

# GEORGE MASON UNIVERSITY

## Education Leadership Program

Spring Term  
August 27, 2014 – December 3, 2014

### EDLE 420—Organization and Management of Schools

**Instructor:** Eric L Stewart  
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**Office Hours:** By Appointment

#### Class Schedule Information

**Meeting Time:** Wednesdays, 4:30 pm-7:10pm  
**Location:** Thompson Hall – Room 1010

#### Course Description

**EDLE 420 – Organization and Management of Schools** – Students will study basic organizational theories and models of leadership and management of schools. The course content will explore theories and models of effective school leadership, with special emphasis on communication skills, system thinking, and personal and organizational change. Class discussions and activities will bridge theory with practical applications in school settings.

#### Course Textbooks & Materials

Smith, Stuart C. and Piele, Philip K., School Leadership: Handbook for Excellence in Student Learning, Corwin Press, 4<sup>th</sup> Edition, 2006.

#### Course Goals

**Organizational and Management of Schools** is intended to provide students with an opportunity to explore meanings of leadership in schools, the leader's role in school change and restructuring and the ways school leaders make sense of school organization. Students will explore how organizations function and the leadership choices within organizations, and they will have an opportunity to begin to develop a vision of their leadership principles and potential practices. This will be examined within the larger context of American public education.

## **Student Outcomes**

In order to develop leadership competencies, students will deepen their understanding of how organizations function and how leaders influence school change and improvement. At the conclusion of this course successful students should be able to:

1. Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership;
2. Understand major perspectives for analyzing organizational behavior and outcomes in schools;
3. Understand the broad governance context of school leadership;
4. Understand state and national standards for school leadership performance and leadership dispositions; and
5. Begin to articulate how they plan to develop their leadership capabilities.

## **Relationship of Course Goals to Program Goals**

This course is intended to introduce students to theory and practice in school leadership. All of the program goals are active, to a greater or lesser degree, in this course. Students will:

- refine their perspectives on education administration as they hone their leadership skills;
- develop a personal philosophy of education and a personal vision relating to their leadership practice;
- assess their leadership strengths and areas for development;
- understand leadership roles in schools and school districts in settings characterized by diversity;
- use various social science perspectives as the foundation for advocacy and change;
- learn how to work with the larger community; and
- enhance their oral and written communication skills.

## ***Late Work***

Assignments are expected to be submitted on the due date. Late assignments will be accepted after the due date but their grade will be reduced.

## ***Grading Scale***

A+ = 100 percent  
A = 95 – 99 percent  
A- = 90 – 94 percent  
B+ = 86 –89 percent

B = 83 – 85 percent  
B- = 80 – 82 percent  
C = 75 – 79 percent  
F = 74 percent and below

## **Evaluation and Grading.**

### ***Attendance & Class participation – (10%)***

Students are expected to participate in class discussions and to interact with the instructor and other students. It is expected that students will arrive on time and will notify the instructor, in advance, when an unavoidable conflict prevents the student from either arriving on time to class or attending a class.

### ***Written assignments – (3 different ones each worth 20%)***

For this class, you will be asked to do a variety of written work that involves developing your leadership capabilities and understanding of the application of organizational theory to schools.

### ***Class presentations – (3 different ones each worth 10%)***

Each student will make presentations to the class and receive feedback from colleagues. You will be expected to give constructive feedback to your colleagues for their use in analyzing their presentations. Making use of assigned time is a skill that will be emphasized in this class.

## **College of Education and Human Development Statement of Expectations and Resources**

### **TASKSTREAM REQUIREMENTS**

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit this assessment, (School/Community Leaders Assessment of School Effectiveness) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### **GMU POLICIES AND RESOURCES FOR STUDENTS**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

*For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu>].*

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**Education Leadership Program**  
**EDLE 420 –Organization and Management of Schools**  
Instructor: Eric L Stewart  
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**COURSE SCHEDULE**

