

Rutgers, The State University of New Jersey
Leadership I: Leadership in Schools and Communities
15:255:611 Summer Session 3
Public Safety Building, Room 205B
July 30 – Aug 15, 2012, 5:00 - 8:45pm

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Welcome to Leadership I: Leadership in Schools and Communities. This course provides an opportunity to examine the primary ways that contemporary educational leadership is conceptualized. Each conceptualization that we review is a response to its respective educational context and gives rise to new ideas about the work, structure, knowledge, and responsibilities of educational leaders. Collectively, the set of conceptualizations constitutes the contemporary educational leadership agenda.

Course Content

Over time, the work and structure of leadership in educational settings has changed. The original view of the leader as someone concerned exclusively with management is no longer applicable. Management tasks such as attending to financial matters, establishing policy, monitoring compliance, completing reports, and maintaining facilities are only one aspect of contemporary leadership. In addition, leaders in educational settings are increasingly called on to monitor teaching and learning processes and to make strategic adaptations to improve learning outcomes. Moreover, the notion of a solitary, heroic leader has expanded to include formal and informal leadership roles for a broad base of educators and community members. As such, non-traditional leaders have greater opportunities to influence improvement processes. Moreover, formal leaders have increased responsibility to mobilize, coordinate, and support the various sources of leadership in an educational setting. Understanding these new leadership responsibilities is the primary focus of this course.

To gain a better understanding of what this work entails we will examine scholarship. Over the past 30+ years, reformers, researchers, policy makers, and others have been working hard to answer the very same questions that drive this course. One result is a literature that shows evolving and accumulating understandings of the meaning and work of “leadership.” As such, we will be stepping into a moving stream of ideas and knowledge about who should lead, what leadership work entails, and the knowledge base necessary to lead effectively. To facilitate scholarly engagement we will read and digest seminal works related to leadership in educational settings.

A secondary focus of this course will be learning to synthesize understanding from across a set of readings. Novice readers tend to treat each new article as discrete, organizing new information into a list (E.g., Article 1 said...; Article 2 said..., Article 3 said...) and without consideration of patterns, connections, or differences across the articles. Synthesizing understanding from across a set of readings is a skill associated with experts—people who have advanced knowledge of a topic and a heightened ability to organize new information in relationship to (not merely in addition to) previous knowledge. Being able to synthesize from across a set of readings is a vital component of completing a successful literature review and, as you know, a literature review creates the foundation for your dissertation.

Learning Objectives

To develop and demonstrate a knowledge base related to:

- the practice and reform of leadership in educational settings over time
- enduring leadership problems
- promising leadership practices and theories

To develop and demonstrate critical reading, thinking, and writing skills related to:

- the synthesis of meaning across a set of scholarly readings (as for a literature review)

To develop and demonstrate effective communication and discussion skills through:

- class discussion
- on-line discussion
- written communication

Thoughtful attention to these learning objectives should be evident in all course assignments, including class participation and in interaction with others.

Required Texts

Assigned readings will be available through our course website. Typically you will be assigned to read 2-3 articles or chapters each session and to complete related activities and assignments.

Preparedness and participation:

It goes without saying (almost) that completing the reading assignments is a vital part of making this a successful course, both for yourself and for your classmates. Yet, reading is not enough. Participants are expected to come to class prepared to engage in discussions about the assigned readings, to teach and to learn from each other in the spirit of intellectual inquiry and personal growth, and to assist in crafting a dynamic and shared learning experience. As such, preparation for class will extend beyond mere reading or mechanical completion of assignments to include the kind of critical thought and reflection necessary for engaged participation.

As you read for class, take time to reflect on the concepts presented by the authors and make connections with your own experiences. Reflect on similar and contrasting examples or theories that you have encountered in your professional and academic life. Take notes, write down questions, and “talk back” to the text. This kind of **engaged reading** facilitates learning. It will

also be useful when you participate in discussion forums, work in small groups, and complete formal written assignments.

Another important aspect of course participation is full engagement in the online classroom forum. We will use our course website (<https://ecollege.rutgers.edu/index2.jsp>) to facilitate our online learning sessions. You may also be asked to use other online technologies (such as Skype and Google docs) to aide in the process of communication and collaboration. You do not need prior experience with any of these communication modes. It is expected that you will be open to learning new technologies, slow to give up, and determined to make technology your friend. For additional information please see *Technology Instructions*.

Please be mindful of how you use technology during face-to-face class time. While it is appropriate to bring your laptop to class sessions and use it during class time, it should not distract you from the course. Surfing the web, social networking, responding to email, etc... are not appropriate uses of your computer during class time. As a general rule, avoid having your eyes permanently fixed to your computer screen as it gives the impression that you are not invested in the conversation and is disrespectful of your classmates' contributions. Relatedly, please set your phone to vibrate and refrain from texting during class.

