CHAMINADE UNIVERSITY OF HONOLULU
ED 634 – Leadership for Education Administrators
Winter 2010

INSTRUCTOR:	Richard Hogeboom, Ph.D. richard.hogeboom@adjunct.chaminade.edu 808-230-9060 (See biography at end of the syllabus)
OFFICE HOURS:	By appointment
CLASS MODE, TIME and LOCATION:	Blended: 3 live sessions on Thursdays, 5:45 to 9:45: 1/14, 2/11, 3/18. Location: ED 103 Weekly online activities
WEB-BASED COURSES:	Go to: http://chaminade.ecollege.com If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at jnakason@chaminade.edu
SIGNATURE ASSIGNMENT:	The signature assignment for this course is the Leadership Portfolio", which will be submitted via a LiveText account. Login to LiveText at www.livetext.com
Required TEXTBOOK:	Richard Gorton and Judy A. Alston, **School Leadership and Administration: Important Concepts, Case Studies and Simulations** (McGraw Hill, 2009), Eighth Edition
KEY SUPPLEMENTARY RESOURCES:	Strongly Recommended: Michael Fullan (2001) **Leading in a Culture of Change,** Jossey-Bass; Revised edition (February 2, 2007) ISBN: 978-0787987664 Various online or downloaded materials will also be used.

ACADEMIC REQUIREMENTS:	(1) Participation = 100 points
	 (2) Case Reports and Reflection postings = 500 points
	       50 points x 10 weekly submissions
	 (3) Leadership Portfolio = 400 points
	       200 points presentation
	       200 points submitted document
	                                       Total = 1,000 points

GRADING	A= 90-100%; (900 - 1,000 points) B=80-89%; (800 - 899 points) C=70-79% (700 - 799 points) D=60-69%) (600 - 699 points) F= 0--59% (0 - 599 points)
CATALOG DESCRIPTION:	**ED 634 Leadership for Educational Administrators (3)** Designed to provide guidelines to the principal as manager and leader of change through decision making, motivation, group dynamics, and co-empowerment with the teacher

UNIVERSITY POLICIES:
Attendance: Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's phone or by sending an email to the instructor. The instructor has the prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:
1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory
2. Paraphrasing the work of another without proper author acknowledgment
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook, General Catalog,** and the **Education Division Policy Manual** for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.

Full Inclusion: We wish to fully include persons with disabilities in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessments to enable you to participate fully. We will try to maintain the confidentiality of the information that you share. Please contact us as early in the course as practicable.

SIGNATURE ASSIGNMENT - ASSESSMENT RUBRIC – LEADERSHIP PORTFOLIO

	Exceeds (9-10) (Exemplifies ISLLC Leadership Standards)	**Meets** (7-8) (Meets ISLLC standards in a basic way)	**Needs Improvement (5-6)** (Meets some ISLLC standards partially)
Leadership Portfolio	Demonstrate that you have the <u>full</u> knowledge, skills and dispositions to meet all six standards at an <u>advanced level</u> of understanding, strategy, and vision.	Demonstrate that you have <u>most</u> of the knowledge, skills and dispositions to meet all six standards at a <u>basic level</u> of understanding, strategy, and vision.	Demonstrate that you have <u>some</u> of the knowledge, skills and dispositions to meet some of the standards at a <u>fragmented level</u> of understanding, strategy, and vision.

(See explanation below and detailed information about the portfolio assignment on pages 9-11)

Signature Assignment: The signature assignment is to demonstrate your capabilities in meeting the six ISLLC standards (see below *), based on artifacts, reasoning and examples.   There are two complimentary ways to show how you meet or exceed the ISLLC standards. The first is to demonstrate with examples and reasoning how you have **already achieved** meeting the standards through your prior or current performance as a leader. The second is to explain and/or demonstrate in a compelling way, **how you will reach** the standards in practice by building on your understanding, strategy, experience, and commitment. The growth process of how you "have become or are becoming that leader" is an important part of the portfolio.

