



## TARGETED STANDARDS

### Education Leadership Constituent Council (ELCC) Standards

#### **ELCC Standard 1.0:**

*Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.*

#### **ELCC Standard 2.0:**

*Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.*

#### **ELCC Standard 3.0:**

*Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.*

#### **ELCC Standard 4.0:**

*Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.*

#### **ELCC Standard 5.0:**

*Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.*

#### **ELCC Standard 6.0:**

*Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

**METHODS OF INSTRUCTION:**

Lectures; PowerPoint presentations; case studies; individual research; small and large group discussion; model projects; use of WebCT and on-line chats when scheduled.

**INTEGRATION OF TECHNOLOGY:**

Student PowerPoint presentations, use of Internet, research using technology, internet, and electronic resources.

**STUDENT ACTIVITIES AND EVALUATIONS:**

Students will engage in selected readings via professional journals, case study analysis, model projects, on-site observation of organizational meetings, in-class vignettes, simulations, and an examination.

Evaluation of the student will be measured on pre-determined assessments for each project and the comprehensive examination.

EDA 8223 provides an overview of change strategies, problem solving strategies, leadership styles, as understandable processes that can be managed. The major purpose of the course is employ activities to introduce educational leaders to the theories, principles, and strategies of these topics. (**D = Dispositions, K = Knowledge, P = Performance**) Toward that end, upon completion of the course, the student will:

- (**D**) develop a vision of change as part of the growth of organizations and value the benefits that change can bring to organizations; (ELCC 1, ELCC 3)
- (**K**) realize that change typically unfolds in a manner that can be recognized and predicted;
- (**K, P**) anticipate how individuals respond during change; (ELCC 2)
- (**K, P**) understand the culture of an organization and demonstrate the ability to recognize and define leadership styles needed for successful change and problem solving strategies; (ELCC 2)
- (**K, P**) plan how to implement effective leadership styles, problem and change strategies; (ELCC 4, 5, 6)
- (**K, P**) recognize the critical factors that help one guide the change process; motivate individuals in followership and leadership. (ELCC 2)
- (**K, P**) take specific actions to facilitate progress through leadership, problem solving and change processes; (ELCC 4, 5, 6)
- (**K, P, D**) help oneself and others to use effective leadership to recover more quickly and effectively from the effects of organizational change and problems. (ELCC 3)

**Types of Assessments:**

1. **Class attendance/participation and assignments:** Class attendance and punctuality are expected and required to successfully complete this course. Absences may necessitate a reduction in the student's participation points, which could have a negative impact on a student's final grade. Students shall complete all readings and assignments in a timely manner. Students are expected to arrive ready to discuss the topics of the day.

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The assignments, activities and evaluation are all designed to help the student make practical application of the theories and concepts learned in class and other venues. Some of the assigned activities are for practice only, not for evaluation. In addition, some of the assignments may not be collected, checked and recorded. **EMAIL: Each student is required to use their MSU email address. It is free to each student. I cannot communicate with you unless you activate your MSU email. You have one week following the first day of class to activate your MSU email account. (Comprehensive Course Activity: Standards 1-6)**

2. **Article critiques:** Select five articles in five different refereed professional journals appropriate to change strategies, read the article, and write a critique of the article. Article #1 – Leadership, Article #2 – Change, Article #3 – Problem Solving, Articles #4 and #5 on topics in your field of specialty. **(See the sample article review in this syllabus) (Standard 1) Due Dates: see course schedule**
3. **Change Strategies Observation Analysis:** Students will attend a minimum of one administrative meeting related to your field of study (e. g., k-12] and prepare a written analysis of the meeting. The analysis paper shall not be more than five (5) pages double spaced, nor less than three (3) pages double spaced, **excluding** the table of contents, cover page and references. A minimum of three (3) references must support the student’s analysis. **(Comprehensive Course Activity: Standards 1-6). Due on: see course schedule**
4. **In Class Small Group and Large Group/ Activities:** Students will participate in class, issues and activities that will be evaluated on student engagement, knowledge of subject matter, oral communication, and presentation skills. **(Comprehensive End of Course Activity: Standards 1-6)**
5. **Change Strategies End of Course Project:** Each student will select a change strategies topic in your field of study for development that meets subject criteria. The topic for research will be pre-determined by the student and instructor. You will implement a change project in your work setting using a model presented in class. **(Comprehensive End of Course Project: Standards 1-6) see course schedule**

