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 outcomes. 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.

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 “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 strategic goals. From these data, students will create an action plan for the change process to close the gaps between the current reality of their organization and the one shared strategic goal. Candidates will apply theoretical concepts, ethical lenses and administrative strategies to their current work in schools.

In particular, candidates will gain an understanding of:
- Mission driven leadership
- Systems’ leadership theory
- Change leadership theory
- Adult learning theory and how it affects professional practice

Conceptual Framework:
This course is designed for students whose goals are school and district-level 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, as well as Collins (2005), Fullan’s (2010) and Spiro’s (2011) leadership theories to examine positive leadership practices in schools and in school districts. By applying theory to practice, school leaders can refine their craft, understand their schools and districts, 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 P – 12 educational 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.

ISSLC STANDARDS (2008):
ISLLC 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (Functions A-E).
ISLLC 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).
ISLLC 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner (A-E).

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) (2011)
District-Level Standards:
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources throughout the district.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

Instructor/Course Evaluation
The instructor and course will be evaluated at the end of the term by students through the use of an on-line evaluation instrument. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met.

Essential IDEA online course assessment objectives:
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
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/](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/](http://webapps.luc.edu/biasreporting/)

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.

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 website 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 2013 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.


Things you need to find and bring to class:

- The syllabus, cases and additional readings can be found on Blackboard. Please print, read and bring these cases to the assigned class as indicated on the syllabus.

- You will need a access to your school district's strategic plan and/or district improvement plan and your school's improvement plan.

- If you are not already, you should become a member (preferably the leader) of a district-level committee charged with implementing one of the goals within your strategic plan or district improvement plan.

- You will need to have access to, and be familiar with, BLACKBOARD – Loyola University Chicago’s electronic classroom and you must register your LIVE TEXT account.

Supporting Reference Literature:

See list of references on last page.

Evaluation:

Class Participation and Attendance 20% (20 points)
Evidence of Leadership Paper 15% (15 points)
Theories of Change Leadership Paper 20% (20 points)
Construction of Needs Assessment 20% (20 points)
Blueprint for Transformational Change to Improve Student Outcomes 25% (25 points)

100% (100 points)

Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th 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 case studies as well as extemporaneous role play, debate, and simulations. It is expected that students will attend class on a regular basis. 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?

The participation score will be based on attendance patterns, contributions to discussions (using the aforementioned questions as a starting point), daily entrance or exit slip formative assessments, and involvement in problem-based scenarios.

Loyola University Chicago’s School of Education: CF1 & CF3
ELCC: 1.1, 1.3, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, 4.4, 6.3

Evidence of Leadership Paper 15% = 15 points
The purpose of this paper is to have you begin to apply theory to your current leadership practice.

1. Choose one district strategic plan, district improvement plan or school improvement plan committee that you currently lead. Identify the goals of this committee and the current success outcome measures.
2. Identify the major players within the committee and their professional titles and roles within the committee. (Do not list their actual names)
3. For yourself, identify your motivations and your level of power and authority in leading this group. Justify, with examples and appropriate citations why you believe this.
4. For each major player within this group, identify his/her motivations and his/her level of power and authority. Justify, with examples and appropriate citations why you believe this.
5. Looking at the work of the group as a whole, apply one or more precepts from Collin’s, Fullan’s, Spiro’s or Watkin’s theories that seem to be evident within the workings of the group. Justify, with examples and appropriate citations why you believe this.

Due Date: 2/25/2013
Loyola University Chicago’s School of Education: CF1
ELCC: 1.1, 1.3, 1.4

Four Frames of Leadership 20% = 20 points
This paper asks you to analyze the committee as a whole (or major factions within the committee/not individual people) that you are leading, through the four frames of leadership to make sense of the workings and culture of the organization. Identify the aspects of the 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 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 any of the texts or reading from this class.

Due Date: 4/1/2013
Loyola University Chicago’s School of Education: CF1
ELCC: 1.1, 1.3, 1.4, 3.2, 4.1
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.

Draft Due Date: 4/15/2013 Bring three copies to share
Final Copy Due Date: 4/22/2013
Loyola University Chicago’s School of Education: CF1
ELCC: 1.3, 1.4, 2.3, 3.2, 4.2, 4.3, 4.4

Blueprint for Transformational Change Leading to Improved Student Outcomes 25% = 25 points

Create a set of hypothetical data that could have been collected, using the aforementioned needs assessment. Include this hypothetical data set in your committee 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? Cite, when appropriate, the relevant theory that provides the rationale for your blueprint.