Time commitment:

Please keep in mind that this is a graduate level class. Be prepared for a reading and writing intensive experience. A general rule of thumb for doctoral courses is to budget 2-3 hours of study time for each credit hour in addition to the time spent in class. This is a three-credit course, which means you could spend 6-9 hours of study time for every class session. The exact amount of time you will need depends on your familiarity with the subject, the speed at which you read, your writing and study skills, and the knowledge/grades you aim to attain. The intensive nature of this summer course and students' multiple personal and professional commitments, make effective time management imperative. I suggest blocking out time in your calendar for each of your classes. Scheduling class time and study time will help ensure that you are able to meet the time commitments necessary to be successful.

Attendance:

Regular attendance is crucial to your own development and to the progress made by the rest of the class. Thus, you should make every effort to attend all class sessions. The expectation is that you will miss no more than 5 class hours (less than two class sessions), whether excused or unexcused. After missing 5 class hours, subsequent absences will result in the loss of 1% from the student's overall grade for each class hour missed. Students who are absent from class sessions are still expected to participate in any online discussions and electronically submit any assignments due. There is no way to "make-up" class discussions, which cannot be recreated. Attending part of class, if possible, is usually preferable to missing the entire class.

Students are expected to arrive to class on time. Arriving to class more than 5 minutes after the start of the class session is considered being late. Lateness is disruptive and it impedes your learning. Classes typically begin with announcements and time for students to raise questions

and concerns. When students miss this portion of class they miss important information. Three late arrivals are considered equivalent to missing one hour of class. Penalties for chronic lateness will be incurred.

Formatting Written Work:

Your written work should conform to the formal standards articulated by the American Psychological Association. Most importantly:

- Times New Roman, 12 point font
- One inch margins on all sides
- Page numbers
- Cover page that includes title, course, student, professor, date
- Left alignment with default spacing between words and letters
- Double spaced lines with only one hard return between indented paragraphs

Failure to follow standardized formatting procedures conveys a lack of seriousness on the part of the student and should be avoided. Incorrect formatting may result in a loss of points. All assignments will be submitted electronically. Use the following title format for all submissions:

Last Name_611_Assignment Title_docx. If you have questions, please ask.

Office Hours, Correspondence,

Office hours are by appointment. The best way to contact me is through email.

Course Work Description

Each assignment is described briefly here. Additional information is located on eCollege.

Online Participation (25%)

The quality of student participation will be evaluated for each of the five online sessions. See our eCollege site for the online participation rubric.

Reading Response (20%)

Write a response to the readings for session 3: Transformational Leadership. Although short in length (3 pages), this essay should be high quality. Due Sunday August 5.

Essay: Contemporary Educational Leadership (35%)

In this formal essay you will demonstrate your understanding of the multiple responsibilities of contemporary educational leaders. This short essay (8-9 pages) should be an example of your best writing. Due Sunday August 12.

Synthesis of Literature (20%)

For your final assignment you will write an essay that synthesizes a set of readings (4-5 pages) Due Sunday August 19.

Evaluation Late work is not accepted without prior arrangement and permission from me. Please contact me prior to the due date about potential difficulties.

Graded Assignments:		Scale:	
Response	20%	95-100%	4.0
Essay	35%	89-94%	3.5
Synthesis	20%	83-88%	3.0
Participation	25%	77-82%	2.5
		71-76%	2.0
		65-70%	1.5
		59-64%	1.0

The grading scale for Rutgers is 2.5, 3.0, 3.5, 4.0. I may use smaller increments (e.g. 3.75 or 3.25) for individual assignments but these are the final grade categories. A 4.0 indicates excellent work, nearly free of critique. A 3.5 would be assigned to good work that is marked by some inadequacies. A 3.0 would be given for completed work that is not generally reflective of doctoral level work. A grade below 3.0 is a sign of serious problems.

University Policies

Academic Integrity

At the graduate level, any infraction of the academic integrity policy can result in expulsion. I strongly urge you to review Rutgers University policy on academic integrity (go to: <http://academicintegrity.rutgers.edu/>) as well as the supporting information, which includes resources for students to help identify and avoid academic dishonesty

Disability Accommodation Policy

Any student who believes that s/he may need an accommodation in this class due to a disability should contact The Office of Disability Services for Students (<http://disabilityservices.rutgers.edu/>). Any student who has already received a letter of accommodation should contact me privately to discuss implementation of his/her accommodations. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

