

NORTHEASTERN ILLINOIS UNIVERSITY

Department of Educational Leadership and Development

LEAD 421 Section L19

Foundations of Educational Leadership and Organizational Studies

Fall 2009 - Thursdays 4:15-6:55pm El Centro 121

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Office hours: before and after class, preferably by appointment

"The teacher, if indeed wise, does not bid you to enter the house of their wisdom, but leads you to the threshold of your own mind." -- Kahlil Gibran

PRE-REQUISITES: Student-at-large status, admitted student in Sequence 1 of LEAD Program either course #1, 2, 3, or 4 – preferably #1 in program sequence.

CONCEPTUAL FRAMEWORK: The College of Education's theme, "Reflective Professionals Building Learning Communities" is threaded throughout this course as you analyze organizations and build a context and foundation for your future school leadership.

COURSE PURPOSE: this course has been designed to introduce students to the field of Educational Leadership. Its purpose is to assist prospective educational leadership professionals to understand the philosophical, historical, and organizational underpinnings of educational leadership. It provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop the most effective learning communities. Further, it prepares the student to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student must benefit.

COURSE PHILOSOPHY: The underlying principles of this course are predicated on the assumption that an understanding of organizational structure, theories of leadership, and the importance of political, structural, symbolic, and human relations frameworks create a context for the educational leader.

COURSE STANDARDS AND KNOWLEDGE BASE: This course meets the following **Interstate School Leaders Licensure Consortium (ISLLC) standards:**

Standard #1 – 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. (knowledge-systems theory)

Standard #2 – 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. (knowledge – applied motivational theories, the change process for systems, organizations, and individuals, school cultures)

Standard #3 – A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (knowledge – the purpose of education and the role of leadership in modern society, various ethical frameworks and perspectives on ethics, a professional code of ethics, and the philosophy and history of education)

Standard #4 – A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner. (knowledge – the purpose of education and the role of leadership in modern society, various ethical frameworks and perspectives on ethics, a professional code of ethics, the philosophy and history of education)

REQUIRED TEXTS:

- 1 - Bolman, Lee G., and Deal, Terrence E. "Reframing Organizations: Artistry, Choice, and Leadership." Jossey-Bass Press, 2008.
- 2 - Costa, Arthur L. and Kallick, Bena, editors. "Integrating and Sustaining Habits of Mind." Association for Supervision and Curriculum Development, 2000.

LEARNING EXPERIENCES AND INSTRUCTIONAL STRATEGIES: The instructional techniques employed in this course include multimedia, lecture/discussion, independent study, small and large group work, case studies, role plays, and discussion forums. Each of the techniques in the course is being applied in accordance with the principles of adult learning. Each contingent area includes at least three of the above mentioned techniques in order to accommodate various learning styles of students.

COURSE GRADING POLICY

Attendance: All students are expected to attend scheduled classes. Should you choose to miss more than 3 classes, your course grade may be automatically dropped one letter grade. If you are absent, you will need to make arrangements to get the class notes from a classmate and/or contact me for other class assignments that you missed. Two bonus points will be given for perfect attendance and one bonus point will be given for missing only one class. Arriving twenty minutes late to class will be marked as an absence.

Late work: Work is deemed late, when it is not has not been submitted electronically or in person on the date it is due (4:15pm). If submitting electronically, please make sure your programs are compatible with NEIU's platform which is MS Word. Should you choose to submit your work late, 1 point will be deducted for each day that the work is late after the assigned date.

Papers: All papers turned in are to be double-spaced, 12-inch Times New Roman font, using APA format. I will only accept papers thru e-mail if you are absent or we do not meet as a class.

Course evaluation: Criteria are based on rubrics, class attendance, participation, and points received on your work.

Incompletes (I): University policy on incompletes states that the student must request all incompletes in writing. The request must detail work not completed. If you require an incomplete, you must discuss this with me as soon as possible. It is my option not to issue an incomplete. If the incomplete is not removed within the next semester, you cannot continue in the ELAD program until the work is made up.

COURSE ASSIGNMENTS

"History does not repeat itself. At best, it rhymes." -- Mark Twain

Educational Philosophy Paper: Each student will write a 2-page paper on their personal philosophy of education. This is a requirement for your professional portfolio in LEAD 434 and LEAD 435.

