Prerequisites
Awareness of Technology Systems
Knowledge of technology applications
Knowledge of data sources in schools
Knowledge of data analysis skills
Able to read and understand basic research

Learning to Lead

The first issue of leadership is to acknowledge the transition required to move from the role of follower to leader. This course is a study of the self as a potential leader and educational administrator. It is essential to effective leadership that we know our own capabilities. This knowledge helps one to select the right position and to build leadership teams that are effective in the development of schools that maximize student achievement. When we are knowledgeable about our skills and know how to help others assess their skills, we can model and promote growth for all in the educational enterprise.

Course Description:

This unit will introduce students to the theory and practice of leadership in schools. Using individual leadership assessments, each student will analyze her or his own potential for school leadership. Based upon knowledge of leadership and an analysis of one’s personal and professional skills the student will create a personal growth plan designed to further
develop leadership capacity. Field experiences will acquaint students with the reality of leadership in a school, and problem centered classroom activities will provide opportunities for students to collaboratively solve school problems as well as practice group processes, communication and interpersonal skills.

**ADA Statement**

If you think you have a disability that qualifies under the American with Disabilities Act and requires accommodations (academic adjustments and/or auxiliary aids of services) for this course must contact the Office for Student Disability Services Room 101 Garrett Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor without a letter of accommodation from the OFSDS.

**Statement of Diversity**

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions.

**Plagiarism**

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one’s own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

**Texts and Supplemental Materials:**

Course Pak for EDAD 597

Additional materials will be made available on BLACKBOARD under the course materials link.

**Purposes and objectives of the course:**
Contemporary school leaders are not looking for followers, rather they are looking for company. Company consisting of formal and informal leaders who are willing to develop and pursue a positive vision of the future for a school or school district. Actions of these leaders needs to be aimed at ensuring the success of all students and teachers in the learning community. Leaders must know the responsibilities of the leadership role in schools and recognize the personal and professional abilities and skills essential for the position. **The purpose of this course is to provide each student with a better awareness of his/her strengths and limitations in knowledge and skill areas related to educational administration, generalized leadership, and in response the development of a lifelong course of action and growth.** In the course, students will participate in a variety of assessment inventories, readings, interviews, surveys, and activities to build a personal profile of their strengths and limitations, a personal development plan for their program and beginning administrative positions, and begin development of their professional administrator portfolio. Therefore, upon successful completion of this course, the student will:

2. Utilize information sources, data collection, and data analysis strategies for continuous self-improvement (ISLLC Standard 1.4)
3. Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation by developing an understanding of human diversity (ethnic, racial, social, economic, political, and cultural) in education. (ISLLC Standards 1.1, 2.7, 2.11, 4.2, and 5.3)
4. Identify strategies to successfully solve problems in accord with professional ethics. (ISLLC Standards 5.2 and 5.4)
5. Identify methods to model personal and professional development. (ISLLC Standard 2.8)
6. Identify effective uses of technology in the promotion of student learning and professional growth. (ISLLC Standards 2.10 and 3.8)
7. Demonstrate planning and scheduling of personal time and organizational work. (ISLLC Standards 3.1 and 3.2)

**Attendance and Participation**

Regular classroom and online participation are important. **Students are expected to check the BLACKBOARD daily.** Make-ups may be assigned by the instructor and, if assigned, must be submitted by the last class meeting of the course for make-up credit to be given. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation credit.

Students are expected to have read all assignments prior to discussion on the web and be prepared to participate in discussion or other activities. As graduate students, there is an
expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are essential for your success. IT IS IMPORTANT THAT COMMENTS ON THE DISCUSSION BOARD REVEAL OUR WISDOM RATHER THAN OUR IGNORANCE. Anticipated lapses should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor immediately after the absence. I notice when you have and have not been online.

**Technology Requirements:**

As mentioned under participation and attendance students will be expected to have access to the internet and e-mail and to regularly monitor the course website on BLACKBOARD. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student’s home computer; contingency plans may include access from the student’s school computer, the campus computer lab, or a local public library..

**Instructional Strategies**

As an online course, you have greater flexibility in terms of selecting your own time to work on the course. The course will use written and oral communication formats. Most of the printed material is contained in the CoursePack prepared by Dr. Fiene. Check the Announcements section often and watch for instructor podcasts on BLACKBOARD, as seen in the introduction to the course, at various times throughout the course..

