**WAYLAND BAPTIST UNIVERSITY**

**Virtual Campus**

**DIVISION OF EDUCATION**

# **EDAD 5331 INTRODUCTION TO SCHOOL ADMINISTRATION - ORGANIZATIONAL BEHAVIOR AND THEORY**

**Fall 2017**

WBU Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success and service to God and humankind.

# **COURSE NUMBER AND TITLE**:

# EDAD 5331 Introduction to School Administration - Organizational Behavior and Theory

1. **TERM AND DATES**
2. Fall 2017 August 21, 2017 – November 4, 2017
3. **OFFICE HOURS**
4. By appointment
5. **CLASS MEETING TIMES/LOCATION**
6. Online

# **INSTRUCTOR**

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**CATALOG COURSE DESCRIPTION**

Theory and research regarding human behavior in organizations with special reference to schools. Major topics include the following: historical schools of thought; power and authority; motivation; and social systems concepts.

**COURSE TEXT**

Hoy, Wayne, Miskel, Cecil, and C. John Tarter (2013). *Educational Administration: Theory, Research, and Practice, Ninth Edition.* San Diego, California: Mc-Graw Hill.

**COURSE OUTLINE**

***Assignments are due on Sunday evening of each week, at midnight.***

|  |  |  |
| --- | --- | --- |
| **Week** | **Content/Topics** | **Assignments** |
| Week 1  Aug 21-27 | Introductions  Syllabus  Course Overview  Chapter 1: The School as a Social System  Chapter 2: The Technical Core | * Read Ch. 1-2 * Answer Week One DB and respond to peers * Submit Text-Based Questions (TBQ) |
| Week 2  Aug. 28-Sept. 3 | Chapter 3: Structure in Schools  Chapter 4: Individuals in Schools | * Read Ch. 3-4 * Answer Week Two DB and respond to peers * Submit Text-Based Questions (TBQ) |
| Week 3  Sept. 4– Sept. 10 | Chapter 5: Organizational Culture of Schools  Chapter 6: Organizational Climate of Schools | * Read Ch. 5-6 * Answer Week Three DB and respond to peers. * Submit Text-Based Questions (TBQ)   **Portfolio #1 Due Sept 10** |
| Week 4  Sept. 11-17 | Chapter 7: Power and Politics in Schools | * Read Ch. 7 * Answer Week Four DB and respond to peers. * Submit Text-Based Questions (TBQ) |
| Week 5  Sept. 18 – Sept. 24 | Review Chapters 1-7 | * Review Ch. 1-7 * Answer Week Five DB and respond to peers.   **Quiz I: Chapters 1-7** |
| Week 6  Sept. 25 – Oct. 1 | Chapter 8: External Environments and Accountability of Schools  Chapter 9: School Effectiveness | * Read Ch.8-9 * Answer Week Six DB and respond to peers. * Submit Text-Based Questions (TBQ)   **Portfolio #2 due Oct. 1** |
| Week 7  Oct. 2- Oct. 8 | Chapter 10: Decision Making in Schools  Chapter 11: Shared Decision Making: Empowering Teachers | * Read Ch. 10-11 * Answer Week Seven DB and respond to peers. * Submit Text-Based Questions (TBQ) |
| Week 8  Oct. 9 – Oct.15 | Chapter 12: Communication in Schools  Chapter 13: Leadership in Schools | * Read Ch. 12-13 * Answer Week Eight DB and respond to peers. * Submit Text-Based Questions (TBQ)   **Portfolio #3 Due Oct. 15** |
| Week 9  Oct. 16 – Oct. 22 | Review Chapters 8-13 | * Review Chapters 8-13 * Answer Week Nine DB and respond to peers.   **Quiz 2 Chapters 8-13** |
| Week 10  Oct. 23 – Oct. 29 | Chapter 14: Review of the School as a Social System | * Read Ch. 14 * Answer Week Ten DB and respond to peers. * Submit Text-Based Questions (TBQ) |
| Week 11  Oct. 30 – Nov. 5 | Review Chapters 1-14 | **Portfolio #4 Due**  **Final Exam** |

**COURSE OUTCOMES**

The student will

* apply various typologies to social systems operating in schools/ learning organizations.
* analyze ways organizations/schools can be structured from viewpoints of major theorists.
* explain how motivation and culture impact organizations.
* describe how effective, quality schools are organized.
* articulate the when to use various decision making strategies in school organizations.
* explain the impact of various leadership styles on school organization.