<b><u>Date</u></b>	<b><u>Topics/Content</u></b>
8/27/14	Introductions – Syllabus and course expectations Topics: School Leadership in the 21 <sup>st</sup> Century Characteristics of an Effective Leader Case Study Exercise: <i>Principal “Experiences”</i> Assignment: Smith & Piele, Ch. 1, “The Landscape of School Leadership”
9/3/14	Topics: What is the “ <i>Landscape of School Leadership?</i> ” What are “Essential Acts of Leadership” Review of the Personal Assignment Assignments: Smith & Piele, Ch. 2 “ <i>Effects of Leadership</i> ” and Ch. 3, “ <i>Portrait of a Leader</i> ”
9/10/14	Topics: Portraits of Effective School Leaders (ONLINE DISCUSSION) Case Study Exercise – <i>My First Job and Lessons Learned</i> * Assignment: Smith & Piele, Ch. 6 & 8, “ <i>Ethical &amp; Cultural Leadership</i> ”
9/17/14	Topics: How Do We Assess Leadership Values? (ONLINE DISCUSSION) Visionary Leaders: “ <i>My Mistakes and What I’ve Learned</i> ” * Assignment: Smith & Piele, Ch. 9&12, “ <i>Accountable &amp; Political Leadership</i> ” Bring a local school’s Report Card (NCLB)
9/24/14	Topics: <b>Presentation #1 and Written #1 DUE</b> <i>AMO</i> – History and Future Implications Review of Local School Report Cards Develop questions for Panel of Principals Assignment: Smith & Piele, Ch. 13, “ <i>Instructional Leadership</i> ”
10/01/14	Topic: <b>Panel of Administrators</b> – Lessons Learned /Lessons to Be Learned Leading in the 21 <sup>st</sup> Century / All about PLCs Assignment: Smith & Piele, Ch. 15, “ <i>Learning Focused Communities</i> ”

- 10/08/14 Topics: Communicating and **Engaging the Public** (ONLINE DISCUSSION)  
Improving Student Achievement  
Case Study – **Working with PTA / PTO**  
Assignment: Smith & Piele, Ch. 18, “*Managing Data for Decision Making*” **Presentation #2 and Written #2 DUE**
- 10/15/14 Topics: **Data – Driven Decision Making**, How to Make it Work for Students  
Case Study Exercise – Examples from Your Work Sites
- 10/22/14 Topics: How Do I Learn this New Job? – A Panel of Assistant Principals  
Assignment: **Mock Interviews**
- 10/29/14 Topics: Presentations on Current Topics  
Assignment: Smith & Piele, Ch. 19, “*Allocating Human, Financial & Physical Resources*”  
**Case Study – Opening a New School**
- 11/05/14 Topics: How to Manage Human, Financial & Physical Resources  
(ONLINE DISCUSSION)  
Current Topics and School Board Resource Use
- 11/12/14 Topics: **Presentations #3 DUE** on Current Topics
- 11/19/14 Topics: Presentations on Current Topics  
**Assignment: What Have I Learned?**  
(ONLINE DISCUSSION)
- 11/26/14 No class
- 12/03/14 Topics: What Have We Learned? **Presentation #3 DUE**  
What Are Our Next Steps?  
Course Evaluation
- 12/10/14 No Final – NO class

\*- Includes group work or Blackboard online discussions (ONLINE DISCUSSION)

## WRITTEN ASSIGNMENTS

### (1) “My Leadership Models” – 20 %

This assignment asks you to compare two “leader models” to your own beliefs about leadership and to describe how you think they will influence your leadership style. The two leaders must include a “world leader” (past or present) and a Sports Figure (past or present). Through this activity, you should discover themes about leadership behavior. Helpful prompts below...

1. Identify two or three core beliefs that are important to you when you think about *teaching, learning, and leadership*.
2. Explain why each is a critically important belief, and how it relates to the other beliefs.
3. Expand on each belief by including a few principles that describe what the belief means and how it appears in school practices, i.e. what are people actually doing when this belief is manifested in behaviors.
4. In what capacity of education do you see yourself using these characteristics?
5. Others discussed in class.

