

Leadership & Communications Skills  
 15:230:501:01  
 Mondays, 4:50-7:20 PM  
 Hardeberg Hall, B4

Instructor Name: Catherine Lugg	Email address: catherine.lugg@gse.rutgers.edu
Phone Number 732-932-7496, ext. 8220	10 Seminar Pl Rm 19
Office Hours	Prerequisites or other limitations: Matriculated student
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: 732-932-7496, ext. 8239

Course catalog description:

This course is designed to help prospective administrators better understand educational organizations and how effective leadership can be exercised in them. Through readings, discussions, case analyses, and role-plays, the course will introduce students to both the theory and practice of educational leadership. The course will expand students' understanding of how organizations work, give them experience in diagnosing and addressing organizational problems, and hone their personal leadership skills.

Expectations

The success of this class depends on the thoughtful, engaged participation of all class members. You should be well prepared to discuss all assigned readings and cases. Because classroom discussions are most productive when a variety of voices shape the dialogue, I ask you to come ready to participate as both a speaker and a listener. It is the responsibility of all class members to make room for, and to learn from, individuals with different views and different ways of engaging in public conversation. This means honoring the participation of others by respecting, critiquing, and building on the ideas of those who have spoken before you.

Texts

Callahan, R.E. (1962). *Education and the cult of efficiency*. Chicago: University of Chicago Press.

Bolman, L.G. Deal, T. (2008). *Reframing Organizations: Artistry, choice and leadership, 4<sup>th</sup> ed.* San Francisco: Jossey-Bass.

Bolman, L.G., Deal, T. (2010): *Reframing the path to school leadership: A guide for teachers and principals*. Thousand Oakes, CA: Sage Press

Additional Readings from the *Journal of Cases in Educational Leadership*.

1. **Personal Case Paper:** A short, ungraded description of an incident from your organizational experience that will serve as the basis for subsequent case analyses (no more than 5 double-spaced pages in length). **Due: September 19.**
2. **Case Analysis #1:** A 7-8 page paper analyzing your case using one or more theories from the structural and/or human resource frames. **Due??.**
3. **Case Analysis #2:** A 7-8 page paper analyzing your case using one or more theories from the political and/or symbolic frames. **Due ??.**
4. **Shadowing Project:** A written report (15-20 pages) detailing your observations from shadowing an educational leader for a day and analyzing these observations using theories and frameworks from the course readings. **??.**

## **GRADING**

Personal Case Paper	5%
Case Analysis #1	25%
Case Analysis #2	25%
Shadowing Project	30%
Class Preparation and Participation	15%

## **Academic Integrity Policy**

Rutgers has a firm policy on academic integrity that covers cheating, plagiarism, and making needed materials unavailable to others, among other things. All violations of this policy for graduate students are at least Level III offenses. This means that they could lead to termination. Failure to follow these policies is likely to lead to an F in this course and suspension for some period of time. However, appropriate citation of sources can ensure that this policy is not violated. For further information, go to <http://academicintegrity.rutgers.edu/integrity.shtml#three>.

## **ISLLC STANDARDS**

This course will address various aspects of the ISLLC standards. Specific knowledge, dispositions, and performances are listed under each class session.

Standard One: School administrators shall be educational leaders who promote 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.

Standard Two: School administrators are educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard Three: School administrators shall be educational leaders who promote the success of all students by ensuring management of the organization, operations and resources for a safe efficient and effective learning environment.

Standard Four: School administrators shall be educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard Five: School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.

Standard Six: School administrators shall be educational leaders who promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.