* ISLLC STANDARDS: The central question is how you have become an educational leader who has the comprehension, capabilities, attitudes and behavior to "promote the success of every student by:"
* Standard 1: *"...facilitating the development, articulation, implementation, and stewardship of **a vision** of learning that is shared and supported by all stakeholders?"*
* Standard 2: *"advocating, nurturing and sustaining a **school culture and instructional program** conducive to student learning and staff professional growth?"*
 * Standard 3: *"ensuring **management** of the organization, operation, and resources for **a safe, efficient, and effective learning environment?"***
 * Standard 4: *" **collaborating** with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources?"*
 * Standard 5: *"**acting with integrity, fairness, and in an ethical manner**?"*
 * Standard 6: *" understanding, responding to, and influencing the political, social, economic, legal, and cultural **context?"***

Scope
This course develops the knowledge, skills and disposition of educational leaders committed to building cultures of educational excellence to enhance the educational achievement of all students. The course covers the six ISLLC standards for educational leaders, based upon which participants develop a portfolio to demonstrate their leadership capabilities. Participants apply theories and research on leadership, communication and decision making to real-world cases of school management and leadership. Key topics addressed include dynamics of change, managing within constraints while expanding capacity over time, ethical dimensions of leadership, relationship building, cultivating knowledge communities, and increasing commitment and coherency through leadership vision.

Course Activities:
Participants learn and present their learning artifacts through three different types of exercises:
1. Case-based analysis, decision-making and reflection on interactions with key stakeholders (like parents, students, teachers, etc.) on a broad range of issues (like performance, underachievement, hiring, promotion, principal role and decision-making under pressure)
2. Development and Presentation of a **"Leadership Portfolio"** to address the ISLLC Educational Leadership Standards
3. Reflective interaction with other educational leaders by participating actively in the "leadership learning community (LLC)" in course sessions and online postings

Student Expectations
1. Complete all readings and be prepared to discuss key ideas and applications of these in writing, in reflective comments, in live discussion (for physical sessions), and case studies.
2. Complete weekly case studies about leadership and management in school based situations. Post case-analysis and reflections on decision-making on ecollege.
3. Review and comment on the postings of other course participants.
4. Participate actively in all course activities (both in and out of the classroom).
5. Develop and present a portfolio that demonstrates your Personal Leadership Profile

Posting Expectations
1st Case or Portfolio Post –due Sunday, by 10pm. It is expected that each case or portfolio post will be covered in one to two pages (or maximum 300 to 600 words). In some cases, posts may require an additional appendix or table.
2d, Reaction post - due Wednesday, by 10pm. Reaction posts are expected to provide substantive comments in ½ to 1 page, or about 150 to 300 words.
The emphasis should be on quality of the contribution versus length.

Course Schedule, Readings and Assignments

Week # Dates	Topic and Readings	
#1 1/14 – 1/20	**Leadership in Schools as Social Systems** **1/14 – Attend 1st live class** READ 1-Read "Principals as Leaders in a Culture of Change" (download from ecollege) 2. Download and review the powerpoint on "The School as a Social System"	Due: Sunday (1/17) --Post Draft of initial Leadership profile on Ecollege. Present in 2 pages an introduction to your biography as an educational leader. Include references to your personal and professional experiences, leadership philosophy, aspirations, strengths and areas to further develop. Highlight formative moments. Due: Wed: Reaction post (1/20)
#2 1/21 – 1/27	**The Educational Leadership Challenge** READ: 1-- Read Gorton, Chapter 1 2—Recommended read Fullan Ch 1	Due: Sunday (1/24)--Case #3 – (pg 225-231) BEGINNING CHALLENGES Report for duty: New Principal In-Basket Activities Follow instructions 1, 2, 3 Additional time (beyond the 90 minutes) allowed. For this and all cases that follow. Reflection on readings: Which reading concepts apply to addressing this case study? How can you use them to successfully deal with the case? Due: Wed: Reaction post (1/27)
#3 1/28 – 2/3	**Decision-Making** 1--Read Gorton, Chapter 2 2--Recommended read Fullan Ch 2	Due: Sunday (1/31)—Case #21 – (pg 279-281) ADMIN-STAFF RELATIONS: Problems, Begin Teacher Exercises: Analyze: 1,2,3,4 Discuss: 1, 2 Due: Wed: Reaction post (2/3)
#4 2/4 – 2/10	**Authority, Power and Influence** 1--Read Gorton, Chapter 3 2--Recommended read Fullan Ch 3	Due: Sunday (2/7) –Case #27 – (pg 294-297)— ADMIN-STAFF RELATIONS Teacher reacts negatively to evaluation Exercises: Analyze: 1,2,5; Discuss: 2 Be a Problem solver Due: Wed: Reaction post (2/10)
#5 2/11 – 2/17	**Communication** **Feb 11-Live Class #2** 1--Read Gorton, Chapter 4 2--Recommended read Fullan Ch 4	Due: Sunday (2/14)--Case #9: (pg 250-254) STUDENT ISSUES School Yard Dangers Exercises: Analyze: 2, 3 ; Discuss: 2; Be a Problem solver: 2 Case #10: Underachievers