### Project Overview

- a. Choose a change project in which you are currently involved, or one in which you will be involved in the near future.
- b. Select a change that is not too broad in scope, i.e., one that does not involve a large number of people.
- c. Choose a change that is specific and measurable, rather than global.
- d. The change must be one for which you have implementation responsibility (change agent).
- e. You must have direct involvement in change.
- f. The project must require that people change something about the way they operate, think, or feel.
- g. If possible, select a change that will or has already generated some degree of resistance.

h. Choose a project that can be accomplished within a reasonable amount of time.

**6. Change Strategies End of Course Project Presentation:** Each student will present the topic that meets subject criteria. Each project presentation should not exceed **30 minutes** including questions and discussion at the end of the presentation. You may use any resources you wish, i.e., journal articles, reference books, policy manuals, Internet resources, etc. Sections within the paper: (a) introduction, supporting literature (literature review), (b) method, results **and/OR** discussion, to include significance of the topics to change strategies, specific information regarding any laws, regulations, and/or procedures (if appropriate) to substantiate management practices, (d) summary, and (e) reference section. Use the APA Manual, 5<sup>th</sup> edition, as a guide for writing style and oral presentation (pp 329-330). Sample paper in APA manual, pp. 283-320. (See Guidelines for presentations in this syllabus, p. 8). This activity will serve as the **End of Course** examination. **(Standards 1-6). Presentation Date: see course schedule.**

**7. Examination:** A midterm exam will cover readings, class lectures, and discussions. The format of the exam will be short essay and/or objective questions. **(Standards 1-6). Examination Date:** Week 9.

Class Activities/participation	50 points
Change Project Presentation –End Crse. Ex.	50 points
Midterm Exam	50 points
End of Course Project Paper	100 points
Article reviews 5 @ 10 points	50 points
Change Observation Analysis	<u>50 points</u>
Total	350 points

**Grading in percentage points and letter grades:**

94-100	A	77-79.9	C+	60-63.9	D-
90-93.9	A-	74-76.9	C	59.9-below	F
87-89.9	B+	70-73.9	C-		
84-86.9	B	67-69.9	D+		
80-83.9	B-	64-66.9	D		

**Diversity Issues:**

Students will study the implications for leadership of group variables such as gender, ethnicity, SES, special education, and ADA. The relationship is related to outcome variables in the school setting such as student achievement and school climate.

**Tentative Course Schedule**

<b>Time</b>	<b>Activities</b>	<b>Resource(s)</b>
Week 1 (Jan. 9 <sup>th</sup> )	Introduction; Course requirements; Organizational Meeting;	Handouts <b>*All chapter readings are completed prior to class indicated</b>
Week 2 (Jan 16 <sup>th</sup> )	<b>Library Research Workshop- How to do Library and Internet Research</b>	<i>(note. K &amp; P = Kouzes and Posner)</i>
	<b>(student schedules appointment with library)</b>	<b>Instructional Services: 662-325-0810</b>
Week 3 (Jan 23 <sup>rd</sup> )	Resistance to Change; Support for Change (James O. B. Keener) <b>1<sup>st</sup> Article Review Due</b>	*Kotter, Ch. 1-2 *Bennis, Ch. 1 *K & P Ch. 1
Week 4 (Jan 30)	Resistance and Support for Change (Marlene Wilson) Force Field Analysis Change Model - Kurt Lewin Model	Handouts/PowerPoint Bennis, Ch. 2-3 K & P Ch. 2-3
Week 5 (Feb 6 <sup>th</sup> )	Michael Fullan – Change Forces <b>2<sup>nd</sup> Article Review Due</b>	Kotter, Ch. 3-5 Bennis, Ch 4 K& P Ch. 4-5
Week 6 (Feb 13 <sup>th</sup> )	Practice Problem – Change Strategies Small Group Activity	Kotter, Ch. 6-10 K&P, Ch. 6-7
Week 7 (Feb 20 <sup>th</sup> )	<b>3<sup>rd</sup> Article Review Due</b> Practice Problem – Change Strategies Student group presentations	Leadership Inventory PowerPoint Kotter, Ch. 11-12 Bennis, Ch. 5 K & P, Ch. 8-9
Week 8 (Feb 27 <sup>th</sup> )	Case Study - Force Field Analysis/Kurt Lewin /Michael Fullan Change Models Small group activity	Handouts/PowerPoint Bennis, Ch. 6 K & P, Ch 10
Week 9 (Mar 5 <sup>th</sup> )	<b>Midterm Exam</b> <b>(Mar 12<sup>th</sup> is week of spring break – no class)</b>	
Week 10 (Mar 19 <sup>th</sup> )	Hersey & Blanchard Situational Leadership Model – Leadership and Change	Handouts/PowerPoint K & P, Ch. 11