Draft Due Date: 4/29/2013 – Bring three copies for sharing/revising
Final Copy Due Date: 5/6/2013 – email to misrael@luc.edu
Loyola University Chicago’s School of Education: CF1 & CF3
ELCC: 1.1, 1.3, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, 4.4, 6.3

Class Participation and Attendance

<table>
<thead>
<tr>
<th>Score</th>
<th>Score Point Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 15</td>
<td>Attends class consistently; arrives on-time. Contributes to class discussions in a thoughtful manner. Entrance and Exit Slips demonstrate mastery of content. Often leads in small group work and problem-based scenarios.</td>
</tr>
<tr>
<td>15 - 9</td>
<td>Attends class; arrival time sporadic. Sometimes contributes to class discussions. Entrance and Exit Slips demonstrate understanding of content. Sometimes leads in small group work and problem-based scenarios.</td>
</tr>
<tr>
<td>9 - 0</td>
<td>Attendance unacceptable; Often tardy. Rarely contributes to class discussions. Entrance and Exit Slips do not demonstrate mastery of content. Does not lead in small group work and problem-based scenarios.</td>
</tr>
</tbody>
</table>
### Evidence of Leadership Paper = 15 points

<table>
<thead>
<tr>
<th></th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose and Goals</strong></td>
<td>Candidate describes clearly the purpose and goals of the committee that he/she leads.</td>
<td>Candidate describes partially the purpose and goals of the committee that he/she leads.</td>
<td>Candidate does not describe the purpose and goals of the committee that he/she leads.</td>
</tr>
<tr>
<td><strong>Motivation, Power and Authority of YOUR leadership</strong></td>
<td>Candidate clearly identifies the motivations, power, and authority driving his/her leadership of the committee. Candidate uses appropriate theory to make these claims.</td>
<td>Candidate partially identifies the motivations, power, and authority driving his/her leadership of the committee. Candidate uses appropriate theory to make these claims.</td>
<td>Candidate partially identifies the motivations, power, and authority driving his/her leadership of the committee. Candidate sometimes uses appropriate theory to make these claims.</td>
</tr>
<tr>
<td><strong>Motivation, Power and Authority of Group Members participation</strong></td>
<td>Candidate clearly identifies the motivations, power, and authority driving each member of the committee. Candidate uses appropriate theory to make these claims.</td>
<td>Candidate partially identifies the motivations, power, and authority driving each member of the committee. Candidate uses appropriate theory to make these claims.</td>
<td>Candidate partially identifies the motivations, power, and authority driving each member of the committee. Candidate sometimes uses appropriate theory to make these claims.</td>
</tr>
<tr>
<td><strong>Application of theory to practice understanding whole group dynamics</strong></td>
<td>Candidate applies one or more precepts from the relevant theory to explain the workings of the committee as a whole.</td>
<td>Candidate partially applies one or more precepts from the relevant theory to explain the workings of the committee as a whole.</td>
<td>Candidate does not apply one or more precepts from the relevant theory to explain the workings of the committee as a whole.</td>
</tr>
</tbody>
</table>

### Four Frames of Leadership Paper = 20 points

<table>
<thead>
<tr>
<th></th>
<th>Target (4)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose and Culture of Committee of the Whole</strong></td>
<td>Candidate describes clearly the workings and culture of the committee that he/she leads applying the four frames of leadership.</td>
<td>Candidate partially describes the workings and culture of the committee that he/she leads applying the four frames of leadership.</td>
<td>Candidate partially describes the workings and culture of the committee that he/she leads applying some of the four frames of leadership.</td>
</tr>
<tr>
<td><strong>Application of the Four Frames of Leadership to the Committee of the Whole</strong></td>
<td>Candidate clearly explains his/her assumptions in applying the four frames of leadership to practice to the committee as a whole.</td>
<td>Candidate partially explains his/her assumptions in applying the four frames of leadership to practice to the committee as a whole.</td>
<td>Candidate partially explains his/her assumptions in applying the four frames of leadership to practice to part of the committee but not to the whole.</td>
</tr>
<tr>
<td><strong>Application of Reframing Theory to Committee of the Whole</strong></td>
<td>Candidate accurately uses reframing theory to postulate how the committee could be more productive in its work.</td>
<td>Candidate somewhat accurately uses reframing theory to postulate how the committee could be more productive in its work.</td>
<td>Candidate does not accurately uses reframing theory to postulate how the committee could be more productive in its work.</td>
</tr>
<tr>
<td><strong>Use of Reframing Theory to Implement New Change Strategies</strong></td>
<td>Candidate clearly justifies how reframing theory might provide better student outcomes through the use of different change strategies.</td>
<td>Candidate justifies how reframing theory might provide better student outcomes but not how to use reframing theory to implement different change strategies.</td>
<td>Candidate does not justify how reframing theory might provide better student outcomes nor does he/she use reframing theory to implement different change strategies.</td>
</tr>
</tbody>
</table>
### Construction of Needs Assessment = 20 points

