

2009-2



EDUCATION 818
Leadership Studies
(Enroll #7227)

Summer Semester 2009	Instructor:	Dr. David Berliner
Meeting Dates: July 2,3, 6-10, 13-16	Office:	SFU Surrey/TBD
Times: 8:30-1:00 pm	Telephone:	480-861-0484
Location: SFU Surrey	Email:	Berliner@asu.edu
Room: SUR 5060		

ACADEMIC HONESTY AND STUDENT CONDUCT

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see <http://www.sfu.ca/policies/teaching/t10-03.htm> or http://learningcommons.sfu.ca/hot_topics/academic_integrity.php or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

COURSE RATIONALE

This course will be a discussion of models and facets of leadership that you need to know about in order to do your job well, with a particular emphasis on ethics and activism on behalf of children and their families. Considerations of leadership character and role, power and authority in organizational relationships, and organizational goal achievement are central to the course. The information is to use as a particular job meets your particular abilities in a particular context. General theories and rules of leadership are just that—general. The information is to be used to understand and succeed at a *particular* job.

DESCRIPTION

Objectives: The course has three primary objectives classified as knowledge acquisition, dispositions, and performance.

Knowledge:

- To understand the ways leadership in education is conceptualized in four quite different books by leading writers in the field.
- To understand the roles of leaders in creating powerful learning environments.

Dispositions:

- To develop an awareness of the varieties of leadership roles and responsibilities.
- To share and contrast your personal perceptions of schooling and leadership through discussion so we all can learn from each other.
- To reflect on areas of strengths and weaknesses of education systems and their leaders.

Performance:

- Bullet the things in each book that you found important and worth remembering and those you found trivial or banal. This will be done for each book.
- After the second book is read, shadow an educational leader for a day and analyze his or her behavior in terms of concepts and ideas that are in the books read. Report of analysis is the semester project.

REQUIRED TEXTS

1. Fullan, M. (2007). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
2. Danzig, A. B., Borman, K. M., Jones, B. A., and Wright, W. F., (2007) *Learner centered leadership: New directions for school leadership in a national perspective*. Published by Erlbaum (a division of Routledge)
3. Hargreaves, A. & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass
4. Anderson, G. L (2009) *Advocacy leadership*. Taylor and Francis publisher.
5. Darling-Hammond, L., Pearson, D. P. and others (2008). *Powerful learning: what we know about teaching for understanding*. John Wiley.

ADDITIONAL RESOURCES

Additional readings may be provided in class. Additional presentations may be made depending on student interests.

COURSE OVERVIEW

Critical discussions of how to lead complex organizations ethically, so as to accomplish personal, organizational, and societal goals.

Session #1 July 2

Session Topics

Introductions, agenda setting, making assignments for presentations, and a presentation by Berliner on why knowledge is power, but only if it is used.
Summer Institute lecture in evening.

Session #2 July 3

Session Topics

First half of Fullan.
Each session will have leaders overviewing the chapters, and the person who follows will critique the chapter.

Session #3 July 6

Session Topics

Second half of Fullan.
Presentation on leadership at Cibola High School by Dr. Ursula Casanova. Cibola is a remarkably successful school for poor Latino youth in Yuma AZ.

Session #4 July 7

Session Topics

First half of Danzig.
Summer Institute after class.

Session #5 July 8

Second half of Danzig
Presentation by Berliner on problems of assessment and validity of data.

Session #6 July 9

Session Topics

First half of Hargreaves.
Summer Institute after class.

Session #7 July 10

Session Topics

Second half of Hargreaves

Session #8 July 13

Session Topics

First half of Anderson

Presentation by Berliner on out-of-school factors and student achievement in US and BC.

Session #9 July 14

Session Topics

Second part of Anderson.

Summer Institute after class.

Session #10 July 15

Session Topics

All of Darling-Hammond

Presentation by Berliner on expert teachers and their role in achievement.

Session #11 July 16

Session Topics

Open for now

Summer Institute after class.

GRADING

Based upon classroom presentations and discussions (in class and online), book reviews, and final paper.