

Loyola University Chicago  
School of Education  
*Professionalism in Service of Social Justice*  
Department of Leadership, Foundations, and Counseling Psychology  
ELPS 560: Seminar in School Administration: School Improvement  
Section 001  
Spring 2011

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Sheppard Middle School at 440 Grove Place, Deerfield, IL

### Course Description:

The most promising strategy for sustained, substantive school improvement is the development of future school administrators to function as leaders of collaborative capacity building communities. If schools are to be significantly more effective, they must break from the industrial model upon which they were created and embrace a new model that enables them to function as learning organizations. These learning organizations, characterized as professional learning communities, suggest placing greater emphasis on relationships, shared ideals, data driven action plans, and a strong culture – all factors that are critical to significant school improvement and improved student achievement. The challenge for aspiring, as well as, veteran school leaders is to create a community of shared commitment, responsibility and accountability designed to serve the learning of the adults and the children in the school – a sustainable, professional learning community.

### Conceptual Framework:

This course is designed for students whose goals are school leader positions. "Professionalism in Service of Social Justice" represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of educational organizations. In particular, we will study Bolman and Deal's (1984; 2002; 2003; 2008) reframing theory to examine positive leadership practices in schools. By applying theory to practice, school leaders can refine their craft, understand their schools, and enhance their role as change agents. We will simulate and create opportunities, through problem-based scenarios, to practice what is "right," with respect to instructional leadership, regardless of the circumstances of the day. In particular, the following School of Education Conceptual Framework Standards will be addressed in this class:

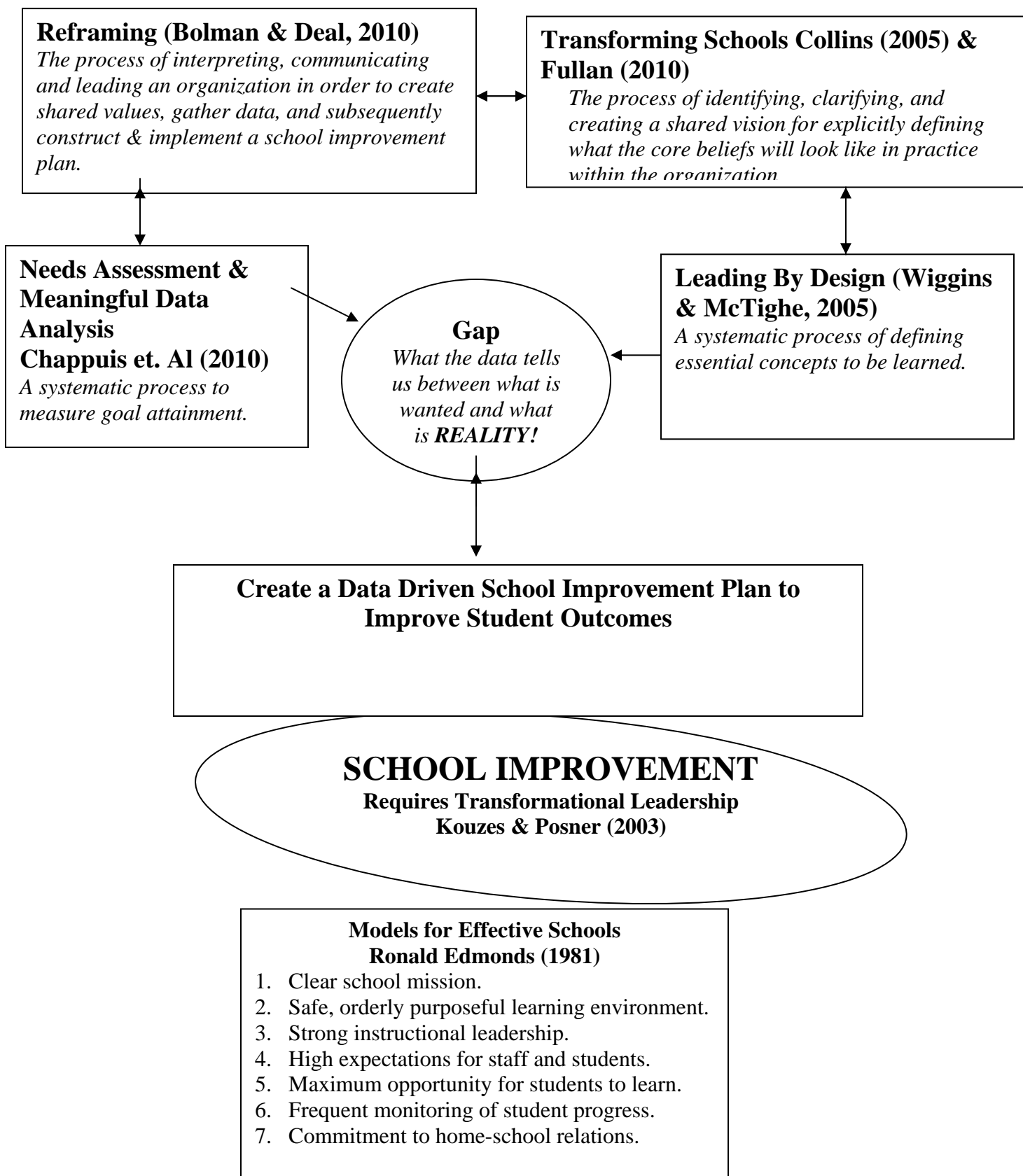
CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