Clinical -- The remainder of the course will consist of a variety of self-assessments selected to assist the individual in the development of a multi-faceted leadership profile, program of study, professional development plan, and the beginnings of a professional administrator portfolio. All activities are mandatory and will result in a personal profile that will include results of all assessments (leadership, written, oral communication), an analysis of the various surveys and assessments written into a Personal Narrative, and a Professional Growth Plan.

No course grade of Incomplete (X) will be changed to an A except in extraordinary circumstances that justify not completing assignments as prescribed. Students and the instructor will discuss this requirement on an individual basis.

**Assignments:**
As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed carefully; all materials should be proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct. All documents are to be submitted electronically as a Microsoft Word attachment to an e-mail or shall be placed in the BLACKBOARD’s Digital Drop Box.

Students’ scores for each assignment will be posted to BLACKBOARD – additional feedback is available per requests. The instructor is not allowed by law to reply in any detail using E-mail, unless permission is given via the student’s written signature (this is to protect the student’s privacy as E-mail is not a private form of communication). The student may read, print, sign, and send a statement such as: “I give my consent to the instructor to discuss my course grades with me via E-mail. OR I prefer the following method for discussion of my grades (a phone call or I will pick up documents).” The student is responsible for requesting clarification on any assignment(s) about which he/she has questions.

Students are expected to be active web participants as the quality of the course is contingent upon dialogue and collaboration. Due dates are explicit and assignments submitted late will be penalized.

Any materials submitted in a non-digital format must be retrieved by no later than the 30th calendar day of the subsequent academic semester or they will be destroyed.

Final Examination:

There is no final exam but there are several final products including the narrative and growth plan.

Course Grading and Evaluation:

Participation in the class discussion and other assigned activities will be evaluated on the quality of the contribution, evidence that assigned material was read, regularity of participation, appropriateness of contribution, attentiveness, and some demonstration that other reference material has been consulted.

Projects will be evaluated based on satisfying the requirement as assigned and the quality of the written work. Please review the ASSIGNMENT/DUE DATE table below. (Note: It is also posted on BLACKBOARD.)

Grading Scale

\[ A = 900 – 1000 \]
B = 800 – 899
C = 700 – 799
D = 600 – 699
F = 599 or less

**EDAD 597 PROBLEMS IN EDUCATIONAL ADMINISTRATION**

**POSTING AND DUE DATES**

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 02/09  | **Introduction, Animal Personality, Standards Comparison:** Please post your introduction on the discussion board;*  
Complete and post the Animal Personality results on the discussion board  
*50 points will be added if you include a photograph of yourself | 100    |
| 02/16  | **Communication and You: Post** comments/opinions on Dr. Phil’s Test | 50     |
| 02/23  | **Communication and You:** (continued) Complete these surveys: 1.) Feedback, and  
2.) Listening Styles Profile; Listening Styles Profile Interpretation Guide; Post a summary and opinion (Opinion: Is this valid? Is this the way you view yourself? What do you agree/disagree with about the results? | 100    |
<p>| 03/09  | <strong>Your Mission, Vision, and Slogan:</strong> Complete “The Path” and Create Your Mission Statement (Post your mission statement); Develop and post your “shield” | 50     |
| 03/16  | <strong>You as a Leader and Manager:</strong> Complete Word Matrix, Behavior Matrix, Working Relationships, the X – Y Scale, and Measuring Preferred Management Styles, Post opinions and provide an answer as to which skill is more important in running a school: leadership or management – Why? | 100    |
| 03/30  | <strong>You as a Leader and Manager:</strong> (continued) Complete remaining assessments; Post opinions; Please provide (and post) a specific example of a behavior that can be categorized as “Instructional Leader” behavior. | 100    |
| 04/13  | <strong>You and Yourself:</strong> Complete three (3) assessments; Post ideas and opinions; What specific types of behaviors exemplify a “servant leader”? | 50     |
| 04/20  | <strong>You and Yourself:</strong> (continued) Please complete this version of the MBT; Read <em>Cultivating Acceptance</em> | 50     |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/27</td>
<td><strong>Personal Narrative:</strong></td>
<td>This is personal. Please be very creative when writing your narrative. Rather than submitting your narrative on line, please send it to me as an email attachment. Send to: <a href="mailto:Christopher.wagner@wkue.edu">Christopher.wagner@wkue.edu</a>. <em>(If I do not acknowledge receipt of your assignment within 2 days, assume that I did not receive it. CONTACT ME IMMEDIATELY!)</em></td>
</tr>
<tr>
<td>05/04</td>
<td><strong>Professional Growth Plan:</strong></td>
<td>Please see rubric on the following pages for this <strong>Critical Performance</strong> and instructions as to how to upload this assignment onto the College of Education’s Electronic Portfolio.</td>
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</tbody>
</table>
CRITICAL PERFORMANCE: VISION DEVELOPMENT AND PROFESSIONAL GROWTH PLAN

