Communication and Leadership Skills
15:230:501 Section 1
September 5- December 12, 2018

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Additional course resources can be found at www.taylorleadership.net

Course Description

This course is designed to help prospective educational leaders understand how organizations function, give them experience in diagnosing and addressing organizational problems, and hone their personal leadership skills.

Specifically, the following principles will be discussed throughout the semester:

• Adult learning • Interpersonal skills • Johari Window • Leadership style • School culture • Developmental Supervision • School reform • Community of learners • Equity versus equality • Implicit Bias Assessment • Student ability grouping • Social media • Growth mindset • School reform • Labor matters • PERC guidelines • Anti-Bullying Bill of Rights Act • The 90-day launch plan

Texts/Resources

The three required texts below can be found at Barnes and Noble in New Brunswick and are distributed by Amazon.


Various texts will be distributed in classes and can be downloaded at taylorleadership.net/communication-leadership.html

Participants are expected to activate a Twitter account; information provided by my account (@TaylorEdLead) will be incorporated in the program. Directions are as follows: A. Go to www.twitter.com B. Sign up for an account. C. After signing in and setting up your account, click the following link: http://twitter.com/TaylorEdLead and click "Follow" in the upper right
corner of the screen. D. Check your Twitter account from time to time to read my feed. E. Download the smartphone applications if you want to pick up my tweets on your mobile device.
Coursework

Our Leadership…Ourselves: Understanding how our Personality Influences our Approach to Leadership

September 5, 2018

• Realizing the purpose of this course
• Recognizing personality traits, attitudes, and philosophy of leadership
• Administering the Johari Window to identify the “selves”

National Policy Board for Educational Administration Professional Standards for Educational Leaders: 2.a-b, e-f, 3.a-b, 5.a-b, f, 6.g, i, 7.a-e, 9.k

September 12, 2018

• Applying developmental supervision and understanding its relationship with teacher operational levels and behaviors
• Differentiating leadership style according to the needs of teachers’ developmental levels

National Policy Board for Educational Administration Professional Standards for Educational Leaders: 2.a-b, e-f, 6.c-d, g-i, 7.a-e, 9.b, k, 10.d, e-f, j

Readings due: Developmental Supervision (Glickman, et al.), Chapters 1-2 will be provided

September 19, 2018 (Class not in session- Yom Kippur)

Interpersonal Skills: Recognizing the Power of Relationships and Understanding the Importance of Effective Communication

September 26, 2018

• Establishing congenial and collegial relationship to build rapport
• Leading with kindness and compassion (yes, it can be done)

National Policy Board for Educational Administration Professional Standards for Educational Leaders: 2.a-b, e-f, 3.a-b, 6.c, g-i, 7.a-e, 8.a-j, 9.k, 10.a, i, j

Readings due: Lincoln on Leadership (Philips), Chapters 1-3, 5-6, 9:

October 3, 2018

• Leveraging curiosity and sincere interest to foster mutual respect
• Doing less telling and more asking
• Taking the seriousness out of leadership persona
Reading due: Humble Inquiry (Schein), Chapters 1-3, 5

October 10, 2018

• Implementing different modes of communication
• Using technology to share the vision (social media, websites, and phone-messaging systems)

Task due: Problems of Leadership Practice: Reflecting on Works by Schein and Philips

School Culture and Reform: Identifying Best Practices for Bringing About Positive Change

October 17, 2018

• Understanding organizational psychology
• Building a community of learners

Readings due: Learning by Heart (Barth), Chapters 1-7

October 25, 2018 (special online session)

• Assessing school culture
• Reconciling the competing interests of “accountability-driven” mindset and growth mindset

Readings due: Learning by Heart (Barth), Chapters 8-15

October 31, 2018

• Taking advantage of the research on reform to produce positive change
• Creating a “positive mass”

Task due: Principal Study: Evaluating Leadership Practices (Implementation of Standards in a School District, CAEP Project)
**Challenges the Educational Leader Will Likely Face**

**November 7, 2018**

- Addressing the academic, social, emotional and psychological equity gap among different subgroups of students
- Grouping students by ability (or not)

National Policy Board for Educational Administration Professional Standards for Educational Leaders: 1.a-g, 2.a-f, 3.a-h, 4.a-d, 5.a-f, 6.a, 7.c-d, 8.f, I, 10.a-j


**November 14, 2018**

- Fostering cultural responsiveness
- Uncovering school employees’ hidden biases
- Progressive approaches to disciplining students
- Restorative practices
- Supporting students who are bullied, harassed, and/or intimidated (a review of Anti-Bullying Bill of Rights Act)