Policy Prohibiting Discrimination & Harassment

Rutgers University policy prohibits discrimination and harassment based upon: race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. The Rutgers University Policy Prohibiting Discrimination and Harassment can be viewed at <http://policies.rutgers.edu/PDF/Section60/60.1.12-current.pdf>

For additional Rutgers University policies see: <http://www.rutgers.edu/>

Course Outline

Pre-Session

Week I:

Session 01: Instructional Leadership

Session 02: Contested Turf (online)

Session 03: Transformational Leadership

Session 04: Developmental Leadership (online)

Week II:

Session 05: Distributed Leadership

Session 06: Data-Driven Leadership (online)

Session 07: Teacher Leadership

Session 08: Ethical Leadership (online)

Week III:

Session 09: Leadership for Learning

Session 10: Synthesis Small Group Work (online)

Session 11: Looking Forward

Note: Although the course syllabus and calendar have been carefully constructed, it is not always possible to foresee the path that our learning will take or circumstances that may shape the experience. Therefore, you should interpret the syllabus and calendar as guides, rather than fixed and unchanging documents. Assignments or course sessions may be added, deleted, or altered.

CALENDAR: Leadership I, Summer Session 3 2012 [07-26-12]

Session/Date	Readings	Activities & Assignments
<p>Pre-Session Please complete each of the following pre-session tasks prior to the first day of class.</p> <ol style="list-style-type: none"> 1. Introduce yourself on eCollege: http://onlinelearning.rutgers.edu/ecollege-student-login 2. Review all of the materials located under "Course Home" on the left-hand side of our eCollege site 3. Complete professional profile 4. Email Melinda and: a.) attach profile; b.) confirm access to materials; c.) ask questions 		
<p>Week I We will examine eight different ways that contemporary educational leadership has been conceptualized. Each conceptualization is a response to its respective educational context and gives rise to new ideas about the work, structure, knowledge, and responsibilities of school leaders. All of these conceptualizations, in combination, constitute the contemporary educational leadership agenda.</p>		
1	<p>07/30/12 Instructional Leadership Beginning in the late 1970s and early 1980s researchers began exploring instances in which schools teaching difficult students in tough environments were demonstrating unusual effectiveness in terms of measured student performance as compared to other schools serving similar students in similar environments. This body of research led to the "effective schools movement", its kissing cousin being "process-product" research on instruction. The combination gave rise to a vision of "instructional leadership" that stood in contrast to conventional administration.</p>	
	<p>REQUIRED: Bossert, S., Dwyer, D., Rowan, B., & Lee, G. (1982). The instructional management role of the principal. <i>Educational Administration Quarterly</i>, 18(3), 34-64. Murphy, J., Hallinger, P., Weil, M., & Mitman, A. (1984). Instructional leadership: A conceptual framework. <i>The Education Digest</i>, 28-31.</p>	
2	<p>07/31/12 Contested Turf Notions of instructional leadership were bound up with assumptions about student outcomes and the work of instruction that were, themselves, in flux. Understandings about learning were shifting away from basic skills and towards cognitive outcomes. Understandings of instruction were shifting away from didactic instruction and towards diagnostic, adaptive instruction. These changes led to disputes between administrators and teachers regarding claims to knowledge about (and control over) instruction. Many new leadership conceptualizations emerged from this national conversation.</p>	
	<p>Online Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. <i>Harvard Educational Review</i>, 57, 1-22. Firestone, W.A. & Bader, B.D. (1991). Professionalism or bureaucracy? Redesigning teaching. <i>Educational Evaluation & Policy Analysis</i>, 13, 67-86.</p>	

OFFICIAL SYLLABUS 07-26-12

3	08/01/12	<p>Transformational Leadership “Since 1990, researchers have begun to shift their attention to leadership models construed as more consistent with evolving trends in educational reform such as empowerment, shared leadership, and organizational learning. This evolution of the educational leadership role has been labeled as reflecting ‘second order’ changes (Leithwood, 1994) as it is aimed primarily at changing the organization’s normative structure. The most frequently used model of this variety has been transformational leadership” (Hallinger & Heck, 1998, p. 169).</p>	
		<p>REQUIRED: Leithwood, K. A. (1994). Leadership for school restructuring. <i>Educational Administration Quarterly</i>, 30, 498-518. Marks, H. M., & Printy, S. M. (2003). Principal leadership & school performance: An integration of transformational & instructional leadership. <i>Educational Administration Quarterly</i>, 39(3), 370-397.</p> <p>SUPPLEMENTAL: Leithwood, K. A. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. <i>Educational Administration Quarterly</i>, 48(3) 387-423.</p>	
4	08/02/12	<p>Developmental Leadership The process-product research on instruction gave rise to a new body of knowledge describing what and how to teach. As a result, teachers’ opportunities to learn became a major concern and leaders were conceptualized as developing teachers’ knowledge and expertise. This created new knowledge demands on leaders’ own professional knowledge.</p>	
	Online	<p>Elmore, R., & Burney, D. (1999). Investing in teacher learning: Staff development & instructional improvement. In L. Darling-Hammond & G. Sykes (Eds.), <i>Teaching as the learning profession: Handbook of policy and practice</i> (p. 263-291). San Francisco: Jossey-Bass.</p> <p>Stein, M.K. and Nelson, B.S. (2003). Leadership content knowledge. <i>Educational Evaluation and Policy Analysis</i>, 25 (4), 423-448.</p> <p>Hayes, W. (2007). <i>How do we improve reading scores? All New Real-Life Case Studies for School Administrators</i>. Rowman-Littlefield (p. 24-29).</p>	<p>Reading Response due 08.5.12</p>