		Exercises: Discuss: 1; Be a problem solver; Investigate: 3 <u>Due: Wed:</u> Reaction post (2/17)
#6 2/18 – 2/24	**Conflict Management** 1--Read Gorton, Chapter 5 2--Recommended read Fullan Ch 5	<u>Due: Sunday (2/21)</u>--Case #70 – (pg 418-420) PROBLEMS OF CHANGE: When NCLB meets you at your door Exercises: Analyze: 1, 2 Looking: 1, 2 <u>Due: Wed:</u> Reaction post (2/24)
#7 2/25- 3/3	**Organizational Culture** 1--Read Gorton, Chapter 6 2--Recommended read Fullan Ch 6	<u>Due: Sunday (2/28)</u>--Case #22 – (pg 281-283) ADMIN-STAFF RELATIONS Faculty teamwork Exercises: Analyze: 1, 2 Looking: 1, 2 <u>Due: Wed:</u> Reaction post
#8 3/4- 3/10	**Change** 1--Read Gorton, Chapter 7 2--Recommended read Fullan Ch 7	<u>Due: Sunday (3/7)</u>--Case #61 – (pg 398-399) PROBLEMS OF CHANGE: Effective Schools Exercises: Instructions 1, 2 Due: Wed: Reaction post (3/10)
#9 3/11- 3/17	**Leadership Portfolio—**Draft	<u>Due: Sunday (3/14)—Submit Draft of the Leadership Portfolio</u> Present an outline and at least partial draft of the portfolio presentation you will share with the class at the final session.
#10 3/18- 3/24	**Leadership Portfolio** **Mar 18 Final- Live class #3**	Present portfolio to class See signature assignment The order of presentations will be randomly assigned by the instructor Mar 24—Submit final version of portfolio

List of Case Exercises --By Week

	WEEK	1	2	3	4	5	6	7	8	9	10
Wk	**CHAPTERS Gorton**	0	Ch1	Ch2	Ch3	Ch4	Ch5	Ch6	Ch7		
1	Leadership Biography Initial Draft	Draft									
2	BEGINNING CHALLENGES Case #3: Report for duty: New Principal In-Basket Activities		#3								
3	ADMIN-STAFF RELATIONS Case #21: Problems, Begin Teacher			#21							
4	Case #27: Teacher reacts negatively to evaluation				#27						
5	STUDENT ISSUES Case #9: School Yard Dangers and #10: underachievers					#9 #10					
6	PROBLEMS OF CHANGE: Case #70: When NCLB meets you at your door						#70				
7	ADMIN-STAFF RELATIONS Case #22: Faculty teamwork							#22			
8	PROBLEMS OF CHANGE: Case #61: Effective Schools								#61		
9	Leadership Portfolio -Draft									Draft	
10	Leadership Portfolio-Presentation										Present