Leadership Style Paper: Each student will write a 2-page paper on their personal style of educational leadership relating it to a theoretical framework. This is a requirement for your professional portfolio in LEAD 434 and LEAD 435.

Leadership Style Presentation: Each student will give a 5-minute presentation highlighting and elaborating on the main points of their Leadership Style Paper. Each student needs to either use handouts, powerpoint, or both.

Reflection Papers: Each student will write five 2-page reflection papers throughout the semester. Each reflection paper will be based on three significant concepts/ideas from the reading assignment on that particular week.

Organizational Analysis: Each student will write a 10-to-12-page paper organizational analysis on the current, or most recent, administrative body that employs/employed them. The analysis should be based on the theoretical interpretation of the student's administration's organizational structure, human resources, political, and cultural issues as described by the Bolman and Deal's Four Frames model. The organizational analysis assignment will be divided up throughout the semester, the instructor will provide feedback, and the student will submit the full 10-12 pages at the end of the semester. Each student is expected to cover each of the following, but not limited to, leadership components in the light of the frame(s) detected and either *explain why each component is successful* or *provide suggestions on how they will change the circumstances*:

Structure – decision making, leadership style

Human Resource – motivation, organizational climate

Politics – internal conflicts, external pressures

Symbolic – diversity, cultural rituals

Each student will submit the full analysis at the end of the semester with a well organized introduction and conclusion and a thorough use of reference from Bolman and Deal's Four Frames model. Rubrics for Organization Analysis are at the end of the syllabus.

SEMESTER OVERVIEW

Week	Date	Topic	Next session assignment
1	SEP 3	Introduction & expectations	Bolman & Deal, Ch. 1 & 2
2	SEP 10	Mapping out Scenarios <i>Reflection paper due</i>	Emery-Ohanian Ch 3 & Anderson Ch 4
3	SEP 17	Contemporary Challenges <i>Philosophy Paper due</i>	James Anderson & Kezar- diversity
4	SEP 24	Diversity concerns <i>Leadership Style Paper due</i>	Bolman & Deal Ch 3, 4, & 5
5	OCT 1	Identifying structures <i>Structural analysis due</i>	Costa & Kallick Ch 1, 2, & Kezar-learning
6	OCT 8	Building habits <i>Leadership presentation</i>	Bolman & Deal 6, 7, & 8
7	OCT 15	Identifying human resources <i>Human Resource analysis due</i>	Costa & Kallick Ch 3, 4 & Hanna
8	OCT 22	Envisioning school culture <i>Reflection paper due</i>	Bolman & Deal 9, 10, & 11
9	OCT 29	Identifying politics <i>Politics analysis due</i>	Owen & Costa Ch 5
10	NOV 5	Learning about differences <i>Reflection paper due</i>	Bolman & Deal 12, 13, & 14
11	NOV 12	Identifying symbolism <i>Symbolic analysis due</i>	Leather & Marinho & Emery- Ohanian Ch 5
12	NOV 19	Democratic concerns <i>Reflection paper</i>	Kezar & Lester, Appadurai, & Simpson
13	NOV 26 NO CLASS	Authentic Leadership <i>Full analysis draft due</i>	Costa & Kallick Ch 6 & 7
14	DEC 3	Course reflections	Draft for peer review
15	DEC 10	Final analysis due	

GRADING CRITERIA

Assignment	Points	Assessment
Philosophy of Education	15	Class directions
Leadership Style	15	Class directions
Leadership Presentation	15	Handout and/or powerpoint
4 Reflection Papers	10	Class directions
Organizational Analysis	45	Class directions and rubric

GRADING SCALE

TOTAL POINTS	FINAL GRADE
100-90	A
89-80	B
79-70	C
69-60	D
BELOW 60	F

ORGANIZATIONAL ANALYSIS RUBRIC

<i>Analysis Component</i>	<i>Excellent</i>	<i>Satisfactory</i>	<i>Poor</i>	<i>Absent</i>
References Four Frame model				
Introduction				
Conclusion				
Structure – decision making, leadership style				
Human Resource – motivation, organizational climate				
Politics – internal conflicts, external pressures				
Symbolic – diversity, cultural rituals				