National Policy Board for Educational Administration Professional Standards for Educational Leaders: 1.a-g, 2.a-f, 3.a-h, 4.a-d, 5.a-f, 6.a, 7.c-e, g-h, 8.i, 9.k, 10.a-j


**November 21, 2018 (class not in session- Thanksgiving)**

**November 28, 2018**

- Solving labor issues
- Making the most of a school budget in light of fiscal constraints

National Policy Board for Educational Administration Professional Standards for Educational Leaders: 1.c-d, f-g, 2.a-b, e-f, 6.a-i, 7.a, e, 8.j, 9.a-b, d, k, 10.a, i

**Reading due:** Matters That Come Before PERC
Hitting the Ground Running: Best Practices for the First 90 Days

December 5, 2018

• Utilizing the first three months to establish mutual respect
• Launching the opening day

National Policy Board for Educational Administration Professional Standards for Educational Leaders: 1.a-g, 2.a-f, 3.a-h, 4.a-g, 5.a-f, 6.a-i, 7.a-h, 8.a-j, 9.a-i, 10.a-j

Task due: Ninety-Day Entry Plan: Preparing for the Launch

December 12, 2018

• Celebrating our work
• Identifying our anxiety, trepidation and insecurity about taking the next step toward formal leadership
Assessment of Comprehension and Application

Grades will be assigned on a point-basis. A determination that students in this class understood the material discussed and were able to apply this understanding practically will be based on the following:

Problems of Leadership Practice: Reflecting on Works by Schein and Philips - 20 points

Educational Leader Study: Evaluating Best Practices (Implementation of Standards in a School District, CAEP Project) - 40 points

Ninety-Day Entry Plan: Preparing for the Launch - 20 points

Participation - 20 points

Grading Scale (based on points) - A= 90-100, B+= 85-89, B= 80-84, C+= 75-79, C= 70-74 points, F= Below 70 points.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form
Suggested Readings


Suggested Website Resources for Future Educational Leaders

Edutopia: https://www.edutopia.org

New Jersey Department of Education Broadcasts: https://homeroom5.doe.state.nj.us/broadcasts/?p=y

Phi Delta Kappan- http://pdkintl.org/publications/kappan/

Association for Supervision and Curriculum Development: http://www.ascd.org

Education Week: https://www.edweek.org
Problems of Leadership Practice: Reflecting on Works by Schein and Philips

Goals

1. To identify and define a problem that educational leaders face today

2. To apply a resolution/solution to the identified issue or problem that is rooted in effective strategies and practices as presented in class and by Schein and Philips

Procedures

1. In pairs (to be determined), identify a problem an educational leader may face.

2. Prepare a 10-minute presentation (do not use PowerPoint, Keynote, etc.) that overviews the problem, identifies an example of the problem and describes a solution to the problem, referring to the best practices reviewed in works by Schein and Philips.

3. Prepare discussion questions that will promote critical thought about the problem and proposed solutions. The discussion should be limited to 10 minutes.

Problems of Leadership Practice: Reflecting on Works by Schein and Philips

Scoring Rubric

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>8-10</th>
<th>5-7</th>
<th>0-4</th>
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<tbody>
<tr>
<td>Demonstrates specific knowledge about the problem; includes multiple details about the problem, including history, evolution, and present situation; applies best practices presented by Schein and Philips to consider a solution to the problem.</td>
<td>Demonstrates broad knowledge about the contemporary issue; includes few details about the problem and shares little or no knowledge of the history, evolution, and present situation related to the problem; includes few examples of best practices to which Schein and Philips refer.</td>
<td>Demonstrates little knowledge about the problem; details about the problem are not shared with the class and presenters do not understand aspects of the problem; little or no reference is made to the best practices described by Schein and Philips.</td>
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<thead>
<tr>
<th>Presentation</th>
<th>8-10</th>
<th>5-7</th>
<th>0-4</th>
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<tr>
<td>Facilitates a class discussion that compels peers to think critically about the problem; shares knowledge of problem without formally summarizing background. There is evidence that each member of the group shares responsibility of understanding and facilitating a discussion about the problem.</td>
<td>The discussion promotes peer discussion mostly about the background of the problem. Presenters mostly read from notes or other documents. It is not clear that members of the group have not shared responsibility for understanding the problem and facilitating the discussion.</td>
<td>Little or no discussion is promoted by the presenters. Presenters mostly read, verbatim, notes from various documents. It is clear that members of the group have not shared responsibility for understanding the problem or facilitating the discussion.</td>
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Leadership Study: Evaluating Practices
(Implementation of Standards in a School District, CAEP Project)

Goals

1. To understand the National Policy Board for Educational Administration Professional Standards for Educational Leaders and recognize application of the standards in the educational setting.

