

Chaminade University of Honolulu
ED634
Leadership for Education Administrators
Summer Hybrid, 2012

- Instructor:** Ms. Betsey Gunderson
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Work cell: 808-864-0194 (iPhone; accepts text messages)
- Office Hours:** As requested, before or after class; via email
- Time and Location:** **Brogan 102**; 6pm -9pm (July 5,12,19,26 and August 2 and 9)
- Catalog Description:** 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.
- The following topics will be discussed:
- Developing a Philosophy of Leadership
 - Leadership Style
 - Leadership & Decision Making
 - Authority, Power and Influence
 - Communication
 - Conflict Management
 - Organizational Culture and Catholic Identity
 - Leadership in a Catholic School –role of Catholic Identity
- Student Learning Outcomes:** Students will develop an understanding of the many facets of school leadership and be able to apply it to real leadership situations and management situations. Students will be able to answer the essential question “What does it mean to be a leader in a Catholic school?”
- Text:** Gorton, Richard & Alston, Judy (2012) School Leadership and Administration: Important concepts, Case Studies and Simulations (McGraw Hill, 2012), Ninth Edition.
- Rath, Tom & Barry Conchie, Barry; Strengths Based Leadership

Academic Requirements: Assigned readings from the text must be completed. Participation in class discussion based on the readings is required. Writing assignments must be completed and submitted at the time they are due. Two chapters per week will be covered in the Gordon & Alston text with responses to each chapter – see assignments. Signature assignment (final exhibition) is due August 19th and is worth 20% of the grade.

Late Assignments: Assignments will be marked one half grade down for each 24 hours they are late.

Rewrites: If not happy with a **grade below a “B”**, an assignment can be rewritten within one week of receiving it.

Attendance: **Education department attendance policy** – Absences totaling more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more will be dropped from the class. There are 6 classes scheduled therefore this allows for no absences without penalty.. A student is responsible for making up missed assignments due to absences. Tardiness over more than 10 minutes into a class period is equivalent to ½ class absence.

Grading Scale:

- A = 90 – 100
- B = 80-89
- C = 70 - 79
- D = 60 – 69
- F = 0 -59

University Policies: Writing standards: All written work must meet the following standards:

1. Correct grammar, spelling, punctuation and sentence structure must be used.
2. Main ideas, themes and main points must be developed clearly, coherently and concisely in paragraph form.
3. Analysis and synthesis of ideas are primary skills that writing should exhibit.

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 acknowledgement.
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.”

Incomplete: An incomplete (I) may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the student’s control. The incomplete contract must be signed by the student and the instructor. The work must be completed within 90 days or the incomplete will revert to the grade the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.

Please refer to the Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detail information regarding plagiarism, Freedom of Expression. Add/Drop, disabilities and others.

Final Exhibition/ Signature Assignment

Essential Question: What does it mean to be a leader in a Catholic School?

Part 1: Leadership Profile - Revisit and re-do your initial draft. This version should include your biography as an educational leader (past experience, strengths, etc.) plus an articulation of the **vision** you have of yourself as a Catholic School leader. Formulate an answer to the course’s essential question as if you were preparing for an interview for the position of Principal of a Catholic School (ELC, Lower Elementary, Middle School or High School).

Part 2: Catholic Identity Plan with response from your “upline”

Part 3: Proposal (from Case #54) to develop an effective school. (3-5 pages)

Process:

1. Create a Power Point (or Prezi) presentation that synthesizes in no more than 10 slides a summary of all three parts. Each candidate (aka class member) will make a short, 10 minute presentation to an “interview committee” (aka the whole class) who will provide feedback (form to be provided) to the Superintendent (aka me or a possible guest visitor) about each candidate’s suitability for employment as a leader in the Catholic Diocese of Honolulu.
2. Write a 1-page reflection as a “candidate” after completing this process.
3. Submit a digital copy (or hard copy with a return, postage paid envelope) to me no later than August 31st without penalty. Final product should include all three parts above plus the one-page self-reflection.

Signature Assessment: worth 100 pts. (30/30/30/10)

Final Exhibition ASSESSMENT RUBRIC

	Exceeds (27-30)	Meets (22-26)	Needs Improvement (15-21)
Leadership Profile (30 points)	Articulates a clear vision of leadership, founded in a full knowledge of self, skills and dispositions at an advanced level of understanding of leadership concepts found in texts.	Articulates a vision of leadership founded in a general knowledge of self, skills and dispositions at a basic level of understanding of leadership concepts found in texts.	Articulates a somewhat clear vision of leadership founded some knowledge of self, skills and dispositions at a fragmented level of understanding of leadership concepts found in texts.
Catholic Identity Action Plan (30 points)	Articulates a clear, authentic plan founded in a full knowledge of WCEA guidelines and planned at an advanced level which includes specific action steps for completion with feedback from a supervisor.	Articulates a plan founded in general knowledge of WCEA guidelines and planned at a basic level which includes some action steps for completion with feedback from a supervisor	Articulates a somewhat clear, somewhat authentic plan founded in some knowledge of WCEA guidelines and planned at a fragmented level of understanding which includes incomplete or vague action steps for completion with feedback from a supervisor
Proposal for School Improvement (30 points)	Articulates a clear, authentic plan founded in a full knowledge of concepts in Chapters 6 & 7 (Gorton & Alston) to support school improvement and planned at an advanced level which includes specific, thorough action steps for completion.	Articulates a plan founded in general knowledge of concepts in Chapters 6 & 7 (Gorton & Alston) to support school improvement and planned at a basic level which includes some action steps for completion.	Articulates a somewhat clear, somewhat authentic plan founded in some knowledge of concepts in Chapters 6 & 7 (Gorton & Alston) to support school improvement and planned at a fragmented level of understanding which includes incomplete, vague action steps for completion