**This paper should be at least three typewritten and double-spaced pages**

### (2) “Principal Lessons Learned”– 20 %

1. For this paper, you need to interview a school principal (not an assistant) to think back over his/her own leadership experiences as a principal and choose one or two examples that he/she consider to be a “lesson learned” -- a time when he/she performed as a leader but inexperience led to promising to do it differently the next time. Helpful “starter” questions below:

What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation? What motivated you to get involved? How did you challenge yourself and others? How did you build enthusiasm and excitement? How did you involve others and foster collaboration? How did you build trust and respect? What principles and values guided you and others? How did you set an example? In what ways did you excel as a leader in the situation you described? What might you have done differently to enhance your performance? What lessons did you learn about leadership from the experience?

**This paper should be at least three typewritten and double-spaced pages**

### (3) “The Strengths and Weaknesses of a PLC” – 20%

Identify a common “challenge” of schools and come up with several solutions. Before starting this project, your “challenge” must be approved by Eric. Introduce the problem and solution(2) in a letter to the superintendent. Additional details will be provided in class.

**This paper should be at least two typewritten and double-spaced pages**

## Written Assignment Rubric

Levels:				
Criteria:	<b>1 falls below expectations</b>	<b>2 approaching expectations</b>	<b>3 meets expectations</b>	<b>4 exceeds expectations</b>
<b>Thesis &amp; introduction</b>	There is no clear purpose of the paper; seemingly little attempt to create a thesis statement	Attempt to create a thesis statement and communicate the purpose in introduction	Evidence of thesis can be found in a clear introduction to the paper	Establishes thesis in introduction and maintains clear purpose via suitable voice and tone
<b>Case analysis</b>	Analysis is unrelated to the case, is largely missing or wholly inadequate.	Analysis is weak or incomplete, or superficially considers the Fullan model.	Fullan's model is used adequately to assess how the case exemplifies effective leadership.	Fullan's model is summarized and then used to thoroughly assess how the case exemplifies effective leadership.
<b>Implications for leadership development</b>	Conclusion and implications are largely missing or wholly inadequate.	Lessons relating to future actions and/or personal leadership development are superficial	General lessons are presented relating to future actions and/or leadership development	Lessons are derived relating the need to develop specific leadership dispositions and/or proficiencies
<b>Organization of paper</b>	Paper lacks logical progression of ideas	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper includes logical progression of ideas aided by clear transitions	Paper is powerfully organized and fully developed
<b>Mechanics</b>	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading

### PRESENTATION ASSIGNMENTS

#### (1) “Marzano’s High Yield Strategies” – 10 %

This assignment asks you to analyze Robert Marzano’s High Yield Strategies and relate them to your teaching style. More details will be provided during class.

#### (2) “School Challenges” – 10%

Identify a common “challenge” of schools and come up with several solutions. Before starting this project, your “challenge” must be approved by Eric. Introduce the problem and solution (2) in a letter to the superintendent. Additional details will be provided in class.

#### (3) “Students, Parents, Central Office, or the Administration?” – 10%

Pick one of the attached issues and prepare your notes to the prompt for a class presentation. More details will be discussed in class.



## Presentations Rubric

Levels:	1	2	3	4	Score
<i>Criteria:</i>	<b>1 falls below expectations</b>	<b>2 approaching expectations</b>	<b>3 meets expectations</b>	<b>4 exceeds expectations</b>	
<b>Attention to Audience</b>	Did not attempt to engage audience	Little attempt to engage audience	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation	
<b>Clarity</b>	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most part, but more clarity with transitions is needed	Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow	
<b>Presentation Length</b>	Greatly exceeding or falling short of allotted time	Exceeding or falling short of allotted time	Remained close to the allotted time	Presented within the allotted time	
<b>Content</b>	Thesis is unclear and information appears randomly chosen	Thesis is clear, but supporting information is disconnected	Information relates to a clear thesis; many relevant points, but they are somewhat unstructured	Exceptional use of material that clearly relates to a focused thesis; creative use of supporting ideas	
<b>Speaking Skills</b>	Monotone; speaker seemed uninterested in material	Little eye contact; fast speaking rate, little expression, mumbling	Clear articulation of ideas, but apparently lacks confidence with material	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	

### **Presentation (3) on Current Topic – 10%**

Education leaders are frequently called on by various constituencies to discuss, explain, defend, and/or advocate for topics of interest to that group in particular or to the community in general. Accuracy and clarity are key points in getting the information across. In addition, sticking to the time allotted is critical.