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Week 11 (Mar 26 <sup>th</sup> )	Problem Solving Strategies – <b>Leadership</b> Louisiana Leadership Academy Model <b>4<sup>th</sup> Article Review Due ; 5<sup>th</sup> Article Review Due</b>	Handouts/PowerPoint K & P, Ch. 12
Week 12 (Apr 2 <sup>nd</sup> )	Problem Solving Strategies - <b>Motivation</b>	Handouts/PowerPoint Bennis, Ch. 7 K & P, Ch. 13
Week 13 (Apr 9 <sup>th</sup> )	<b>Presentations (Serves as End of Course Exam)</b>	
Week 14 (Apr 16 <sup>th</sup> )	<b>Presentations (Serves as End of Course Exam)</b> <b>Change Observation Paper Due</b>	
Week 15 (Apr 23 <sup>rd</sup> )	<b>Presentations (Serves as End of Course Exam)</b>	

**Guidelines for End of Course Project/Presentations**

1. To deepen understanding of the possibilities of leadership, problem solving, and change by examining programs and what research has to say about them.
2. To reflect upon the nature, form, and significance of leadership, problem solving, and change.
3. To begin developing a vision of what leadership, problem solving, and change can be and should be.
4. To provide classmates with the background information and materials for consultation when considering leadership, problem solving, and change issues, opportunities and/or processes.
5. To obtain practice in making presentations, a frequent activity of leaders.
6. To gain experience in collecting, analyzing, and presenting research information.

Projects will be completed by each student. The presentation will provide evidence to support your research on the topic. Cite research and/or model practices that show or suggest that the way you have organized your topic is defensible.

1. **Presentation Date:** \_\_Weeks 13-15\_\_\_\_\_ **Presentation No.** \_\_\_\_\_
2. **Length of presentation:** Plan for **20 minutes** including class questions and comments. Provide class members with a **one-page outline** and **list of the references** used in your project on the day of your presentation.
3. The guideline is to arrange the presentation in the way that will do the best job and be of the most interest to the class. Provide class members with a **one-page outline** and **list of the references** used in your project on the day of your presentation.
4. **Type of Presentation:** The type of presentation/class activity is up to you. You may present a lecture, prepare handouts to go with the spoken presentation, role play, prepare a video, or combine all of these methods and/or others. The goals are clarity and interest. **PowerPoint** slide show is required in the presentation. Provide class members with a **one-page outline** and **list of the references** used in your project on the day of your presentation. Send these by email attachment.
5. A written version of your presentation is required. A completed copy of the paper is due to the instructor on the day of your presentation. Sections within the paper: (a) introduction, supporting literature (literature review), (b) method, results and discussion, significance of the topics to change strategies, specific information regarding laws (if applicable), regulations, and/or procedures (if applicable) to substantiate practical application, (d) summary, and (e) reference section. **Minimum of 10 references required.** Use the APA Manual, 5<sup>th</sup> edition, as a guide for writing style and oral presentation (pp 329-330). Sample paper in APA manual, pp. 283-320. No minimum or maximum number of pages. The quality of work will be reflected in the pages required to complete the paper.
6. **Name:** \_\_\_\_\_
7. **Topic:** \_\_\_\_\_

**Guidelines for End of Course Project/Presentations (instructor's copy)**

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6. **Name:** \_\_\_\_\_
7. **Topic:** \_\_\_\_\_

**(Turn this copy in to the instructor)**

**Reasonable Accommodation for Students with Disabilities:**

"Our program is committed to all students achieving their potential. If you have a disability or think you have a disability (physical, learning disability, hearing, vision, psychiatric) which may need a reasonable accommodation, please contact the office of Student Support Services and the Disability Resources Center located at 01 Montgomery Hall. The phone number is (662) 325-3335.

