Leaders have had the opportunity to demonstrate their knowledge and skills situations that contribute to their professional development. They apply their knowledge and skills in:

- 8.1 Internship - A sustained and extensive internship activity in a real world setting to further develop the knowledge, skills and dispositions of national leadership standards.
- 8.2 Course embedded field experiences - Course-embedded field experiences that use best practices and sound educational research to improve the knowledge, skills and dispositions of national leadership standards.

9.0 Interpersonal Effectiveness - Students will develop positive relationship skills that promote personal and ethical professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- 9.1 Demonstrate effective speaking and empathic listening skills to promote the growth of self and others and to effect change.
- 9.2 Solicit and utilize feedback to build and maintain interpersonal and organizational relationships.
- 9.3 Facilitate consensus building among key stakeholders in interpersonal and organizational relationships.
- 9.4 Use effective communication skills to reduce conflict.
- 9.5 Analyze the impact of technological advances on interpersonal and organizational relationships.
- 9.6 Utilize effective communication and relationship skills in order to promote the growth of others and effect change.
- 9.7 Assess nonverbal communication in interpersonal and organizational relationships.

Course Objectives:

1. Analyze an organizational system in terms of the many leadership models present today. (Program Outcomes: 1.2, 1.4, 3.1, 3.2)
2. Perform a skills analysis of the leadership of an organization. (Program Outcome: 3.2)
3. Analyze personal leadership styles and develop action plans for improvement. (Program Outcomes: 2.1, 2.3, 2.4)
4. Develop a professional leadership model. (Program Outcomes: 5.3, 5.4, 5.5, 5.8)
5. Evaluate the effectiveness of a variety of leaders in diverse situations. (Program Outcome: 7.2)
6. Critique theoretical explanations for leadership behavior and the interpretations of those behaviors. (Program Outcomes: 1.2, 3.2)
7. Develop strategies for resolving conflict and resolving stress within an organization. (Program Outcomes: 4.1, 9.1, 9.3, 9.4)
8. Critique decision-making practices in terms of ethical and moral principles. (Program Outcomes: 3.1, 3.2, 6.0)
9. Present educational information orally and in writing using appropriate media and technology that is concise, organized, well supported, and in a professional manner appropriate to the audience. (Program Outcomes: 2.1, 9.5)

10. Access information from a variety of credible sources and apply that information to the solution of educational problems relevant to the improvement of schools.
(Program Outcomes: 1.1, 5.8)

Assignment Table:

	Topics	Readings	Assignments
1	<ul style="list-style-type: none"> ▪ Leadership Concepts ▪ Five Practices for Exemplary Leadership ▪ The Leadership Challenge ▪ Defining a Vision <p>Weekly Theme: <i>Moving the Institution Forward through Leadership (Skill-Set Identification & Collaboration)</i></p>	<p>Jossey-Bass</p> <ul style="list-style-type: none"> ▪ Chapter 1: “Give Me a Lever Long Enough...and Single-Handed I Can Move the World” ▪ Chapter 2: The Nature of Leadership ▪ Chapter 3: Level 5 Leadership ▪ Chapter 5: The Five Practices of Exemplary Leadership <p>Marzano, Waters, & McNulty</p> <ul style="list-style-type: none"> ▪ Chapter 1: In Search of School Leadership ▪ Chapter 2: Some Theories and Theorist on Leadership 	Reading and familiarization with content
2	<ul style="list-style-type: none"> ▪ Leadership Theories ▪ Leadership Styles - Charismatic ▪ Leadership Styles - Authoritarian ▪ Leadership Styles - Inspirational ▪ Leadership Styles - Transformational <p>Weekly Theme: <i>Education as Liberation (Who is responsible?)</i></p>	<p>Jossey-Bass</p> <ul style="list-style-type: none"> ▪ Chapter 13: Transformation School Leadership in a Transactional Policy World 	Interview 2 leaders (business); Interview 2 leaders(education). Compare/contrast them according to 5 levels of leadership (8p.)
3	<ul style="list-style-type: none"> ▪ International Benchmarks for Performance ▪ Educational Reforms <p>Weekly Theme: <i>The Achievement Gap</i></p>	<p>Read the article Leadership styles.</p> <p>Have you wondered if leadership style is gender dependent? Here’s an article where women</p>	Describe your own leadership style. If you would like to change styles, explain why and how you intend to proceed. Explain how it relates to the 8 roles of symbolic leaders. (3p.)