Ecollege Class Posting Schedule – From Thursday through Wednesday

Week Th-W	Thur	Fri	Sat	Sun	Mon	Tue	Wed
#1 1/14 – 1/20	14 **<u>Jan 14</u> Live Class #1**	15	16	17 10pm Post 1	18	19	20 10pm Post 2
#2 1/21 – 1/27	21	22	23	24 10pm Post 1	25	26	27 10pm Post 2
#3 1/28 – 2/3	28	29	30	31 10pm Post 1	1	2	3 10pm Post 2
#4 2/4 – 2/10	4	5	6	7 10pm Post 1	8	9	10 10pm Post 2
#5 2/11 – 2/17	11 **<u>Feb 11</u> Live Class #2**	12	13	14 10pm Post 1	15	16	17 10pm Post 2
#6 2/18 – 2/24	18	19	20	21 10pm Post 1	22	23	24 10pm Post 2
#7 2/25-3/3	25	26	27	28 10pm Post 1	1	2	3 10pm Post 2
#8 3/4-3/10	4	5	6	7 10pm Post 1	8	9	10 10pm Post 2
#9 3/11-3/17	11	12	13	14 10pm Post 1	15	16	17
#10 3/18-3/24	18 **<u>Mar 18</u> Final Live class #3**	19	20	21	22	23	24 Final submission

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Portfolio – Educational Leadership Portfolio (40%)

The purpose of the portfolio is to enable students to reflect carefully and systematically about their leadership experience and philosophy, as well as applying it to the challenges faced by schools striving to improve performance for all students.

The portfolio is based on a series of reflections about your leadership development as well as the specific kinds of leadership you envision in a school setting. This portfolio not only serves as a vehicle for the class, but can also serve as a valuable resource in seeking work and networking

> Note: Professionals must increasingly operate in a world of a high degree of transparency. A portfolio is a proactive way to putting your best foot forward by demonstrating the ways in which you exercise and envision educational leadership in a school setting. (To learn more about the importance of transparency, I highly recommend the book by Dov Seidman, titled <u>How: Why How We Do Anything Means Everything...in Business (and in Life)</u> (2007) (or see online, http://www.howsmatter.com/book/)

Portfolio Presentation Format Types
The portfolio can be presented in one of a variety of formats. Please choose a style (a) you feel most comfortable with, (b) which -allows you to the best opportunity to reflect on your experiences and ideas about educational leadership, (c) ideally, can be shared (as-is or modified) in a digital format (eg, blog, website, linkedin profile, etc.) for networking or job hunting

Technically speaking, the portfolio can be submitted in any one or more of the following formats:
1. A word document or series of word documents
2. A PowerPoint presentation
3. A webpage or blog with supporting documents
4. A physical binder with index (best if also converted to digital file)
5. Other, or combination of the above

Cover Sheet On the cover sheet and inside sheet, include the following:
- Name; Date; Title: Educational Leadership Portfolio
- Index of sections and artifacts used to document your portfolio

Suggested Tasks to follow in Building your Leadership portfolio
Task 1: Write a 1 to 2 page statement of your leadership approach—philosophy and strategies

Task 2: Write a 1 to 2 page statement of leadership experiences (real world or academic) that have helped to shape your leadership approach.

Task 3: Write a 1 to 2 page statement that describes the kinds of challenges a chosen school faces on its pathways to achieving educational excellence for all students
- Choose an example of a kind of school that you imagine yourself having a leadership role in running.

- Present a description of the characteristics of the school. (This could combine your own description and/or present a published description of the school)

Very important: If your school is an existing (K-12) public school, one of the best sources of data can be found online at: http://arch.k12.hi.us/school/ssir/2009/honolulu.html *School Accountability:* School Status & Improvement Report provide an excellent overview of some of the key characteristics of each of Hawaii's public schools.

Task 4: Write a 1 to 2 page statement that describes the kind of leadership and management you would bring to the task of managing and promoting change in the school.

Task 5: Compile and reference a series of "artifacts", such as case studies done in the course, documents, emails, or other examples of your leadership behavior in action. Clearly indicate why you chose this artifact and what it helps to demonstrate about your school leadership platform.

<u>Must have elements of the portfolio:</u>
1. **ARTIFACTS:** Include a series of **<u>selected "artifacts</u>**" that demonstrate your leadership experiences, decisions, analyses, etc. in action. Artifacts might include situations you faced (supported by a letter, or email, or document) that your reflect on; a case analysis you presented, a summary of an interview or a document, which you reflect on; an evaluation, a video, a policy, a picture, or any relevant example.

   For example, a "teacher hiring" case analysis might illustrate (a) what criteria of excellence you are striving to meet, (b) a well thought out decision process to gain evaluative input, and other qualities of good leadership

   The goal is to select artifacts that illustrate what you value, how you operate as a leader, and allow you to reflect on who you are as a leader and why you do things as you do. Indicate why you chose a given artifact in your portfolio.