**MEANS FOR ASSESSING COURSE OUTCOMES**

* **Tests:** There are two quizzes and a final exam. The final exam is comprehensive and will cover chapters 1-14 and count 150 points. Each quiz is worth 100 points.
* **Online Participation in Discussion Board**: You are required read the assigned chapter text and then to respond to each week’s Discussion Board/Case Study posting (11 points) using insight and concepts from the text readings. You are then required to make at least three substantive responses to your peers’ postings (3 points each). Your original response must be made in the week assigned and your responses to peers must be made within one additional week’s time. The DB posting will be unavailable to you after the two-week period. Each DB is worth a total of 20 points.
* **Text-Based Questions (TBQ)**: Each week’s reading assignment is accompanied by a TBQ assignment that will ask you to apply, analyze, evaluate, or synthesize the content of the text reading. Each TBQ is worth 15 points.
* **Portfolio.** You will create entries for a professional portfolio by completing five of the choices described at the end of this syllabus. Each portfolio entry will address a specific component of educational administration. Be sure to communicate clearly and appropriately. Apply and document specific learnings from this course. Each entry is worth 50 points.

**GRADING**

|  |  |
| --- | --- |
| **Course Assignment** | **Points** |
| Discussion Board (10)  20 points each | 200 |
| Text-Based Questions (8)  20 points each | 160 |
| Quiz I, Quiz II  100 points each | 200 |
| Final Exam | 140 |
| Portfolio (4)  75 points each | 300 |
| **Total Points Possible:** | **1000** |

**PROCEDURAL POLICY**

1. Students will submit all responses each week. **Late work is not acceptable.** Assignments are due by Sunday at midnight (Central Standard Time).
2. The student will expect responses to his/her posting from peers by the following Sunday evening.
3. Tests will be graded and grades will be recorded by the week following the test due date.
4. All writing is to be submitted in APA style. If you are uncertain of the style rules, you can use the writing center handbook at the University of Wisconsin – Madison: http://writing.wisc.edu/Handbook/DocAPA.html. The handbook is very concise and user-friendly.

#### EVALUATION

#### University Grading System

A 900-1000 pts Cr for Credit

B 800-899 pts NCR No Credit

C 700-799 pts I Incomplete\*

D 600-600 pts W for withdrawal

F below 600 pts WP Withdrawal Passing

WF Withdrawal Failing X No grade given

## IP In Progress

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**ACADEMIC HONESTY**

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

### DISABILITY STATEMENT

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**COURSE COMPETENCIES**

Although this course will traverse many areas and domains of the principal competencies, the main focus for this course will be DOMAIN II—INSTRUCTIONAL LEADERSHIP. Specifically, these Principal Competencies will be addressed in part, through the study of this course.

**Competency 002**

The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.

*The principal knows how to:*

• communicate effectively with families and other community members in varied educational contexts.

• apply skills for building consensus and managing conflict.

• implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.

• develop and implement strategies for effective internal and external communications.

• develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.

• provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.

• establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.

• communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

• respond to pertinent political, social, and economic issues in the internal and external environment.

**Competency 004**

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

• facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).

• facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

• facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.

• facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.

• facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.

• facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.

• promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

**Competency 005**

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

• facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.

• facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.

• create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.

• ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.

• use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.

• facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.

• facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.

• facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.

• analyze instructional needs and allocate resources effectively and equitably.

• analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

• ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

**Competency 006**

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

• work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

• facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.

• allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.

• implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.

• use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

• diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

• engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

**Competency 007**

The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

The principal knows how to:

• implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.

• implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.

• frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.

• use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.

**Reading Assignments and Learning Outcomes**

Week 1: Chapters 1,2 - School as a Social System; The Technical Core

1. Discuss with understanding the meaning of theory
2. Differentiate between the terms concept, assumption and generalization
3. Describe the major schools of organizational analysis with respect to their epistemological beliefs and social theories.
4. Describe the social system properties of schools, demonstrating knowledge of the following concepts, boundaries, homeostasis, feedback, equilibrium, input, entropy, equanimity, and output.
5. Describe the three general learning perspectives
6. Differentiate between the applications of behavioral learning approaches.
7. How does the information processing cognitive theory impact the way a teacher presents information and material?
8. Three promising applications of the constructivist approach are inquiry, cognitive apprenticeships and cooperative learning.