2. To identify application of the standards as evidenced by a practicing educational leader.

Procedures

1. Identify an educational leader whose work can be observed and considered for analysis. The leader can be a school principal or college department head, dean, etc.

2. Write a 15-18-page narrative after observing the educational leader and conducting an analysis of his/her work. The narrative should include the following:

   - Introduction to the school or college/university setting, including size and nature of the community, demographic data, recent history of events related to the setting, pertinent information that may be relevant to the analysis.

   - Answer to each question below that presents a judgment on the extent and effectiveness of implementation of the National Policy Board Standards by providing illustrations and rationale.

   - Remedial actions if particular standards are not implemented effectively.

Questions for Analysis

1. Does the principal/administrator of the school/college 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/administrator 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/administrator 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/administrator 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/administrator formulate strategies to achieve the school's/college’s goals? If so, how? If not, why not? What could be done to remedy this situation?
6. Does the principal/administrator 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/administrator 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/administrator 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/administrator 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/administrator 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/administrator demonstrate that s/he is a life-long learner? If so, how? If not, why not? What could be done to remedy this situation?

Leadership Study: Evaluating Practices  
(Implementation of Standards in a School District, CAEP Project)  
Scoring Rubric

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>20-30</th>
<th>10-19</th>
<th>0-9</th>
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<tbody>
<tr>
<td>Provides a comprehensive and detailed overview of the educational setting; demonstrates specific knowledge about the National Policy Board for Educational Administration Professional Standards for Educational Leaders; includes multiple details about the leader’s ability to effectively apply the standards; suggests specific and actionable recommendations to effectively apply standards not identified to be in realized after the observation and analysis.</td>
<td>Provides a broad overview of the educational setting; demonstrates general knowledge about the National Policy Board for Educational Administration Professional Standards for Educational Leaders; includes some details about the leader’s ability to effectively apply the standards; suggests few specific and actionable recommendations to effectively apply standards not identified to be realized after the observation and analysis.</td>
<td>Provides little or no details about the educational setting; demonstrates little or no knowledge about the National Policy Board for Educational Administration Professional Standards for Educational Leaders; includes little or no detail about the leader’s ability to effectively apply the standards; suggests little or no specific or actionable recommendations to effectively apply standards not identified to be realized after the observation and analysis.</td>
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<tr>
<th>Writing Structure and Mechanics</th>
<th>7-10</th>
<th>3-6</th>
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<tr>
<td>There is evidence of effective paragraphing and sentence structure throughout the paper. Correct punctuation and</td>
<td>Effective paragraph and sentence structure are sometimes evident in the paper. There are some punctuation and/or spelling</td>
<td>Paragraph and sentence structure are mostly ineffective.</td>
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<tr>
<td>spelling are consistent and evident throughout the paper.</td>
<td>errors in the paper.</td>
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Ninety-Day Entry Plan: Preparing for the Launch

Goal

To apply best practices for effective leadership during the first three months of work in an educational setting

Procedures

1. Identify a specific educational setting and describe the needs of the setting (i.e. recognized academic, cultural, management deficiencies).

2. Develop a 90-day plan that includes:

   - Goals to be attained
   - Action steps to be implemented in 30-day segments that
   - Supporting documents (i.e. letters, charts, etc.) that may be developed to fulfill the plan

Ninety-Day Entry Plan: Preparing for the Launch

Scoring Rubric

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>14-20</th>
<th>8-13</th>
<th>0-7</th>
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<tr>
<td>Demonstrates specific knowledge about the identified educational setting; includes specific action steps that reflect the best leadership practices reviewed, including those related to communication, rapport-building, management, and positive reform; reflects the needs of the educational setting.</td>
<td>Demonstrates broad knowledge about the identified educational setting; includes broad action steps that may or may not reflect the best leadership practices reviewed, including those related to communication, rapport-building, management, and positive reform; may or may not reflect the needs of the educational setting.</td>
<td>Demonstrates little or no knowledge about the identified educational setting; includes very few or no action steps that reflect the best leadership practices reviewed, including those related to communication, rapport-building, management, and positive reform; does not reflect the needs of the educational setting.</td>
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