### Introduction:

This course will offer specific practical recommendations for those leaders who seek to transform their schools into professional learning communities. The recommendations offered are based on research, are evident in best practice, and are consistent with standards of quality adopted by various national organizations. Students will analyze their current organizational culture and core beliefs through the reframing process. Then, using the "Leading by Design" model Wiggins and McTighe (1998; 2005), students will create a needs assessment to gather data on one of their current organization's core beliefs. From this data, students will create an action plan for the change process to close the gaps between the current reality of their organization and one shared core belief. Additionally, students will utilize the Leadership Practices Inventory (Kouzes, J.M. & Posner, B.Z., 2001) to gather data upon their leadership style and to reflect upon how their style will affect the school improvement action plan process (at either the building or district level) and the opportunities this can create for reframing their leadership style.

Concept Map for School Administration Seminar 560  
Or  
What we are learning and how the pieces fit together.



## ELCC STANDARDS (NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION – 2002)

**ELCC 1.1a** Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.

**ELCC 1.1b** Candidates base development of the vision on relevant knowledge of theories applicable to school-level leaders applied to a school district context.

**ELCC 1.1c** Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district.

**ELCC 1.2a** Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.

**ELCC 1.2b** Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

**ELCC 1.3b** Candidates design research-based processes to effectively implant a district vision throughout an entire school district community.

**ELCC 1.4b** Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

**ELCC 2.2b** Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.

**ELCC 3.1a** Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.

**ELCC 3.2b** Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with district vision.

**ELCC 4.2d** Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.

**ELCC 5.1a** Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

**ELCC 6.1a** Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.

### Diversity:

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

### Technology:

The information pertinent to school organizations and instructional leadership constantly changes.

Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one's LIVETEXT account will result in a student not being able to receive a final grade.

### Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### Ordering Books/Required Texts:

You can order your books online via your favorite book vendor or through the university options:

On Locus, choose "My Class Schedule," choose the fall term, and there will be an "Order Books" link that will direct you to our web site with your shopping cart already full.

Otherwise you can go directly to [www.luc-wtc.bkstr.com](http://www.luc-wtc.bkstr.com), click on "Textbooks & Course Materials," select the Spring 2011 term, then enter your course information (department, course number and section number). Click "submit" and you can choose "Add to Cart and add another Course" or "Add to Cart and go to Cart." With a full shopping cart, simply enter in your method of payment and we can either have the books held aside for you in the store or you can have them shipped directly to your house.

Bolman, L.G. & Deal, T.E (2010)	Reframing the path to school leadership: A guide for teachers and principals 2 <sup>nd</sup> edition – 978-1-4129-7819-4
Bolman, L.G. & Deal, T. E. (2008)	Reframing organizations: Artistry, choice and leadership. 4 <sup>th</sup> edition - 978-0-78798799-2
Collins, Jim (2005)	Good to great and the social sectors: A monograph to Accompany Good to Great 10-0977326403
Fullan, Michael (2010)	All systems go: The change imperative for whole system reform 978-1-4129-7873-6
Chappuis, S; Commodore, C. & Stiggins, R. (2010)	Assessment balance and quality: An action guide for school leaders 3 <sup>rd</sup> edition - 13:978-0-13-254878-6
Kouzes, J.M. & Posner, B.Z (2003)	Leadership practices inventory (self-participant's workbook with self-insert package) 978-0-7879-6726-0:07879-6795-5

### Additional Resources:

- Simulations can be found on Blackboard. Please print, read and bring these cases to the assigned class as indicated on the syllabus.
- You will be provided a reader containing some lecture notes and pertinent articles for discussion. (Life is too short to run around for these materials.) This course reader will be distributed on the first day of class. This course reader will cost \$15. Please make your check payable to Loyola University Chicago and bring to the first class on February 5, 2011.
- You will be also provided, free of charge on the first day of class, the ASCD **Educational Leadership** journal *December 2008/January 2009 – Data Now What?*

### Supporting Reference Literature:

See list of references on the last pages.