**Student Conduct and Plagiarism**

The Department recognizes the importance of working to educate students about what plagiarism is and where the "boundaries" lie. To that end, the department will be adding the following statement to all course syllabi.

"Dishonest conduct is unacceptable. Academic dishonesty includes (but not limited to) plagiarism and cheating." For more information refer to the MSU **STUDENT AFFAIRS OP 91.100: Code of Student Conduct.**

**Assessment Consent**

As a part of institutional and state outcomes assessment requirements, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Mississippi State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Dr. Jerry Mathews, Coordinator Education Administration, at 662-325-7270 or [jmathews@colled.msstate.edu](mailto:jmathews@colled.msstate.edu).

Running head: LEADERS INFLUENCE SCHOOL CULTURE

**(2 points for title page)**

**(SAMPLE FORMAT FOR ARTICLE CRITIQUES)**

How Leaders Influence the Culture of Schools

Article Critique #

Student's Name

EDA 8223 Doctoral Seminar

Abstract

Peterson and Deal (1998) identify specific ways leaders can shape culture. Leaders need to communicate both verbally and nonverbally, the basic values of the school. In addition, leaders need to award those who further the work of the school and help students. Principals, teachers, and parents need to be role models of the school's values and traditions, norms and rituals to insure a healthy environment exists within the school.

**(2 points for abstract)**

How Leaders Influence the Culture of Schools

*(You may use sub-headings if you prefer)*

**(2 points for body of review)**

Parents, teachers, principals, and students often sense something special and undefined about the schools they attend. This elusive element of the school environment has been labeled the school's *culture*. Culture is the underlying *ethos* or *climate* that identifies a school's character. Culture influences everything that goes on in schools: how staff dress, what they talk about, their willingness to change, the practice of instruction, and the emphasis given student and faculty learning (Peterson & Deal, 1998). The authors of this article pose the questions regarding what school culture really is and who shapes it. The authors also define school culture as a branch of the community's traditions and values, norms and rituals, which are built up over time as people work together, solve problems, and confront challenges. The individuals who are responsible for creating a positive school culture are identified as the "school leaders- - principals, teachers, and often parents," (Peterson & Deal, 1998, p. 2). The authors feel that without strong leadership in place reforms will falter, staff morale and commitment will wither, and student learning will slip.

Through research and observation of a variety of schools, Peterson and Deal (1998) have identified five common cultural threads found in strong, positive schools. These common threads identify schools:

where staff have a shared sense of purpose; where they pour their hearts into teaching;  
where the underlying norms are of collegiality, improvement, and hard work; where  
rituals and traditions celebrate student accomplishment, teacher innovation, and parental  
commitment; where the informal network of storytellers, heroes, and heroines provides a

social web of information, support, and history; where success, joy, and humor abound.

(p. 2)

In contrast to a positive school culture, the authors identified the blight of toxic cultures. Leaders must work to overcome these negative influences on their schools by first, understanding the existing cultures, and second, taking the initiative to highlight those values that are in the students best interest. Finally, leaders must have the courage to eliminating the toxic waste. Without constant attention by school leaders, school cultures can become toxic and unproductive (Peterson & Deal, 1998).

#### Personal Reflection

(Write a narrative of your personal reflections which will serve as the critical assessment of this article).

**(2 points for personal reflection)**

Reference

Peterson, K. D., & Deal, T. E. (1998). How leaders influence the culture of schools. *Educational Leadership*, 56, 1-8.