Interstate School Leaders Licensure Consortium Standard Assessed: Standard One - Vision

Purpose and Use Statement: This critical performance is an evaluation of ISLLC Standard One: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Graded Product: Leadership professional growth plan supporting a school vision

Additional Materials/Resources Needed: Leadership Assessment EDAD 587 CoursePac and Sample Vision

Task: The student shall develop a Professional Growth Plan based on the results of assessments, surveys, and inventories as provided in the EDAD 597 CoursePac by identifying major strengths and limitations. The plan must be related to facilitating the development, articulation, and implementation of a shared school vision of learning. The plan must meet the following indicators:

1. Develop a school vision statement of learning that will promote the success of all students.

2. Identification of at least three (3) areas of personal leadership strength. For each area, provide two specific strategies you will use to maintain or enhance the skill. Provide a timeline for the initiation of the improvement and completion of the activities.

3. Explain how the strength will support the accomplishment of the vision statement you have developed.

4. Identification of at least three (3) areas of personal professional leadership limitation. For each area, provide two specific activities you will use to correct or develop the skill. Provide a timeline for the initiation of the improvement and completion of the activities.

5. Explain how remediation of the areas of limitation will support the accomplishment of the vision statement you have developed.

Performance Criteria:
<table>
<thead>
<tr>
<th>Develop a school vision statement of learning that will promote the success of all students.</th>
<th>BEGINNING 1</th>
<th>DEVELOPING 2</th>
<th>PROFICIENT 3</th>
<th>DISTINGUISHED 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement is vague and unclear and does not relate to student learning.</td>
<td>Statement describes a vision of the future and provides direction for the school but does not relate directly to student learning.</td>
<td>Statement describes a vision of the future and provides a clear direction and purpose for the school and relates directly to student learning.</td>
<td>Well-written statement describes a positive vision of the future providing a clear direction and purpose for the school and relates directly to student learning.</td>
<td></td>
</tr>
</tbody>
</table>
| Identification and analysis of three (3) areas of major leadership strength including at least two improvement strategies for each along with a timeline for their completion. | Three (3) areas of strength were not identified  
No significant improvement strategies were identified. | Three (3) areas of strength were identified  
Fewer than two improvement strategies are listed for each area along with a timeline for completion. | Three (3) areas of strength were identified  
Two improvement strategies are listed for each area along with a specific timeline for completion. | More than three (3) areas of strength were identified  
Two or more improvement activities are listed for each area along with a specific timeline for completion. |
| Explain how the strengths identified support the accomplishment of the vision statement you have developed. | • Relationship of three strengths to the accomplishment of the vision were not clearly addressed | • Explanation of each strength (3) is not clearly related to the accomplishment of the vision. | • Explanations are made as to how the three identified strengths support the accomplishment of the vision but not to the depth expected. | • Clear and specific explanation is made as to how each identified strength (3) supports the accomplishment of the vision. |
| Identification and analysis of three (3) leadership areas needing remediation including at least two improvement strategies for each along with a timeline for their completion. | • Three (3) areas of limitation were not identified | • Three (3) areas of remediation were not identified | • Three (3) areas of remediation were identified | • More than three (3) areas of remediation were identified | • No significant improvement strategies and/or timelines were identified | • Fewer than two improvement strategies are listed for each area along with a timeline for completion. | • Two appropriate improvement strategies are listed for each area along with a specific timeline for completion. | • Two or more specific improvement strategies are listed for each area along with a specific timeline for completion. |
Explain how the limitations identified above, when remediated, will support the accomplishment of the vision statement you have developed.

