Educational Leadership

EDLD 620 – 4 Credits – CRN xxxxx
University of Oregon – College of Education - Educational Leadership

14 SPRING Term Syllabus
Rev. Date 31 March 2015 – Subject to Change

Meeting Days/Time: Wednesday 4:00-7:50 PM
Location: Educational Leadership, Room 115

<table>
<thead>
<tr>
<th>Nancy Heapes, Ph.D.</th>
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<td>Educational Leadership – College of Education</td>
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<tr>
<th>Phone: (541) 346.0912</th>
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<tr>
<td>Fax: (541) 346-5174</td>
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<tr>
<td>E-mail: <a href="mailto:naheapes@uoregon.edu">naheapes@uoregon.edu</a></td>
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<td>Address: Education Leadership 5267 University of Oregon Eugene, OR 97403-5267</td>
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<tr>
<td>Office: Educational Leadership 113</td>
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<td>Hours: By Appointment</td>
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COURSE DESCRIPTION

Leadership is a relationship built on mutual understanding and purpose. Leadership is increasingly becoming more organizationally distributed with shared accountability for establishing vision; affecting systemic change; positioning the organization within shared values; strengthening a culture of professionalism and expertise; and, building community.

Leadership is service. Leaders serve a purpose with their constituents, those who make it possible for them to serve. Leaders must sustain energy, enthusiasm, optimism, and hope. This course will use a leadership framework, utilizing both shared and personal values as decision-making guides. It will intentionally link best practices, compelling others, visioning, empowering collective culture, and using strategic change management to improve student achievement.

EMPL 620 introduces theories and practices of general leadership, and applies them to educational practices. Course readings explore the theoretical conceptions of school leadership of collective vision, teaming,
change, strategic direction setting, and shared values. The course examines why trait leadership theories are being replaced by research-based practices, as best practices within the context of the educational environment. Additionally this course provides opportunities to discover yourself and your values about leading, following, and teaming. All of these concepts merge into a mock proposal for the ultimate leadership-development program.

OUTCOMES

By the end of the term it is expected that students will be able to:

• Understand past, current, and emergent literature relevant to leadership in general, and education leadership specifically.

• Identify the qualities of leadership and why trait-based leadership theories are shifting toward research-based best practices.

• Articulate the principles and disciplines that strengthen leadership credibility.

• Understand the dynamics and patterns of decision-making and change.

• Express a personal philosophy of leadership set within the context of education.
TEXTBOOKS & READING MATERIALS

NOTE: Text for this course is not available at the University of Oregon bookstore except by special order.

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
<th>PUBLISHER &amp; PUB. DATE</th>
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<tbody>
<tr>
<td>Leading Organizations: Perspectives for a</td>
<td>Hickman, Gill</td>
<td>2010 Sage Publication</td>
</tr>
<tr>
<td>New Era</td>
<td>Robinson</td>
<td>978-1-4129-3908-9</td>
</tr>
<tr>
<td>Second Edition</td>
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MISSED CLASS SESSION

Attendance at all class sessions is required. If a student must miss a class session, s/he is required to submit a 2-page summary paper on the topic of the class session that was missed. This is not a summary of lecture slides and recording, but an independent paper on the topic. Paper is due prior to next class session. Submit electronically to: naheapes@uoregon.edu

COURSE STRUCTURE

The following assumptions are made regarding the students in this class. The instructor assumes that students will follow:

Student Behaviors:

- Attend all class sessions.
- Come prepared having read the weekly course readings or viewed video segments.
- Fully engage and contribute to class discussions and small group discussions.
- Relate and continuously self-integrate course readings and information from other sources presented in class sessions.
- Apply information to all assignments.

Writing Practices:
• Edit written work using Standard English/Canadian grammar and spelling.
• Complete papers, assignments in a timely and professional manner (i.e., typed neatly and edited for spelling and grammar).
• Adhere to the University’s policies on plagiarism.

ASSIGNMENTS

#1 LEADERSHIP DEVELOPMENT PROGRAM
PRODUCT = TEAM PRESENTATION

Learning outcomes: Course content knowledge transferred to practical skills; articulation of primary leadership attitudes, language, behaviors, skills, knowledge; self reflection and skill development; hear and consider other’s views and values; lead and contribute to collective efforts; prioritize information; collaboratively narrow information into professional presentation.

• Students work in teams of 3 students (instructor appointed) to design a leadership development program. Individual teams act as consultants to the Oregon Department of Education to design a state-wide leadership development program to improve practices of emerging leaders in Oregon schools. Basically, your team is trying to win a multi-million dollar contract with the ODE. There are few parameters for this assignment; therefore, it is the team’s job to determine their program’s design, content, and mode of delivery--in other words, what matters most. Anything related to leadership can be included in the program. Concepts from lectures, reading, and class discussions will guide this process.