**(2 points for reference)**

**Assessment Rubric – EDA 8223 Presentation/Project**

**Standards Linked to Portfolio Rubric/Assessment**

<b>ELCC Standards</b>	<b>Exceptional (4 points)</b>	<b>Above Average (3 points)</b>	<b>Satisfactory (2 points)</b>	<b>Minimal (1 point)</b>	<b>Unacceptable</b>	<b>Points Of 4 possible</b>
<b>Standard #1: Developed, articulated, &amp; implemented, a shared vision of learning.</b>	Completed tasks indicate student has in-depth knowledge of and is able to apply standard.	Completed tasks indicate student understands and is able to apply the standard.	Completed tasks indicate student has satisfactorily grasped the meaning of the standard.	Completed tasks indicate a minimal understanding of the standard by the student.	Completed tasks indicated student does not understand the standard.	
<b>Standard #2: Nurtured/sustained a school culture &amp; instructional program conducive to student learning.</b>	Completed tasks indicate student has in-depth knowledge of and is able to apply standard.	Completed tasks indicate student understands and is able to apply the standard.	Completed tasks indicate student has satisfactorily grasped the meaning of the standard.	Completed tasks indicate a minimal understanding of the standard by the student.	Completed tasks indicated student does not understand the standard.	
<b>Standard #3: Promoted successful management of the organization, operations, &amp; resources..</b>	Completed tasks indicate student has in-depth knowledge of and is able to apply standard.	Completed tasks indicate student understands and is able to apply the standard.	Completed tasks indicate student has satisfactorily grasped the meaning of the standard.	Completed tasks indicate a minimal understanding of the standard by the student.	Completed tasks indicated student does not understand the standard.	
<b>Standard #4: Collaborated with families and community members; responded to needs of stakeholders.</b>	Completed tasks indicate student has in-depth knowledge of and is able to apply standard.	Completed tasks indicate student understands and is able to apply the standard.	Completed tasks indicate student has satisfactorily grasped the meaning of the standard.	Completed tasks indicate a minimal understanding of the standard by the student.	Completed tasks indicated student does not understand the standard.	
<b>Standard #5: Acted with integrity, fairness, and in an ethical manner.</b>	Completed tasks indicate student has in-depth knowledge of and is able to apply standard.	Completed tasks indicate student understands and is able to apply the standard.	Completed tasks indicate student has satisfactorily grasped the meaning of the standard.	Completed tasks indicate a minimal understanding of the standard by the student.	Completed tasks indicated student does not understand the standard.	
<b>Standard #6: Understood &amp; responded to influence of political, social, economic, legal, and cultural context.</b>	Completed tasks indicate student has in-depth knowledge of and is able to apply standard.	Completed tasks indicate student understands and is able to apply the standard.	Completed tasks indicate student has satisfactorily grasped the meaning of the standard.	Completed tasks indicate a minimal understanding of the standard by the student.	Completed tasks indicated student does not understand the standard.	
<b>Communication skills [CFPO 2]</b>	Sentences and paragraphs are well	Sentence/paragraph development is present,	Sentences/paragraphs are understandable;	Information is understandable but	Writing is sloppy, ideas are not easily under-	

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	developed/organized; no spelling and/or grammar errors.	not perfected; less than 3 spelling and/or grammar errors are present.	contains less than 5 spelling and/or grammar errors.	ideas are not well organized; more than 5 spelling/grammar errors are present.	stooed; illogical organization of ideas; more than 10 spelling and/or grammar errors.	
<b>Completeness</b>	All Items are included.	One item is missing.	Two items are missing.	Three items are missing.	Four or more items are missing.	
<b>Total Points (Of 32)</b>						

**Total assessment score out of 32 points possible \_\_\_\_\_**

<b>Points</b>	<b>Percent</b>	<b>Assessment</b>	<b>Level</b>
32-29	A – 90+	Exceptional	Exceeds Standards 4*
28- 25	B – 80 – 89.9	Above Average	Meets Standards 3
24-- 21	C – 70-79,9	Satisfactory	Meet Standards but needs improvement (see comments) 2*
Below 21	0-69.9	Fail	Fails to Meet Standards Must Repeat Internship 1**

**Comments:** \_\_\_\_\_

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