Week 2: Chapters 3, 4 - Structure in Schools; Individuals in Schools

1. Describe Weber’s elements of bureaucracy and give manifestations of each element in the public schools.
2. Using Gouldner’s model, analyze the intended and unintended consequences of rules.
3. Using Mintzberg’s framework for examining bureaucratic structure, analyze structure of a school. Utilize power point slide of school structure and apply to a school organization.
4. Compare Carl Weick’s loose coupling theory to that of Weber and Mintzberg.
5. Analyze similarities and differences in bureaucratic and professional norms. (Hall typology)
6. Describe the differences in bureaucratic and professional orientations.
7. Describe the following theories of motivation: Maslow’s, Herzberg, McClelland’s theory of achievement, expectancy theory, self-efficacy theory, and goal-setting theory.
8. Describe common beliefs that underlie organizational theories.
9. Explain goal-setting theory as it pertains to educational organizations.
10. Compare and contrast intrinsic and extrinsic motivation.

Week 3: Chapters 5-6 – Organizational Culture and Climate in Schools

1. Discuss the elements impacting organizational culture and climate.
2. Discuss approaches to changing the culture and climate of schools
3. Describe various rites as seen in school organizations
4. Discuss the impact of a culture of trust and how that relates to academic optimism
5. Discuss the organizational design that impacts pupil control orientation.
6. Distinguish between the organizations climate and culture.
7. Utilizing one of the climate instruments describe the climate of the organization where you are working.

Week 4: Chapter 7 - Power and Politics in Schools

1. Identify sources of power in a school organization.
2. Describe Mintzberg’s perspective on power.
3. Distinguish between power and authority.
4. Describe and explain the political tactics and games that are played in your organization.
5. Identify which Conflict Management style is appropriate for various situations.

Week 5: Test 1, Chapters 1-7

Week 6, Chapter 8 – External Environments and Accountability

1. Describe the organization utilizing one or more of the models of organizational effectiveness.
2. Explain coping strategies used within school organizations.
3. How do school organizations adapt to external environments?
4. Describe the impact of federal accountability on school organizations.

Week 7: Chapter 9 – School Effectiveness

1. Describe the organizational effectiveness using outcome criteria.
2. Discuss the impact of accountability on school reform.
3. Describe models of school effectiveness.

Week 8: Chapter 10, 11 – Decision-Making in Schools

1. Describe decision-making as an administrative strategy.
2. Given a problem determine which decision model would be the appropriate one to apply to the case.
3. Explain the Vroom model of shared decision making.
4. Develop guidelines for participatory decision making using the Hoy-Tartar model.
5. Explain how to avoid groupthink.

Week 9: Chapter 12 – Communication in Schools

1. Describe the general model of communication as applied to school organizations.
2. Identify and develop personal public speaking skills.
3. Compare and contrast formal and informal communication skills in schools.

Week 10: Chapter 13 - Leadership

1. Discuss how contingency theory of leadership could be applied to a school setting.
2. Describe how situational leadership is a viable approach for helping a staff growth and development.
3. Describe how the Yukl framework of leader behavior views schools and its organization.
4. Describe the differences between transactional and transformational leadership.
5. Describe various means for improving leadership in schools

**Portfolio Components**

You will select **four** of the following portfolio options for your professional portfolio. Please note due dates within the course outline.

**A: School Social Systems**

Select a school principal who you believe is an outstanding educational leader. Interview this leader using the social-systems model described in Chapter 1. More specifically, craft a series of questions that probe the principal’s leadership by asking about the principal’s role in these areas:

* The structure of the school.
* The culture of the school.
* The politics of the school.
* The teaching and learning system.
* The motivation in the school.

Also ask about school-community relations (environmental opportunities and constraints) and the perceive defectiveness of the school. Analyze your data and draw some conclusions about the following:

* The basic mission of the school.
* The school’s vision of teaching and learning.
* The leadership of the principal.
* The community’s role in the school.

Write an analysis (about 3-4 pages) of the school in terms of the answers to your questions. What are the major strengths of the school, what areas should be improved, and what is most striking about the school and its leadership that captured you attention?

**B: The Technical Core – Teaching and Learning**

Imagine you are the principal in a school with a large influx of new teachers who have been prepared to use constructivist teaching strategies and who distrust direct instruction. Your older teachers, on the other hand are the opposite – they distrust the new constructivist approaches and believe strongly in “traditional teaching.”

Prepare a 30-minute discussion/presentation about different theories of teaching and learning, including direct instruction. Include a PowerPoint presentation on the strengths and weaknesses of each of the learning perspectives discussed in this chapter- behavioral, cognitive, and constructivist. Be sure to discuss the situations for which each perspective is most appropriate, for example, the tasks or situations for which the behavioral approach is best. Give at lease on example for each approach. Make sure that during your 30 minutes, you:

* Consider the pros and cons of direct instruction
* Contrast direct instruction with a constructivist approach to teaching.
* Examine under what circumstances each approach is appropriate.
* Propose and defend a balanced approach to teaching.