### Evaluation:

Class Participation and Attendance	20% (20 points)
Outline for Four Frames of Leadership Paper	10% (10 points)
Four Frames of Leadership Paper	20% (20 points)
Construction of Needs Assessment	20% (20 points)
Blueprint for Transformational Change to Improve Student Outcomes	30% (30 points)

***Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6<sup>th</sup> edition style.***

**ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED.** It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus. If a student is not satisfied with his or her grade, assignments (except for the final assignment) may be rewritten and resubmitted for reevaluation.

### Class Participation and Attendance:

**20% = 20 points**

Students will participate in discussions based on readings and hand-outs as well as extemporaneous role play, debate, and simulations. It is expected that students will attend class on a regular basis. **As that we only meet five times for five full days, students MUST attend all five sessions.** As a doctoral seminar course, it is expected that students (and the instructor) be prepared to exchange ideas concerning the topics outlined on the syllabus. In preparation for seminar discussions, I encourage you to reflect on the following questions PRIOR to each class meeting and be prepared to discuss the following:

1. Given what I have read for today's seminar, what seems to be the "big idea" that the author(s) is (are) advancing for my consideration? (Try to summarize it in a sentence or two.)
2. Given what I've read for today's seminar, what ideas or topics seem confusing? What idea, topic, or question would I like to explore further in today's class?
3. How is what I've read for today's seminar similar to/different from my own experiences in school organization setting? How might these readings help to inform my professional practice?
4. What did I find surprising in the readings for today's seminar? Why? What didn't the authors discuss that I assumed they would?

Your participation score will be based on your attendance pattern, your contributions to discussions (using the aforementioned questions as a starting point), and your involvement in problem-based scenarios.

***Loyola University Chicago's School of Education: CF1 & CF3***

***ELCC: 1.1a, 1.1b, 1.1c, 1.2a, 1.2b, 1.3b, 1.4b, 2.2b, 3.1a, 3.2b, 4.2d, 5.1a, 6.1a***

**Four Frames of Leadership – OUTLINE****10% = 10 points**

Read completely the Bolman and Deal book: *Reframing the path to leadership*, and the Jim Collins monograph: *Good to great and the social sectors*.

**In outline form identify the following:**

1. Choose one academic, grade level, or student-focused committee that you currently lead. Identify the goals of this committee and the current success outcome measures.
2. Identify within the outline the major players within the committee and their professional titles and roles within the committee. (Do not list their actual names)
3. For each major player, identify which frame(s) (structural, human resource, political, symbolic) that he/she uses most often to communicate. Justify, with examples and appropriate citations why you believe this.
4. Looking at the work of the group, identify one or more of Collins' "Good to Great Strategies" that seem to be evident within the workings of the group. Justify, with examples and appropriate citations why you believe this.

This typed outline is due at the beginning of our first class on February 5, 2011. Bring two copies. One copy you will use throughout our first session together. The other copy will be for me to grade.

**Due Date: 2/5/2011 – Bring two copies**

**Loyola University Chicago's School of Education: CF1**

**ELCC: 1.1a, 1.1b, 1.1c, 1.2a, 1.2b, 1.3b**

**Four Frames of Leadership****20% = 20 points**

This paper asks you to analyze your district, school, or a committee that you are working on, through the four frames of leadership to make sense of the workings and culture of the organization. Identify the aspects of the school or committee that behave within each of the four frames (structural, human resource, political and symbolic) and analyze how and why the behavior fits the frame. Hypothesize why the district, school or committee behaves within certain frame parameters and not others. Reframe any aspect of the school or committee that you think could function better and explain why reframing the perspective and approach could be more productive and possibly serve the students and major stakeholders better. All arguments about reframing and/or the change process should be justified with appropriate citations from the Bolman & Deal texts, the Collins' text, and/or the Fullan text.