<table>
<thead>
<tr>
<th>Description of Needs Assessment Rationale</th>
<th>Target (4)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs assessment description articulates goals, sources of data, rationale &amp; related information.</td>
<td>Needs assessment description partially articulates goals, sources of data, rationale &amp; related information.</td>
<td>Needs assessment description is missing one or more of the following sections: articulates goals, sources of data, rationale &amp; related information.</td>
<td></td>
</tr>
<tr>
<td>Needs assessment description articulates how the items in the instrument address the needs of stakeholders as they relate to effective schools.</td>
<td>Needs assessment description partially articulates how the items in the instrument address the needs of stakeholders as they relate to effective schools.</td>
<td>Needs assessment description does not articulate how the items in the instrument address the needs of stakeholders as they relate to effective schools.</td>
<td></td>
</tr>
<tr>
<td>Needs assessment survey items relate to the topic(s).</td>
<td>Needs assessment survey items partially relate to the topic(s).</td>
<td>Needs assessment survey items do not relate to the topic(s).</td>
<td></td>
</tr>
<tr>
<td>Questions are clear and unambiguous as possible.</td>
<td>Questions are partially clear and unambiguous as possible.</td>
<td>Questions are not clear and are ambiguous as possible.</td>
<td></td>
</tr>
<tr>
<td>Each question/statement only contains one idea.</td>
<td>Most question/statements only contains one idea.</td>
<td>Many question/statements only contains one idea.</td>
<td></td>
</tr>
</tbody>
</table>

### Blueprint for Transformational Change Leading to Improved Student Outcomes = 25 points

<table>
<thead>
<tr>
<th>Blueprint plan connecting to data set</th>
<th>Target (5)</th>
<th>Acceptable (3)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue print clearly articulates the purpose, outcomes, and shared vision. Blueprint describes how these components relate to the “data set” generated from the needs assessment.</td>
<td>Blue print clearly articulates the purpose, outcomes, and shared vision. However, blueprint does not describe how these components relate to the “data set” generated from the needs assessment.</td>
<td>Blue print does not clearly articulate the purpose, outcomes, and shared vision. Additionally, the blueprint does not describe how these components relate to the “data set” generated from the needs assessment.</td>
<td></td>
</tr>
<tr>
<td>Barriers are clearly identified and reframing theory is applied appropriately.</td>
<td>Barriers are not clearly identified and reframing theory is applied partially.</td>
<td>Barriers are not clearly identified and reframing theory is not applied correctly.</td>
<td></td>
</tr>
<tr>
<td>Leadership theory is applied to achieve desired outcomes.</td>
<td>Leadership theory is partially applied to achieve desired outcomes.</td>
<td>Leadership theory is not applied accurately to achieve desired outcomes.</td>
<td></td>
</tr>
<tr>
<td>Core beliefs are stated indicating what the district or school will like in practice once this initiative is fully functioning and how this initiative supports improved student outcomes.</td>
<td>Core beliefs are partially stated and the description of what the school will look like in the future is not linked to student outcomes.</td>
<td>Core beliefs are not stated and the description of what the school will look like in the future is not linked to student outcomes.</td>
<td></td>
</tr>
</tbody>
</table>
Reframing (Bolman & Deal, 2008)
The process of interpreting, communicating and leading an organization in order to create shared values, gather data, and subsequently construct & implement a school improvement plan.

Transforming Schools Collins (2005) & Fullan (2011)
The process of identifying, clarifying, and creating a shared vision for explicitly defining what the core beliefs will look like in practice within the organization.

Needs Assessment & Meaningful Data Analysis Spiro (2011)
A systematic process to measure goal attainment.

Leading By Design (Wiggins & McTighe, 2005)
A systematic process of defining essential concepts to be learned.

Gap
What the data tells us between what is wanted and what is REALITY!