**C: Structure in Schools**

Use the conceptual perspective of enabling and hindering school structure (Chapter 3). Define and develop the concepts and how they are related; that is, explain the perspective thoroughly. Then do the following:

* Go to <http://www.waynekhoy.com/enabling_structure.html> and download the Enabling Structure Scale (ESS).
* Administer the instrument to about 10 teachers in your school who are agreeable. Interview each teacher to check the validity of the measure. Keep both the school and the respondents anonymous.
* Score the instrument and determine how enabling the structure of your school is. Compare and contrast your school with an average school as defined on the website. How representative do you think the results are for your school? Would your principal agree? How fairly are the teachers treated by the administration? Use the results and analyze the strengths and weaknesses of your school structure. Develop a plan to improve the structure of your school to be implemented in the next year. Provide a step-by-step description of your plan. Make sure it is realistic.
* How does your plan capitalize on the diversity of the school to improve? How would you then assess the effectiveness of your plan? Make sure you speak to the things that are necessary to improve your school’s structure.

**D: Building Self-Efficacy**

Develop a plan to create an environment that supports fairness and fosters the development of self-efficacy in the school workplace. As a school administrator, how can you use the principles of organizational justice and the four primary sources of efficacy to inform you plan? Describe practical actions and real situations that you could provide to your staff to support the development of both fairness and self-efficacy. See the outline on p. 177 as a guide to get you started.

**E: Organizational Culture**

Select about ten teachers in your school, interview them, collect survey data, and do a written analysis of your school culture in terms of trust. In order to develop this analysis, do the following:

* Interview the teachers to determine how much they trust their principal their colleagues, their students, and their parents. Get specific samples of trust at teach level that you describe and develop in your paper.
* Wait a few days and then administer the Omnibus T-sale to those same teachers. Go to <http://www.waynekhoy.com/faculty_trust.html> for copies of the instrument and scoring directions.
* Score the trust scale and interpret your results. To what extent do the interviews support the questionnaire results? If there is a discrepancy offer a tentative explanation for the difference in results. They do some more interviews to test your explanation.
* Compare and contrast your school with the “average school.” Would your principal agree with your picture of the culture of the school? Why? Why not? What would be the principal’s reaction to the Omnibus T-Scale? What would you predict his or her responses would be like? Does your principal has an accurate sense of the school culture? Why? How do you know?
* Discuss the strengths and weakness of your school culture. Is it a good place to work?
* Develop a short-term and long-term plan for improving the culture of your school if you became the principal.

**F: Organizational Climate**

Select a representative sample of about 10 teachers in your school and administer either the OCDQ or the OHI to them. (Select the same instrument for all participants.)

Choose one of these instruments:

* OCDQ Elementary: <http://www.waynekhoy.com/ocdq-re.html>
* OCDQ Middle Schools: <http://www.waynekhoy.com/ocdq-rm.html>
* OCDQ High Schools: <http://www.waynekhoy.com/ocdq-rm.html>
* OHI Elementary: <http://www.waynekhoy.com/ohi-e.html>
* OHI Middle Schools: <http://www.waynekhoy.com/ohi-m.html>
* OHI High Schools: <http://www.waynekhoy.com/ohi-s.html>

Score the measure using the directions found with each scale on the website.

Follow the scoring directions to standardize the scores, and then develop a climate profile for your school using all of the climate dimensions.

Use the profile to write a description of the climate of your school. Keep it clear, simple, and comprehensive. Ask a few teachers and parents for their reactions to the description.

Analyze the positive and negative features of your school.

Identify any areas of the climate that need improvement.

Speculate on how your principal might describe the climate. The same as teachers? In other words, develop a working hypothesis about whether the principal would describe the climate better or worse than teachers, or about the same. Why?

**G: Power and Politics**

Do a written analysis of organizational politics in your school, and then summarize your school’s power relations by creating a visual representation of organizational power and politics with your school district and community. Be sure to include the following:

* Describe the informal political groups of teachers in your school.
* What does each group stand for and who are the leaders? Who has the most power?
* Describe at least two or three political games played in your school.
* How do these political groups interact with the administration and with one another?
* Identify the political forces outside the school that make a difference within the school.
* Use the concepts of internal and external coalitions as part of your visual presentation.

**H: External Environments and Accountability**

We are currently under the federal Every Student Succeeds Act (ESSA), 2015. In some ways, ESSA changes the direction of No Child Left Behind (NCLB), 2002, which preceded it, but in other ways it complements it. Compare and contrast the critical aspects of each of these federal initiatives.