2. **CASES:** For at least some of the artifacts, please include at least one or more of the cases that were covered in this course. You may include other cases, examples or reports from your prior experience.

3. **KNOWLEDGE AND RESEARCH BASE:** Please briefly reference where appropriate best practices from knowledge and research covered in the course or other sources.

4. **ISLLC STANDARDS:** Relate your experiences and ideas to the **<u>ISLLC Standards</u>** . The standards are the officially recognized core standards educational leaders are expected to meet.

   Through the portfolio, you should illustrate as completely as possible, how you have gained the experience, insight, and reflective capacity to meet these standards as a leader.

Naturally, some standards may be covered in more or less depth than others, depending on the artifacts and explanation you provide. But please try to reference in some way all six standards.

ISLLC STANDARDS: The following three websites provide a more in-depth profile of these standards.

1st: I especially recommend printing and reviewing the table on page 19, which breaks down the 6 standards into a series of concrete functions fulfilled by leaders.

http://www.ccsso.org/projects/isllc2008research/documents/ISLLC%202008%20final.pdf

2d: **Also see http://www.wested.org/online_pubs/cpsel_standards.pdf**

3rd: I also recommend reviewing the detailed "description of practice" rubrics for Educational Leader Standards of California as an excellent example :

http://www.csufresno.edu/irap/assessment/documents/Portfolio_rubric_1%20_2_.pdf

Breakdown of ISLLC STANDARDS *
1.1 Develop A Shared Vision
1.2 Plan and Implement Activities Around The Vision
1.3 Allocate Resources To Support The Vision

2.1 Develop School Culture And Ensure Equity
2.2 Guide The Instructional Program
2.3 Guide Professional Growth Of Staff
2.4 Create And Utilize Accountability Systems

3.1 Ensure A Safe School Environment
3.2 Create An Infrastructure To Support An Effective Learning Environment
3.3 Manage The School As A Learning-Support System
3.4 Maintain Legal Integrity

4.1 Collaborate To Incorporate The Perspective Of Families And Community Members
4.2 Establish And Manage Linkages Between The Site And The Larger Community Context
4.3 Engage And Coordinate Support From Agencies Outside The School

5.1 Maintain Ethical Standards Of Professionalism
5.2 Guide Sound Courses Of Action Using Pertinent, State-Of-The-Art Methods
5.3 Model Reflective Practice And Continuous Growth
5.4 Sustain Professional Commitment And Effort

6.1 Engage With The Policy Environment To Support School Success
6.2 Interact With Stakeholders
6.3 Incorporate Input From The Public

Richard Hogeboom , Ph.D. – Bio

Richard is an international leadership educator, with twenty-five years of experience, who has worked in a variety of educational and business environments in the US, South America, Japan, and Southeast Asia. His primary interest is in how professionals develop as leaders and deploy that capacity to lead complex organizational change.

In K-12 education, Richard is especially interested in how leaders-
- Rise to the challenge to transform schools in a pressure-cooker environment with cross-cutting demands from diverse and vocal constituencies
- Develop a vision, build teams, and make decisions that lead to innovation and improved school capacity to deliver significant and sustained improvements in student performance
- Fulfill escalating demands for performance and accountability, while reconciling multiple and often conflicting goals
- Acquire their training and experiential foundation, and sustain motivation, to succeed in the increasingly loaded roles leaders they are expected to perform

Professional Background: Richard completed his Ph.D. in Education at Stanford University, where he was a Fulbright-Hays Scholar, his M.B.A. at UCLA Anderson School of Management, and his B.A. in Political Science at George Washington University.

He teaches at Chaminade University and the Asia Pacific Center for Security Studies. He has also taught in the Executive MBA program at the University of Hawaii Shidler College of Business, at Stanford University in Senior Educational Leadership Development Programs, at Doshisha Women's College in Kyoto, Japan, and the University of the Andes and Pilot University in Bogota, Colombia.

He founded and was the President of two international training businesses and has been a consultant with dozens of organizations including Ministries of Education, Health and National Planning, USAID, UNDP, Arthur Andersen, Unisys, and many others. Richard was the Director of Executive Education at the U.H. Shidler College (2006-2009).

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