<table>
<thead>
<tr>
<th>Limitation</th>
<th>Description</th>
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<tbody>
<tr>
<td>Relationship of corrected leadership limitations to the accomplishment of the vision were not clear.</td>
<td></td>
</tr>
<tr>
<td>Three limitations were not addressed</td>
<td></td>
</tr>
<tr>
<td>Explanation of each corrected limitation is not clearly related to the accomplishment of the vision.</td>
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</tr>
<tr>
<td>The three limitations were not addressed.</td>
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</tr>
<tr>
<td>Explanations are made as to how some of the identified limitations, when corrected, supports the accomplishment of the vision.</td>
<td></td>
</tr>
<tr>
<td>All three limitations were appropriately addressed.</td>
<td></td>
</tr>
<tr>
<td>Clear and specific explanation is made as to how each identified limitation, when corrected, supports the accomplishment of the vision.</td>
<td></td>
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<tr>
<td>Three or more limitations are very clearly addressed.</td>
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</tbody>
</table>

TOTAL POINTS POSSIBLE: 5 ITEMS X 4 POINTS EACH = 20 POINTS X A VALUE OF 10 FOR EACH POINT = 200

NOTE TO STUDENTS: After you have submitted this Critical Performance, a “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning; 2 – Developing; 3 – Proficient; or 4 – Distinguished. This holistic score will be based on the following ranges of possible points as follows:

- Holistic Score of 1 = Rubric Score Range of 5-7
- Holistic Score of 2 = Rubric Score Range of 8-12
- Holistic Score of 3 = Rubric Score Range of 13-17
- Holistic Score of 4 = Rubric Score Range of 18-20

In addition to the Holistic Score, your instructor will provide you with constructive feedback on this assignment. This Critical Performance represents a portion of your grade for the course but failure to complete this Critical Performance shall result in course failure.

HOW TO UPLOAD YOUR CRITICAL PERFORMANCE TO THE ELECTRONIC PORTFOLIO:

A. Access the WKU.EDU website
B. Click on the Academics link
C. Click on the College of Education and Behavioral Sciences
D. Click on Electronic Portfolio (You will see a screen that has three choices: Students, Portfolio Information, and Faculty.
E. When you click on the Student Information (under the Students heading), it will instruct you how to set up your log-in. There is also
a Student Help button that lists the most common questions and answers.)
F. Under the heading “Portfolio Information” there are four choices for faculty and students: Definition of a Critical Performance, View Critical Performances/Rubrics (allows you to select a course number to view Critical Performance and Rubric), View Standard Sets (allows you to select and view appropriate standards for the program), and Portfolio News (announcements).
G. Find the Upload button and attach (as a word document) your Critical Performance.
H. This assignment is worth up to 200 points and is due, in its final version, on or before MAY 04.
Please let me know if you have questions.
LET'S MAKE SURE WE HAVE EVERYTHING IN THE COURSEPAC.
Please organize it this way:

- **INTRODUCTION**
  - Review standards and syllabus

- **YOU AND THE ANIMAL WORLD**
  - Animal Personality Test

- **COMMUNICATION AND YOU**
  - Dr. Phil’s Test

- **COMMUNICATION AND YOU** (continued)
  - Begin at: Self Awareness Through Feedback From Others
  - Self-Presentation and Self-Disclosure
  - Interpersonal Effectiveness
  - Exercise 2.8 Friendship Relations
  - Exercise 2.13 Interpersonal Patterns
  - Exercise 2.16 How Self-Accepting Are You?
  - Exercise 2.17 Strength Building
  - Listening Styles Profile and Grid

- **YOUR MISSION, VISION, AND SLOGAN**
  - The Path
  - Creating Your Mission Statement
  - Shield

- **YOU AS LEADER AND MANAGER**
  - Word matrix – Rank
  - Behavior Matrix
  - Working Relationships
  - The X – Y Scale
  - Measuring Preferred Management Styles

- **YOU AS LEADER AND MANAGER** (continued)
  - Leadership Behavior Survey
  - Assessing Your Natural Leadership Qualities
  - Seven Quality Types of Educational Leaders
  - True/False Leadership Profile
  - Key Dimensions of Leadership
  - Types of Power
  - Fourteen Leadership Traits

- **YOU AND YOURSELF**
  - Hartman Personality
  - Lifestyle Scale
  - KERN Lifestyle Scale
  - Keirsey Temperament

- **YOU AND YOURSELF** (continued)
  - Read: Cultivating Acceptance