* What are/were the strengths and weaknesses of each?
* Where did your state, district, and school stand on compliance with NCLB?
* To what extend did NCLB affect your district?
* How has your school district benefitted from NCLB?
* Describe any administrative changes in your district that were consequences of these federal legislations.

**I: School Effectiveness**

Assume that you are the principal of a school. Outline a detailed plan for your school to monitor its effectiveness. Use multiple dimensions of effectiveness and describe not only what effectiveness indicators you would use, but also how you would measure them. Be specific and thorough in your plan.

**J: Decision Making**

Pick an administrative issue or problem that occurred in your school in the last year or two. Then develop a solution strategy to deal with the problem. Describe the case in some detail; your written description and solution analysis of the case should be about 3-4 pages. Be sure to do the following:

* Provide some background about the school size, level, type (urban, suburban, rural), the community, and any other factors that would give the reader a good sense of the school and faculty.
* Describe the circumstances leading up to the problem.
* Describe the critical facts and issues of the case.
* Who were the major people involved, why, and how?
* End the case right at decision time.
* Then, assume the role of administrator.
* Select an appropriate decision-making model and apply it to the case.
* Develop a decision strategy to deal with the problem.

**K: Shared Decision Making**

Imagine that have just been appointed principal of a new school similar to one in which you now work. Develop a PowerPoint presentation that outlines a 20-30 minute speech on how you plan to involve your teachers in making important decisions. Don’t overpromise; don’t use clichés; just outline your position on teacher empowerment and shared decision making. In your PowerPoint presentation, be sure to speak to the following issues:

* Your vision of shared decision making and teamwork.
* The areas in which you will involve teachers and those in which you will not.
* How you will prepare teachers for their decision-making responsibilities, including a time line.
* The importance of teacher commitment to students and the school.
* Your basic style of leadership and what you expect of yourself and your teachers.
* How you will develop a climate of openness and trust.
* How you will cultivate authenticity.
* How you will release the knowledge and power of the faculty.

Don’t be bound by these issues; include anything else that you think will set the stage for a productive partnership with teachers.

**L: Communication**

As an elementary principal, you have been directed by officials in the central office to implement a new science program in your school. To prepare for the program implementation, you should complete the following activities:

Create a plan to communicate this initiative to the teachers and parents. Consider such factors as the information to be communicated, your and other senders’ credibility, how to enhance the senders’ credibility, the channels and media to send the messages, and your school’s context.

Prepare samples of memoranda and presentations that you might use to communicate the changes to the teachers, parents, and central-office administrators.

Develop methods to assess the effects of the communication by soliciting feedback on the new program and its development using both verbal and non-verbal channels and formal and informal networks.

**M: Assessing your Leadership Potential**

Organizations such as schools attempt to select people with traits and skills associated with effective leadership and subsequently try to provide needed professional development activities for further personal growth. Individuals also should be active agents in consciously assessing their strengths and weaknesses for assuming leadership positions. To start the process, use the traits and skills listed in Table 13.1 and complete the following:

* As objectively as possible, think about how strongly you like to influence other people and events, especially when doing so calls for exhibiting the strengths and skills show in Table 13.1.
* Find and complete a few leadership self-assessment instruments. Some examples:
  + <https://www.southernct.edu/academics/schools/education/departments/edl/elsi1.internship.pdf>
  + <http://www.nwlink.com/~donclark/leader/survlead.html>
  + <http://www.kellogg.northwestern.edu/faculty/uzzi/htm/teaching-leadership.htm> (several different areas of assessment)
  + <http://www.leadershipacademy.nhs.uk/wp-content/uploads/2012/11/NHSLeadership-Framework-LeadershipFrameworkSelfAssessmentTool.pdf>
* Talk to five people who know you. Ask them specific questions about how they rate you on variables such as self-confidence, stress tolerance, interpersonal skills, and achievement orientation. You should also request that they describe you using one or more of the leadership assessment instruments.
* Using the information you gained in the previous steps, develop a list of your strengths and weaknesses.
* Outline a plan for gaining a leadership position that takes advantage of your strengths, improves existing skills, and develops new ones.

**N: Case Studies**

Select one of the case studies from pages 486-496. In addressing your responses to the questions associated with the case study, incorporate and document specific learnings from this course. Be thorough in your responses.

**O: Current Events**

Select one of the current event issues that have been posted during this term. Research the issue thoroughly, explaining all sides of the issue. What are the implications of this issue for school organizations and for school leaders? Incorporate and document specific learnings from this course.