• Final Product is a short presentation given to the entire class.

• All students must participate equally in both process and presentation. It is the responsibility of the team to self-manage in a balanced and healthy manner.
• Teams will deliver a professional presentation during week 9 class.

Presentation audience: Oregon Department of Education

• Presentation format
  o Teams present a 20 minute presentation (strict time limit)
  o Presentation must be delivered using PowerPoint, Keynote or Prezi.
  o Only 10 content slides are permitted (excluding title and reference slides) Beware, using small fonts and/or too many words per slide will not help your presentation!

Presentations are Week 9 (May 28)
Possible Points: 30

#2 ARTICLES TO ACTION PLAN

PRODUCT = ARTICLE REVIEW – ACTION PLAN

Learning outcomes: Locate high-quality resources; competently apply concepts from class sessions and readings to article; link article concepts to personal leadership mini-action plan; write a professional paper.

Students select two articles from: http://www.michaelfullan.ca/articles/ Only articles from 2009-2014 may be used.

1. Write a one-page summary of each article you select (one page for each article).
2. Design a mini-action plan that utilizes multiple concepts from both articles. In other words, how will you, as a leader, utilize the concepts you considered in the articles you selected. Be sure to give salient and specific examples.
3. Write a professional paper including both article summaries and your action plan.

Entire paper to be 4-5 pages
Double-spaced
One sided only
Paper is due Wednesday, May 21 – submit electronically to: naheapes@uoregon.edu

Possible Points: 30

#3 PERSONAL PHILOSOPHY OF LEADERSHIP

PRODUCT = PROFESSIONAL PAPER & INFORMAL PRESENTATION

Learning outcomes: Observe, record, and articulate your leadership preferences; understand and refine your leadership attitudes, language, and behaviors; cultivate written and verbal expressions as a leader.

Each student will write a paper on his/her personal philosophy of leadership. Each student will also present their philosophy to the class in a very informal verbal presentation (no ppt, just tell us your story). You will find that student philosophies across the class have both similarities and interesting differences. Don’t be nervous about sharing your philosophy - there is no right or wrong!

This project is completed individually.

• Pay attention to self and others throughout the course. Your experiences both in class and working with your team will help you identify and organize concepts which will be used to assemble your personal philosophy of leadership at the end of the term.

• Focus on your own development during this process. Notice your reactions, needs, contributions, as well as what makes you believe processes are (or are not) working effectively or ineffectively.

• Capture your thoughts, reactions, and feelings as you experience them during and after each class, as well as each team work session. You will see trends in your attitudes, language, behaviors. The analysis of these trends is your paper. Journaling or keeping extensive notes will bring great rewards.
in both ease and time at the end of the term. IMPORTANT: don’t report on what you did, but rather reflect and consider your actions; and, perhaps more importantly, your reactions.

**Paper is due Wednesday, June 4 – submit electronically**
naheapes@uoregon.edu

**Total Possible Points:**
- **Paper 30** See grading rubric below.
- **Presentation: 10**

**Paper format:**

- **Do not use names of other students**
  - Use observation language (i.e. ‘I noticed’; ‘I observed’)
  - This paper is a reflection of your experiences, thoughts, actions/reactions.
  - This paper is not an analysis of the how others lead, follow, or contribute.

- 5 pages total (cover & reference not included in 5 pages)
- Double – spaced
- Single-sided

**Personal Philosophy of Leadership Guiding Questions:**

You may use the following prompts to articulate your experiences. **Do NOT write your paper by simply answering these questions—they are intended to help spark self-assessment and analysis.**

- What did you notice about the way you and others lead?
- What did you notice about the way you and others follow?
- What was important to you when working with your team?
- What appeared to be important to other members on your team?
- What behaviors and actions moved your team forward?
• What behaviors and actions were obstacles to the progress of your team?
• How did your group develop into a team; or fail to do so?
• Other observations
  o Remember, only analyze your own responses
  o Observations of others may be used to compare and contrast, but not to critique.

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<tr>
<th>Points</th>
<th>Grade Rubric</th>
<th>Self Reflection Writing</th>
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| 30     | Analyzes behavior, language, attitudes of self  
         | Considers own reactions to occurrences in team | When I, I notice I observed xxx, and I felt...  
         |                                             | I was xxx when our team...  
| 20     | States ‘self’ behaviors, attitudes, and language. Weakly considered in context of team work | I am a good leader because I think our team should xxx  
         |                                             | We aren’t doing xxx  
| 5      | Justifies/defends self behaviors by using other student’s behaviors, languages, attitudes | I had to ... because I didn’t like what xxx said because it made others xxx  
         |                                             | We aren’t doing xxx  
         |                                             | I don’t know why we don’t just ...  
| 0      | Uses other student’s names. Only analyzes other student’s behaviors, languages, attitudes only | **OR** Paper is late |
GRADING POLICY

