

Rutgers University
 Graduate School of Education
 Leadership & Communications Skills
 15:230:501
 Wednesdays, 4:30-7:30 PM
 GSE 11

15:230:501
 Catherine A. Lugg
 (848) 932-0721
 catherine.lugg@gse.rutgers.edu
 Office Hours: Tuesdays & Wednesdays, 3:00 PM-4:20 PM
 Other hours by appointment

Fall 2017
 GSE 18

Course catalog description:

This course is designed to help prospective public school principals 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

Marion, R & Gonzales, L. (2014). *Leadership in education: Organizational theory for the practitioner*. Long Grove, IL: Waveland Press.

Swearer, S.M., Espelage, D.L., Napolitano, S.A. (2009) *Bullying prevention and intervention: Realistic strategies for schools*. New York: The Guilford Press.(Not at bookstore, you must order from the vendor of your choice).

Cases Studies--On Class Management Website. Please contact me ASAP if you have problems accessing this website:

Case Studies

And the Band Played on, 2006
 Bullying at Lincoln Middle School 2005
 Contested Terrain, 2010
 This is MY School, 2008
 Trouble in Toms River, 2011
 What do they hate us? 2012

Grading for class

Class discussion regarding the assigned readings and their relevance to current practice is a vital component of this class. Additionally, each student is expected to complete two reports that examine the behavior of a building principal. The first report analyzes a public school principal, their actions, and how well s/he meets various professional standards (see pages 5 through 10 of this syllabus). The second report analyses a principal and their actions in relation to the research literature. Students are **strongly encouraged** to submit additional drafts of both reports for editorial assistance. These additional drafts will be ungraded.

Class discussion		15 points
Report A: The Standards Report	October 18	30 points
Report B:	December 13	55 points
Total		100 points

Schedule of events

- September 6 Introduction, Syllabus, Discussion of Reports.
- September 13 Marion & Gonzales, Chapters 1-2
- September 20 Marion & Gonzales, Chapter 3-4
- September 27 Marion & Gonzales, Chapter 5
Case Study--*And the band played on*
- October 4 Marion & Gonzales, Chapter 7
Case Study--*Contested Terrain*
- October 11 Marion & Gonzales, Chapters 8-9
- October 18 Marion & Gonzales, Chapters 10-11
Report A--The Standards Report Due
- October 25 Marion & Gonzales, Chapter 12
Graded *Report A* Returned
- November 1 Marion & Gonzales, Chapter 13
Case study--*This is MY School*
- November 8 Marion & Gonzales, Chapters 14
Case Study--*Why do they hate us?*
- November 15 Bullying, Chapters 1-6
Case Study-- *Bullying at Lincoln Middle School 2005*
- November 22 THANKSGIVING
- November 29 Bullying, Chapters 7-9
Case Study--*Trouble in Toms River, 201*
- December 6 **FINAL Draft of Report B DUE. It must be e-mailed to Professor Lugg**
Revised Report A must be e-mailed to Dr. Lugg

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Particulars regarding the Standards Report and Research Report (Reports A & B).

To complete these reports you must shadow a principal for an entire day. You should also check your district's web site, and any district-sponsored publications in determining the pressing issues that are currently confronting the principal's school and district.

You will need to take fairly detailed notes throughout your data collection. Please note how the principal interacts with different constituents and the quality of these interactions (for ex., warm, business-like, brusque, hostile, etc.). You may wish to interview several teachers regarding their perceptions, if space permits. Students are strongly encouraged to schedule their attendance at board meetings *early* in the semester so they will have enough time to analyze their data and complete their reports.

Each report (both A & B) will consist of 15 - 18 computer-written pages. **YOU WILL NOT USE ACTUAL NAMES OF INDIVIDUALS, SCHOOLS OR SCHOOL DISTRICTS.** Pseudonyms are fine and can be very descriptive. Both reports should also introduce the reader to your district and then the principal in question by presenting relevant demographic, SES and DFG data. Only once the district and the school principal are introduced may the report proceed to the analytic section.

Report A's analysis focuses on a public school principal and what this leader does and does NOT do to meet the components in this syllabus (see pages 5-6). **You must answer EACH question that is posed in the rubric. THIS REPORT IS NOT ABOUT WHAT TEACHERS, THE PTA, OR PARENTS DO.** If the principal meets a particular standard, you must explain how s/he does so. If the principal fails to meet a particular standard, you must explain how s/he fails and what could be done to remedy the situation.