Week II Conceptualizations of leadership increasingly prioritize collaborative structures, collective responsibility and mutual influence.		
5	08/06/12	<p>Distributed Leadership Distributed leadership posits that leadership occurs through interaction and is not solely the product of a role or title. This is the most difficult conceptualization that we will study and the one most often misrepresented in the literature.</p>
		<p>Spillane, J.P., Halverson, R., and Diamond, J.B. (2004). Towards a theory of leadership practice: A distributed perspective. <i>Journal of Curriculum Studies</i>, 36 (1), 3-34.</p> <p>Supovitz, J. A. (2008). Instructional influence in American high schools. In M. M. Mangin & S. R. Stoelinga (Eds.), <i>Effective teacher leadership: Using research to inform and reform</i>. NY: Teachers College Press.</p>
6	08/07/12	<p>Data-Driven Leadership This vision of leadership reflects increasing calls for rationality and empiricism in the work of leadership. It envisions leadership that is attuned to and responsive to the learning needs of teachers and students.</p>
	Online	<p>NCLB Executive summary</p> <p>Kerr, K.A., Marsh, J.A., Ikemoto, G.S., Darilek, H., & Barney, H. (2006). Strategies to support data use for instructional improvement: Actions, outcomes, and lessons from three urban districts. <i>American Journal of Education</i>, 112, 496-520.</p> <p>Young, Viki M. (2006). Teachers' use of data: Loose coupling, agenda setting, and team norms. <i>American Journal of Education</i>, 112, 521-548.</p>
7	08/08/12	<p>Teacher Leadership This view of leadership can trace its roots to the "contested turf" era that we discussed earlier. New knowledge demands in the field of teaching and concerns about the professionalization of teaching gave rise to new leadership opportunities for teachers, some formalized and others that remained informal.</p>
		<p>Smylie, M. A., Conley, S., & Marks, H. M. (2002). Exploring new approaches to teacher leadership for school improvement. <i>Yearbook of the National Society for the Study of Education</i>, 101(1), 162–188.</p> <p>York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. <i>Review of Educational Research</i>, 74(3), 255.</p>

OFFICIAL SYLLABUS 07-26-12

8	08/09/12	Ethical Leadership These readings describe the leader’s role in supporting student achievement, equity, and justice.	
	Online	Marshall, C., Patterson, J. A., Rogers, D. L., Steele, J. R. (1996). Caring As Career: An Alternative Perspective for Educational Administration. <i>Educational Administration Quarterly</i> , 32(2) 271-94. Furman, G. C., & Shields, C. M. (2005). How can educational leaders promote and support social justice and democratic community in schools? In W. A. Firestone & C. Riehl (Eds.), <i>A new agenda for research in educational leadership</i> (p. 119-137). NY: Teachers College Press.	Essay due 08.12.12
<p>Week III The final week we will work to synthesize our understanding across the course sessions and write a formal synthesis of literature.</p>			
9	08/13/12	Leadership for Learning	
		Knapp, M. (2003). Sourcebook Pt. 1 p. 11-43 Leading for Learning. (2004). <i>Education Week</i> , 24(3), S1–S7.	
10	08/14/12	Small Group Work: Synthesis of Literature For this session we will work in small groups to synthesize a subscribed body of literature related to educational leadership.	
		Readings to be determined.	
11	08/15/12	Looking Forward in Leadership Reform These readings synthesize and extend the arguments made about leadership reform over the entire semester.	Synthesis Due: 08.19.12
		Elmore, R.F. (2000). <i>Building a New Structure for School Leadership</i> . Washington, D.C.: Albert Shanker Institute. Liethwood, K. A., & Riehl, C. (2005). What do we already know about educational leadership? In W. A. Firestone & C. Riehl (Eds.), <i>A new agenda for research in educational leadership</i> (p. 119-137). NY: Teachers College Press.	