For this assignment, look over the list of topics below and select one of interest to you. Administrators are frequently asked to speak on topics about which they have passing knowledge. In fact, they may be asked to speak on these topics without much opportunity to prepare.

You may use Power Point, overheads, hand-outs, group participation or any other format that will contribute to the topic selected. Knowing your audience and what will appeal to them is part of planning a presentation. Your presentation should be 3-5 minutes in length.

### **Individual Presentation Topic Ideas**

#### **1. First General Faculty Meeting**

You, the recently appointed principal, will make a presentation at the opening general faculty meeting (beginning of the school year). In preparing for this presentation, you will consider those priorities that you will highlight as well as the personal/professional information about your background that faculty may need to know.

Be aware that you have just been appointed (within the past three weeks) to this position, and that you have not had the opportunity to meet most of the faculty. In fact, you have yet to meet one of your experienced assistant principals who has been on annual leave since your first day on the job in your new office, approximately one week ago.

#### **2. Presentation to School Board—Safe Schools**

You have recently been asked by the superintendent to address the school board relating to the school system's focus on safe schools. The school board is interested in hearing about your priorities and strategies for ensuring that students will be taught in a safe and secure learning environment.

You are aware that several well-publicized gang incidents dominated the news during the final two months of the last school year. These incidents occurred at the school to which you have just been appointed principal. (You have been on the job for several months now.) This will be your first formal opportunity to address the school board.

#### **3. Presentation to PTA Council**

You, the school principal, have been asked to address the school district's council of PTA presidents on the block-scheduling program that has been implemented in many of the region's secondary schools. You are a proponent of block scheduling, as you served on the steering committee that explored this as an option and subsequently recommended its approval to the superintendent.

You are aware that a number of the council members are not as convinced as you that block scheduling is making a positive difference in the academic lives of students. The superintendent has met with you and suggested that you carefully prepare a well-balanced presentation with both pros and cons of the block-scheduling program.

#### **4. Presentation to Elementary School Parents—Academics at the Middle School**

You, the middle school assistant principal, have been asked by the elementary feeder school principals to address the elementary school parents about the academic program at the middle school. The parents are concerned because eighth grade SOL scores have been lower than fifth grade scores since the first year the tests have been given.

Parents have had a study group to look at options for middle school organization. They want a more traditional academic program; the elimination of teams is a topic of intense feelings with the parents being evenly divided. You are a strong advocate for teams and the pure middle school model.

It should be noted that you are being considered for one of the elementary feeder principalships when the principal retires in June.

#### **5. Community Forum—Finalist for Principal at New School**

You have been informed that you are one of three finalists for the new principalship at Model **ES/MS/HS** (your choice). The central office director of human resources has notified you that you will have 20 minutes to present yourself at a community forum. Parents, students, media representatives and the general public will be invited to attend. Following your presentation, the director of human resources will solicit input from those attending and compile it for the superintendent.

The new school is located in a recently developed planned community. As the first principal, you will be expected to have excellent community relations skills as you work with parents and their children to establish priorities and a sense of belonging in this new environment. Statistics reveal that many of your parents are affluent, well-educated and are new residents to this part of the state.

#### **6. Press Conference—SOL Scores Drop after School Boundaries Are Redrawn**

You, an assistant principal who has been on the job one year, have been asked by the superintendent to accompany your principal to a press conference about the 20-point decline in SOL test scores since the school board redrew the boundaries for your school. The neighboring school, which also has been redistricted, had a 10-point increase in SOL test scores. You are in charge of the testing program, including the remediation component. The scores for your white and Asian students have remained about the same, but the scores for your African American and Latino students have dropped precipitously. You will be making the initial part of the presentation to the press and will be followed by the principal.

The principal has never used data to analyze the school's performance and does not understand why everyone is so upset. He has been under fire from the NAACP for insensitivity to minority students. He refuses to put up signs in Spanish even though the school population is now 20% Latino.