**Due Date: 2/19/2011**

**Loyola University Chicago's School of Education: CF1**

**ELCC: 1.1a, 1.1b, 1.1c, 1.2a, 1.2b, 1.3**

**Construction of Needs Assessment****20% = 20 points**

Using your school mission as a guide to identify and clarify a shared vision, choose one concept for effective schools as identified by Edmonds (1981) – 1) clear school mission; 2) safe, orderly purposeful learning environment; 3) strong instructional leadership; 4) high expectations for staff and students; 5) maximum opportunity for students to learn; 5) frequent monitoring of student progress; or 7) commitment to home-school relations – and construct a needs assessment to systematically measure whether or not the ideal for an effective school is meeting the reality of your organization. The needs assessment should collect both quantitative and qualitative data. Along with the needs assessment you need to include a brief (1-2 page) paper which should do the following:

1. Describe goals of the needs assessment instrument.
2. Describe the sources for the data collection process.
3. Include a rationale for selecting those sources.
4. Describe any information on related programs and student test data that might already be available.
5. Write a description of how the items on your instrument address the needs of students, stakeholders and organization as they relate to effective schools.
6. Cite, when appropriate, the relevant theory that provides the rationale for goals and the desired information that is being sought.

**Due Date: 4/9/2011 - Bring three copies to share**

**Loyola University Chicago's School of Education: CF1**

**ELCC: 1.2b, 1.3b, 1.4b, 2.2b, 3.1a, 3.2b, 4.2d**

### Blueprint for Transformational Change Leading to Improved Student Outcomes 30% = 30 points

Create a set of hypothetical data that could have been collected, using the aforementioned needs assessment. Include this hypothetical data set in your school improvement plan. Using this hypothetical data, create blueprint for transformational change leading to improved student outcomes that includes the following:

1. **Purpose** – Why is this initiative so important to complete.
2. **Outcomes** – What will the adults and students participating in the initiative be able to do?
3. **Shared vision** – What commitments will need to be made by the adult participants to ensure implementation of the outcomes stated in part 2?
4. **Goals** – How will this initiative be accomplished? (talk about implementation and the change process)
5. **Barriers** – Identify barriers to the plan and how you might overcome these barriers as a leader in your school. (It is here that you will want to speak about reframing leadership theory and reflective leadership practice.)
6. **Core beliefs** – What will the school look like in practice once this initiative is fully functioning?
7. **You as the leader** – How does your leadership style provide the necessary supports for this plan? (This is where the LPI comes in.)
8. **Cite**, when appropriate, the relevant theory that provides the rationale for your blueprint.

*Draft Due Date: 4/16/2011 – bring three copies for sharing/revising*

*Final Copy Due Date: 4/29/2011 – email to misrael@luc.edu*

*Loyola University Chicago's School of Education: CF1 & CF3*

*ELCC: 1.1a, 1.1b, 1.1c, 1.2a, 1.2b, 1.3b, 1.4b, 2.2b, 3.1a, 3.2b, 4.2d, 5.1a, 6.1a*

#### **Class Participation and Attendance**

<b>Score</b>	<b>Score Point Description</b>
<b>20 - 15</b>	Attends class consistently; arrives on-time Contributes to class discussions in a thoughtful manner. Often leads in small group work and problem-based scenarios.
<b>15 - 9</b>	Attends class; arrival time sporadic Sometimes contributes to class discussions. Sometimes leads in small group work and problem-based scenarios.
<b>9- 0</b>	Attendance unacceptable; Often tardy Rarely contributes to class discussions. Does not lead in small group work and problem-based scenarios.

#### **Four Frames of Leadership - Outline**

<b>Score</b>	<b>Score Point Description</b>
<b>10</b>	Outline demonstrates clear connections between the reader and the text. Outline demonstrates application of the text to the student's experience. Outline demonstrates capacity for higher-order questioning. Appropriate texts are cited and referenced using 6 <sup>th</sup> APA style manual.
<b>8- 5</b>	Outline demonstrates clear connections between the reader and the text. Outline demonstrates <u>limited</u> application of the text to the student's experience. Outline demonstrates <u>some</u> capacity for higher-order questioning. Most texts are cited and referenced using 6 <sup>th</sup> APA style manual.
<b>4-0</b>	Outline demonstrates <u>some</u> connections between the reader and the text. Paper <u>does not demonstrate</u> an application of the text to the student's experience. Paper <u>demonstrates limited</u> capacity for higher-order questioning. Outline does not cite appropriate texts nor uses 6 <sup>th</sup> APA style manual.