Report A will be due on October 18, which will be graded. This will be returned to you with editorial suggestions. A **FINAL** draft of Report A must be submitted to the professor by **December 6th**.

Report B presents an overview of your school district, detailing issues and analyzes the district in light of the research covered in class (Marion & Gonzales). The citation format for Report B is APA 5th Ed.

Report B is due December 6, 2016.

The student is strongly cautioned that the instructor expects professionally written reports and will grade accordingly. Students may submit additional drafts of both reports for additional (and ungraded) editorial assistance.

If you have problems in completing these reports, you must see the professor.

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Demonstration Task: Implementation of Standards in a School District

This assignment requires each student to investigate and prepare a standards report that examines the leadership of the student's school district and analyses how well that leadership meets the professional school–community relations standards discussed in the course.

Students present their findings and analysis by answering eleven questions (provided below) in their report. The answer to each questions should present the student's judgment on the extent and effectiveness of implementation of that standard within their school district and provide illustration and rationale for the judgment made. Where the judgment is that the standard is not satisfactorily implemented, the student shall prescribe remedial actions to properly implement that standard.

Investigation and Data Collection

Students are expected to be creative and resourceful in gathering information that will permit them to make judgments about the enactment of school-community relation standards within their school district. It is recommended that students take fairly detailed notes throughout their data collection activities.

- Thoughtfully observe the actions and comments of leaders within the school district. Note how the principal interacts with different constituents and the quality of these interactions (for ex., warm, business-like, brusque, hostile, etc.). Students may wish to interview several teachers and other staff members regarding their perceptions of the school's leadership.
- Explore recent history of the school by talking to teachers and other staff members.
- Investigate school policies and procedures to identify what are the leadership expectations for the school and those who work, play and learn within the school.
- Review local newspapers. How is the school portrayed? Are any pressing issues currently confronting the school discussed?
- Examine the district's pubic relations materials; Web site; district-sponsored publications etc.

Composition of Standards Report

Introduction to the District and Principal

The standards report should start with a brief introduction to the school district itself. Relevant demographic data, such as SES and DFG data, should be presented. The introduction should also include a brief description of the size and nature of the community. Only once the district is introduced may the report proceed to the analytic section.

Body of the Report – Analysis of Standards Implementation

Students should organize and present their analysis by answering the following questions:

1. Does the principal of the school promote an ethical and productive school culture? If so, how? If not, why not? What could be done to remedy this situation?
2. Does the principal ensure that all children receive an effective instructional program? If so, how? If not, why not? What could be done to remedy this situation?
3. Does the principal ensure that the school's learning environment is safe and effective? If so, how? If not, why not? What could be done to remedy this situation?
4. Does the principal demonstrate that s/he is fair and collaborative, informed by relevant research and evidence? If so, how? If not, why not? What could be done to remedy this situation?
5. Does the principal formulate strategies to achieve the school's goals? If so, how? If not, why not? What could be done to remedy this situation?
6. Does the principal articulate and communicate an educational vision? If so, how? If not, why not? What could be done to remedy this situation?
7. Does the principal act in a caring and professional manner that leads to appropriate levels of learning for all pupils? If so, how? If not, why not? What could be done to remedy this situation?
8. Does the principal demonstrate an ability to work with diverse populations? If so, how? If not, why not? What could be done to remedy this situation?
9. Does the principal build and sustain positive relationships with families and caregivers? If so, how? If not, why not? What could be done to remedy this situation?
10. Does the principal demonstrate that s/he productively uses technology? If so, how? If not, why not? What could be done to remedy this situation?
11. Does the principal demonstrate that s/he is a life long learner? If so, how? If not, why not? What could be done to remedy this situation?

Writing Mechanics

- The finished report is expected to consist of 15-18 computer-written pages
- DO NOT USE ACTUAL NAMES OF INDIVIDUALS, SCHOOLS OR SCHOOL DISTRICTS in writing. Pseudonyms are fine and can be very descriptive.
- Students are strongly cautioned that the instructor expects professionally written reports and will grade accordingly. Students may submit prior working drafts of the report for additional (and ungraded) editorial assistance.
- A due date (October 18) will be provided for the first draft of the report which will be graded. This will be returned with editorial suggestions.
- A due date (December 6) for the FINAL version of the report. This is to be E-MAILED to the Professor