		<p>panelists share their experiences on Discovering Your Leadership Style and Exercising Influence.</p> <p>Jossey-Bass</p> <ul style="list-style-type: none"> ▪ Chapter 12: Understanding Change ▪ Chapter 14: Eight Roles of Symbolic Leaders 	
4	<ul style="list-style-type: none"> ▪ Ethics and Values ▪ Decision Making for Leaders ▪ Eight Practices of Decision Making ▪ Decision-Making using Data ▪ Speaking and Presentation Skills ▪ Managing Meetings Effectively ▪ Organizational Communication ▪ Communication Basics ▪ Steps to Effective Communication <p>Weekly Theme: <i>Critical Consciousness</i></p>	<p>Read the article School Improvement Through Teacher Decision Making</p> <p>Beckner</p> <ul style="list-style-type: none"> ▪ Chapter 2: Philosophical Concepts Important to the Study of Ethics ▪ Chapter 6: Making Ethical Decisions ▪ Chapter 8: So What? Conclusions and Suggestions <p>Jossey-Bass</p> <ul style="list-style-type: none"> ▪ Chapter 6: Leadership as Stewardship: “Who’s Serving Who?” 	<p>Choose from among the 25 q. on p. 44-45 (Becker). Choose 3 questions you would use in a discussion re: ethics with a group of parents and faculty. Explain why you chose these & what you think would occur. Present your thoughts in a 5 minute oral presentation.</p>
5	<ul style="list-style-type: none"> ▪ Eight Steps to Managing Change ▪ Leaders Who Managed Change Successfully ▪ How to Motivate and Retain Employees ▪ Abraham Maslow's Hierarchy of Needs ▪ Fredrick Herzberg's Motivation Hygiene ▪ Motivating Employees in Education <p>Weekly Theme: <i>Shattering Racial Performance Predictability</i></p>	<p>The following website has a presentation on leadership by Colin Powell. http://www.blaisdell.com/powell/</p> <p>Jossey-Bass</p> <ul style="list-style-type: none"> ▪ Chapter 16: Understanding the Normative System ▪ Chapter 17: Power Standards: How Leaders Add Value to State and National Standards ▪ Chapter 18: Standards for School Leaders 	<p>Find no less than 5 other websites which could be used to increase understanding of leadership theory/practice. Be prepared to share and discuss in detail why you chose these five.</p>

6	<ul style="list-style-type: none"> ▪ Essentials of Organizational Culture ▪ What is School Culture? ▪ Creating an Effective School Culture ▪ Organizational Capacity ▪ Capacity Development ▪ Building Capacity in an Educational System <p>Weekly Theme: <i>The Place of Equity in Education (Building Leadership Capacity in Self & Others)</i></p>	<p>Read the following articles: <u>Motivation: Theory X and Theory Y</u> <u>The Motivation-Hygiene Theory</u></p> <p>Jossey-Bass</p> <ul style="list-style-type: none"> ▪ Chapter 19: Making Differences Matter: A New Paradigm for Managing Diversity ▪ Chapter 20: Teaching All Students: Celebrating Diverse Minds ▪ Chapter 21: Gender and Race as Factors in Educational Leadership and Administration ▪ Chapter 22: Gender and Supervision <p>Beckner</p> <ul style="list-style-type: none"> ▪ Chapter 7: Religion and Ethics 	<p>Develop a presentation (could be lesson plan) to a group for teaching the concepts identified in this week's reading. Be prepared to present it in oral form as well as in written format. 10 minutes for oral presentation.</p> <p>More details will be provided in class; however, define the group to which you will present, identify learning outcomes, clarify processes and develop an evaluation rubric.</p>
7	<ul style="list-style-type: none"> ▪ Strategic Planning - Steps ▪ Strategic Planning in Education ▪ Community Relations ▪ Importance of School-Community Relations <p>Weekly Theme: <i>Critical Pedagogy (The Equity Classroom Intersection)</i></p>	<p>Read Perspectives On Education Policy Research to learn more about defining policy to build the capacity of educational organizations.</p> <p>Jossey-Bass</p> <ul style="list-style-type: none"> ▪ Chapter 23: The Work of Principals and Their Preparation: Addressing Critical Needs for the Twenty-First Century ▪ Chapter 25: Lasting Leadership: A Study of High Leadership Capacity Schools 	<p>Write a proposal for developing an ideal leadership academy within your organizational setting. Support your proposal with research from at least ten sources. 15 p.</p>
8	<p>Overview</p>	<p>Marzano, Waters, & McNulty</p> <ul style="list-style-type: none"> ▪ Chapter 6: Doing the Right Work 	

		<ul style="list-style-type: none"> ▪ Chapter 7: A plan for Effective School Leadership ▪ Appendix B: Cotton’s 25 Leadership Practices and the 21 Responsibilities 	
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Grading Criteria

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

Grading requirements

<i>Attendance/participation</i>	
<i>Class assignments</i>	
<i>Final paper</i>	
<i>Optional</i>	
<i>Optional</i>	
	<i>100%</i>

Library

All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University’s core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/libweb/resources/>.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University’s Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate

feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are

designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.