### **Four Frames of Leadership**

<b>Score</b>	<b>Score Point Description</b>
<b>20</b>	Paper demonstrates clear connections between the reader and the text. (B & D) Paper provides <u>limited</u> comparisons to other readings. (Collins & Fullan). Paper demonstrates application of the text to the student's experience. Paper demonstrates capacity for higher-order questioning. Appropriate texts are cited and referenced using 6 <sup>th</sup> APA style manual.
<b>15</b>	Paper demonstrates <u>some</u> connections between the reader and the text. (B & D) Paper provides <u>limited</u> comparisons to other readings. (Collins & Fullan) Paper <u>does not</u> demonstrate an application of the text to the student's experience. Paper demonstrates <u>limited</u> capacity for higher-order questioning. <u>Most</u> texts are cited and referenced using 6 <sup>th</sup> APA style manual.
<b>10</b>	Paper <u>does not</u> demonstrate connections between the reader and the text. (B & D) Paper <u>does not</u> provide comparisons to other readings. (Collins & Fullan) Paper <u>does not</u> demonstrate an application of the text to the student's experience. Paper demonstrates <u>limited</u> capacity for higher-order questioning. <u>Some</u> texts are cited and referenced using 6 <sup>th</sup> APA style manual.
<b>5</b>	Paper <u>does not</u> demonstrate connections between the reader and the text. (B & D) Paper <u>does not</u> provide comparisons to other readings. (Collins & Fullan) Paper <u>does not</u> demonstrate an application of the text to the student's experience. Paper <u>does not</u> demonstrate capacity for higher-order questioning. <u>No</u> texts are cited and referenced using 6 <sup>th</sup> APA style manual.

### **Construction of Needs Assessment**

<b>Score</b>	<b>Score Point Description</b>
<b>20</b>	Needs assessment description articulates goals, sources of data, rationale & related information. Needs assessment description articulates how the items in the instrument address the needs of stakeholders as they relate to effective schools. Needs assessment survey items relate to the topic(s). Questions are clear and unambiguous as possible. Each question/statement only contains one idea.
<b>15</b>	Needs assessment description articulates goals, sources of data, rationale & related information. Needs assessment description articulates how the items in the instrument address the needs of stakeholders as they relate to effective schools. Needs assessment survey items <u>do not</u> relate to the topic(s). Questions are <u>sometimes vague</u> . <u>Some</u> questions contain <u>more than one idea</u> .
<b>10</b>	Needs assessment description articulates goals, sources of data, rationale & related information. Needs assessment description <u>does not</u> articulate how the items in the instrument address the needs of stakeholders as they relate to effective schools. Needs assessment survey items <u>do not</u> relate to the topic(s). Questions are <u>sometimes vague</u> . <u>Some</u> questions contain <u>more than one idea</u> .
<b>5</b>	Needs assessment description <u>does not</u> articulate goals, sources of data, rationale & related information. Needs assessment description <u>does not</u> articulate how the items in the instrument address the needs of stakeholders as they relate to effective schools. Needs assessment survey items <u>do not</u> relate to the topic(s). Questions are <u>sometimes vague</u> . <u>Some</u> questions contain <u>more than one idea</u> .