Create a Data Driven Improvement Plan to Improve Student Outcomes
Do not be a drip – data rich information poor
Collect meaningful data in a strategic manner

SCHOOL IMPROVEMENT
Requires Transformational Leadership

Models for Effective Schools
Ronald Edmonds (1981)
2. Safe, orderly purposeful learning environment.
3. Strong instructional leadership.
4. High expectations for staff and students.
5. Maximum opportunity for students to learn.
6. Frequent monitoring of student progress.
7. Commitment to home-school relations.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING TO BE DONE IN ADVANCE</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14/2013</td>
<td>• Introduction &amp; Overview</td>
<td></td>
<td>• In-class background information</td>
</tr>
<tr>
<td></td>
<td>• Conceptual Map</td>
<td></td>
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<td></td>
<td>• Your role in the change process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/21/2013</td>
<td>** NO CLASS SESSION **</td>
<td><strong>MLK OBSERVANCE</strong></td>
<td></td>
</tr>
<tr>
<td>1/28/2013</td>
<td>• Ethics of the Profession and applying them to our work</td>
<td>Watkins – Preface &amp; Chpt. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adult-learning theory</td>
<td>Collins – entire monograph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Motivation Theory</td>
<td>Bolman &amp; Deal – Chpts. 1, 2, 15</td>
<td></td>
</tr>
<tr>
<td>2/1/2013</td>
<td>• Mission Driven Leadership</td>
<td>Spiro – Intro, Chpts. 1 &amp; 2</td>
<td>• Be sure you are now leading a district or school wide initiative</td>
</tr>
<tr>
<td></td>
<td>• Systems Theory</td>
<td>Fullan – entire text</td>
<td>• Locate your Strategic, District and/or School plan</td>
</tr>
<tr>
<td></td>
<td>• Danielson’s – 4 circles</td>
<td>Blackboard – Case 1</td>
<td></td>
</tr>
<tr>
<td>2/11/2013</td>
<td>• Concepts of Will &amp; Capacity</td>
<td>Spiro – Chpt. 3</td>
<td></td>
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<tr>
<td></td>
<td>• Organizational Culture</td>
<td>Watkins – Chpts. 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>2/18/2013</td>
<td>• Authority and Power</td>
<td>Watkins Chpts. 6, 7 &amp; 8</td>
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<td></td>
<td>• SMART goals</td>
<td></td>
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<td></td>
<td>• CAIRO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/25/2013</td>
<td>• Reframing Theory</td>
<td>Bolman &amp; Deal</td>
<td>• Evidence of Leadership Paper</td>
</tr>
<tr>
<td></td>
<td>• Symbolic, Human Relations, Political &amp; Symbolic</td>
<td>Chpt. 3, 6, 9, 16</td>
<td></td>
</tr>
<tr>
<td>3/4/2013</td>
<td>** NO CLASS SESSION **</td>
<td><strong>LUC SPRING BREAK</strong></td>
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<tr>
<td>3/11/2013</td>
<td>Reframing Theory in Action</td>
<td>Bolman &amp; Deal Chpts. 17,18, 19, 20</td>
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<td></td>
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<td>Blackboard Case 2</td>
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<tr>
<td>3/18/2013</td>
<td>** NO CLASS SESSION **</td>
<td><strong>PROFESSOR IN HOUSTON</strong></td>
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<tr>
<td>3/25/2013</td>
<td>** NO CLASS SESSION **</td>
<td><strong>1ST NIGHT OF PASSOVER</strong></td>
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<td>4/1/2013</td>
<td>Assessing Needs</td>
<td>Spiro – Chpts. 6, 7, &amp; 8</td>
<td>• Four frames of leadership paper</td>
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<td>Blackboard Case 3</td>
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<td>4/8/2013</td>
<td>Need assessment construction</td>
<td>Blackboard readings</td>
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<td>4/15/2013</td>
<td>Needs assessment construction</td>
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<td>• Bring draft of needs assessment to receive feedback from classmates (3 copies)</td>
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<tr>
<td>4/22/2013</td>
<td>Leadership – putting the pieces together</td>
<td>Watkins – Chpt. 10</td>
<td>• Construction of Need Assessment Paper Due</td>
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<tr>
<td>4/29/2013</td>
<td>Transformational Leadership to Improve Student, Family and School Outcomes</td>
<td>Watkins - Conclusion</td>
<td>• Draft of final paper to receive feedback from classmates (3 copies)</td>
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<td>• On-line course evaluations</td>
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<td>5/6/2013</td>
<td></td>
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<td>Final paper - Blueprint paper due to <a href="mailto:misraei@Luc.edu">misraei@Luc.edu</a></td>
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Selected References


Boykin, A. W. & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.