Participation in class is expected, and therefore does not carry possible points toward your grade. Your final grade will be based on the following:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POSSIBLE POINTS</th>
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<tbody>
<tr>
<td>Assignment #1</td>
<td></td>
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<tr>
<td>Team Presentation</td>
<td>30</td>
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<tr>
<td>Assignment #2</td>
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<tr>
<td>Mini-Action Plan</td>
<td>30</td>
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<tr>
<td>Assignment #3</td>
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<tr>
<td>Personal Philosophy of Leadership</td>
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<td>Paper</td>
<td>30</td>
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<tr>
<td>Presentation</td>
<td>10</td>
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GRADE SCALE

100 – 94  A
93 – 88  A-
87 – 82  B
81 – 77  B-
76 – 71  C
70 – 65  C-
64 – 59  D
59 and below  F
A, A-, B, B-  P
C and below  NP
## Comprehensive Course Guide
~This guide is subject to change~

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Product Due</th>
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| 1   | 4/2  | • Introductions and course requirements  
     • Leadership Development  
     • Defining Leadership  
     • Intentional reflection | Supplemental Article: What leaders really do In 3/31 email | Put into teams-Assignment #1 |
| 2   | 4/9  | • Reporting vs reflection  
     • Leadership vs Management  
     • History of Leadership  
     • Hope to end class at 6 so you can work in your teams for 2 hours | Chapters 6-10  
Chapter 5  
Chapter 11-18 | Teamwork begins. Start journaling for your personal philosophy of leadership |
| 3   | 4/16 | • Vision for success  
     • Individual and Organizational Values | Chapters 19-23  
Chapters 41-43 | |
| 4   | 4/23 | • How leaders use data for decisions  
     • Guest Lecture: Daniel Anderson (EMPL Ph.D. students) | | |
| 5   | 4/30 | • Resilience in Leadership  
     • Special guest lecture: Dr. | http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit | |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Schedule</th>
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| 6    | 5/7  | - Who are we leading?  
- Culture in which we lead |
|      |      | - Chapters 32-38  
Chapters 44-50 |
| 7    | 5/14 | - Decision-making  
Supplemental Article: A fresh look at followership (in 3/31 email) |
| 8    | 5/21 | - Guest lecture: Dr. Heather McClure & Michael Their (EMPL Ph.D. Student)  
- Leading for Equity  
Supplemental Reading  
To be provided  
Assignment #2 DUE  
Mini-Action Plan |
| 9    | 5/28 | - Team Presentations  
Assignment #1 DUE  
Presentations |
| 10   | 6/4  | - Individual Presentations  
Assignment #3 DUE  
Personal Philosophy Leadership Presentation and paper |

### COURSE INCOMPLETES

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, please see:  
[https://education.oregon.edu/academics/incompletes-courses](https://education.oregon.edu/academics/incompletes-courses).
ATTENDANCE – ABSENCE POLICY

Attendance is required at all classes and active participation in discussion groups. Students must contact the instructor in case of illness or emergencies that preclude attending class sessions. Messages can be left on the instructor's e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused. If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

EXPECTED CLASSROOM BEHAVIOR

Classroom expectations include: Participating in class activities, Respecting the diversity of cultures, opinions, viewpoints in the classroom, Listening to fellow students, professors, and lecturers with respect, Arriving on time, prepared for class, Attending for the duration of class; not reading other materials, books, newspapers, Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

DIVERSITY

It is the policy of the University of Oregon to support and value diversity. To do so requires that we: Respect the dignity and essential worth of all individuals. Promote a culture of respect throughout the University community. Respect the privacy, property, and freedom of others. Reject bigotry, discrimination, violence, or intimidation of any kind. Practice personal and academic integrity and expect it from others. Promote the diversity of opinions, ideas and backgrounds, which is the lifeblood of the university.

DOCUMENTED DISABILITY

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented and required accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing form the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairments, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning
disabilities. For more information on the Accessible Education Center, please see: http://aec.uoregon.edu.

MANDAROTY REPORTING

UO employees, including faculty, staff, and GTF’s, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to designated authorities. Please refer to the following links for detailed information about mandatory reporting: https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-messagehttp://around.uoregon.edu/mandatoryreporting

ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact **Lauren Lindstrom, Associate Dean for Academic Affairs** at lindstrm@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu. Outside the College, you can contact:

- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346 -0617 or http://studentlife.uoregon.edu/programs/crs/
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

**GRIEVANCE POLICY**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

**IMCLEMENT WEATHER**

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at: http://hr.uoregon.edu/policy/weather.html. Web-based courses: Classes continue as scheduled even when the university closes. Your instructor will confirm this action via email. Students enrolled in this course at one of our distance sites may have worse weather condition than on campus. In these cases, please contact your instructor for a determination if class will be conducted on campus and recorded, or conducted via Adobe Connect.