**Blueprint for Transformation Change Leading to Improved Student Outcomes**

Score	Score Point Description
30 -25	<p>Blue print articulates purpose, outcomes, and shared vision that relate to one another. Purpose, outcomes and shared vision correlate to created data set from needs assessment. Goals for implementation and the change process are described. Barriers are identified and reframing theory and reflective leadership practices are applied when appropriate. Core beliefs are stated indicating what the school will look like in practice once this initiative is fully functioning. Dispositions of social justice are manifested in the shared purpose, outcomes and shared vision.</p>
24 - 20	<p>Blue print articulates purpose, outcomes, and shared vision that relate to one another. Purpose, outcomes and shared vision <u>somewhat correlate</u> to created data set from needs assessment. Goals for implementation and the change process are described. Barriers are identified however reframing theory <u>or</u> reflective leadership practices are <u>not</u> applied. Core beliefs are stated indicating what the school will look like in practice once this initiative is fully functioning. Dispositions of social justice are manifested in the shared purpose, outcomes and shared vision.</p>
19 - 15	<p>Blue print articulates purpose, outcomes, and shared vision that relate to one another. Purpose, outcomes and shared vision <u>somewhat correlate</u> to created data set from needs assessment. Goals for implementation and the change process <u>are not</u> described. Barriers are identified however reframing theory <u>and</u> reflective leadership practices are <u>not</u> applied. Core beliefs are <u>not stated</u> indicating what the school will look like in practice once this initiative is fully functioning. Dispositions of social justice are manifested in the shared purpose, outcomes and shared vision.</p>
14 - 10	<p>Blue print <u>does not</u> articulate a purpose, outcomes, or shared vision that relate to one another. Purpose, outcomes and shared vision <u>somewhat</u> correlate to created data set from needs assessment. Goals for implementation and the change process <u>are not</u> described. Barriers are identified however reframing theory <u>and</u> reflective leadership practices <u>are not</u> applied. Core beliefs <u>are not</u> stated indicating what the school will look like in practice once this initiative is fully functioning. Dispositions of social justice are manifested in the shared purpose, outcomes and shared vision.</p>
9 - 0	<p>Blue print <b>does not</b> articulate a purpose, outcomes, or shared vision that relate to one another. Purpose, outcomes and shared vision <u>do not</u> correlate to created data set from needs assessment. Goals for implementation and the change process <u>are not</u> described. Barriers are identified however reframing theory <u>and</u> reflective leadership practices <u>are not</u> applied. Core beliefs <u>are not</u> stated indicating what the school will look like in practice once this initiative is fully functioning. Dispositions of social justice <u>are not</u> manifested in the shared purpose, outcomes and shared vision.</p>

<b>DATE</b>	<b>TOPIC</b>	<b>READING TO BE DONE IN ADVANCE</b>	<b>ASSIGNMENT DUE</b>
<b>January 2011</b>	Reframing Theory Moving from Good to Great	* Bolman & Deal (2010) – entire text * Collins - entire text	
<b>February 5, 2011</b>	Reframing Theory Change Theory	* Bolman & Deal (2008) Chapters 1, 2, 15 * UCEA Case: Instructional or Managerial Leadership – case 1 on Blackboard	Outline of Four Frames Leadership Paper. (bring 2 copies)
<b>February 19, 2011</b>	Reframing Theory Change Theory Applying Theory to Practice	* Bolman & Deal (2008) Chpts. 4, 6, 9, 12 * Fullan – entire text * Ed. Leadership Journal (skim) * UCEA Case: Instructional Change through shared governance – case 2 on Blackboard	Four Frames of Leadership Paper
<b>March 5, 2011</b>	The change process Leading by Design What data do we need? Needs assessment construction	* Bolman & Deal (2008) Chpts. 15, 16, 17, 18 * Chappuis – entire text * UCEA Case: Developing leadership strategies inside the politics of language, diversity, and change – case 3 on Blackboard	
<b>April 9, 2011</b>	Data analysis and interpretation Taking data and using it for informed decision-making Creating collaborative capacity building communities.	* Bolman & Deal (2008) Chpts. 19, 20, 21 * UCEA Case: Instructional Leadership in the Context of District Change: Skyline School – case 4 on Blackboard	Needs assessment tool is due. Bring 3 copies.
<b>April 16,2011</b>	Transformational Leadership. Putting the pieces together.	LPI packet Catch-up on all readings	Draft of blueprint paper due – bring 3 copies to share.
<b>April 29, 2011</b>			Final paper – blueprint due to instructor via email at misrael@luc.edu

### Selected References

Adams, S. (1996). *The Dilbert principle: A cubicle's-eye view of bosses, meetings, management fads & other workplace afflictions*. New York: Harper Business.

Bolman, L.G. & Deal, T.E. (1995). *Leading with soul*. San Francisco, CA: Jossey-Bass Publishers.

Connors, N.A. (2000). *If you don't feed the teachers: They eat the students!* Nashville, TN: Incentive Publications.

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Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: ASCD.

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Green, R.L. (2005). *Practicing the art of leadership: A problem-based approach to implementing the ISLLC standards (2<sup>nd</sup> ed)*. Upper Saddle River, NJ: Merrill, Prentice-Hall Publishers.

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco, CA: Jossey-Bass Publishers.

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Norton, M.S. (2008). *Human resources administration for educational leaders..* Los Angeles, CA: Sage.

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