

*Niagara University*  
**College of Education**  
**Department of Educational Leadership and Counseling**

**A. Course Number and Title**

EDU 649 – Capstone for the School Building Leader

**B. Number of Credits**

Three (3) Credit Hours

**C. Course Description**

The capstone course is an interdisciplinary approach to concepts of leadership as they relate to the school administrator. The course includes a comprehensive survey of studies and readings relative to models, styles, behaviors and problems in educational leadership. The course includes the study of motivation, job satisfaction, decision making, ethical professional behavior and the role of an educational leader as change agent and innovator in a changing society. A major focus of the course is the development of a school reform plan for a building.

**D. Method of Teaching**

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open ended inquiry, critical thinking and reflection and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instruction videos, field experiences and research.

Constructivist teaching emphasizes thinking, understanding, and self-control over behavior but does not neglect basic skills and knowledge. It is based on the notion that people are constructions of their own knowledge, rather than reproducers of someone else’s knowledge. Therefore, the following methods of instruction will be used to promote the philosophy and concepts of constructivist teaching.

**E. Philosophical Framework**

The philosophical framework of the program includes the following:

<b>ELCC STANDARDS</b>	
Candidates who complete the program are educational leaders who promote the success of all students by:	
*	<b>Standard 1:</b> Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community.
*	<b>Standard 2:</b> Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
*	<b>Standard 3:</b> Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
*	<b>Standard 4:</b> Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
*	<b>Standard 5:</b> Acting with integrity, fairness, and in an ethical manner
*	<b>Standard 6:</b> Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
*	<b>Standard 7:</b> The Internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real

	settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
<b>NEW YORK STATE ESSENTIAL CHARACTERISTICS OF EFFECTIVE LEADERS</b>	
*	1. Leaders know and understand what it means and what it takes to be a leader
*	2. Leaders have a vision for schools that they constantly share and promote.
*	3. Leaders communicate clearly and effectively.
*	4. Leaders collaborate and cooperate with others.
*	5. Leaders persevere and take the "long view."
*	6. Leaders support, develop and nurture staff.
*	7. Leaders hold themselves and others responsible and accountable.
*	8. Leaders never stop learning and honing their skills.
*	9. Leaders have the courage to take informed risks.
<b>COLLEGE OF EDUCATION MISSION - ORIENTATIONS</b>	
*	Candidate-Centering Through Constructivist Practice
*	Process-Product Orientation
*	Reflective Practice
<b>EDUCATIONAL LEADERSHIP DEPARTMENT - DISPOSITIONS</b>	
*	1. Professional Commitment and Responsibility
*	2. Professional Relationships
*	3. Critical Thinking and Reflective Practice
*	4. Knowledge Creation

#### **F. Course Objective**

The major objectives of the course are to enable the participant to:

1. To continue to develop an understanding and appreciation for a personal style of leadership.
2. Understand the nature, tasks, context and attributes of leadership.
3. Apply the concepts of change to a plan of action/reform movement
4. Develop an environment that supports motivational components and empowerment of staff.
5. Appreciate the importance of ethical professional behavior.
6. Understand the importance of leadership in a multicultural, diverse society.
7. To continue to emphasize the importance of technology to support instruction.
8. To continue to emphasize for successful leadership the development of attributes and skills.

#### **G. Outline of Course Content**

1. Introduction to Leadership (Topic I)
  - a. Topics:
    - Definition of leadership
    - The nature of leadership
    - The tasks of leadership
    - The context of leadership/followership
    - Attributes of a leader
2. Leadership Theories (Topic II)
  - a. Topics:
    - The structure and function of organizations (summary of the following)
      - Weber's Bureaucracy Model
      - Barnard's Function of the Executive
      - Taylor's Scientific Management Theory
      - Fayol's General and Industrial Management Theory
    - People in organizations
      - McGregor's Theory X and Y
      - Herzberg's Hygiene-Motivation Theory
      - Maslow's Human Motivation Theory
      - Machiavelli's The Prince

3. Focus of effort/mission statement, goal setting (Topic III)

- a. Topics:
- Large scale organized systems
  - Fragmentation and the common goal
  - The knitting together
  - Community

4. Motivation

- a. Topics:
- Understanding human behavior
  - Hygiene/motivation theory
  - The organization and the individual
  - People: Our most valuable resource.

5. Reform Movement

- a. Topics:
- Forms Of School Culture
  - The Case Study/Sociogram
  - Organizational Diagnosis
  - The Content of School Culture
  - Shaping a School Culture
  - Planning For Change
  - Selection of a Leadership Team
  - Establishing Awareness Do Now/Could Do
  - Developing a Mission
  - Collecting and Analyzing Data
  - School Report Cards
  - Monitoring Progress
  - Reporting

## H. Course Requirements

Required Course Textbooks:

1. Calzi, F. (Fall 2005-2007). Leadership. Niagara University (Manual 1).
2. Calzi, F. (Fall 2005-2007) School Leadership Reform Plan. Niagara University (Manual 2)
3. Senge Peter. Schools that Learn or Gardner John. (1990) On Leadership
4. Issues – Selected Readings From the Following: Posted on Blackboard
  - a. Leading the Management of Change. National College for School Leadership. 2003.
  - b. Our Next Generation/School Leadership in New York State. Lankford, O'Connell and Wyckoff, University of Albany. October 2003.
  - c. Growing Tomorrow's Leaders Today/Preparing Effective School Leaders in New York State. New York State Board of Regents and the New York State Education Department. 2004.
  - d. Trying to Stay Ahead of the Game Superintendents and Principals Talk About School Leadership. A Report From Public Agenda, Farkas, Johnson, Duffett & Foleno. New York: 2001.
  - e. Better Leaders for America's Schools: A Manifesto. Fordham Institute: July 2003.

## I. Projects/Assignments

Course Assignments

1. Minimum Expectations
  - a. Regular attendance required and recorded
  - b. Class participation

- c. Readings from related books and articles
- d. Case study analysis
- e. Assignments and reports:
  - Team report on school reform for a building
  - Individual book report from the required readings
  - Blackboard assignments selected from the topics listed in “Outline of Course Content”/Issues.
- f. Site Mentor/Niagara University/Candidate Mentorship
- g. Core readings:
  - Benfari, R. (1991). Understanding Your Management Style. Lexington, MA: Lexington Books.
  - Bennis, W. (1989) On Becoming a Leader. Reading, MA: Addison – Wesley.
  - Bolman, L. and Deal, T. (1991). Reframing Organizations. SanFrancisco: Jossey – Bass.
  - Cook, B. (1988). Strategic Planning. Arlington: American Association of School Administrators.
  - Deal, T.F. Shaping School Culture: The Heart of Leadership.
  - Erikson, E. (1969). Gandhi’s Truth. New York: Norton.
  - Fullan, Michael (2003). The Moral Imperative of School Leadership. Thousand Oaks, California: Corwin Press.
  - Machiavelli, N. (1952-originally published1514). The Prince. New York: New American Library.
  - O’Toole, J. (1996). Leading Change. New York: Ballantine.
  - Sarason, S. (1990). The Predictable Failure of Educational Reform. SanFrancisco: Jossey-Bass.
  - Senge, P. (1990) The Fifth Discipline, the Art and Practice of the Learning Organization. New York: Doubleday.
  - Sizer, T. (1992). Horace’s School Redesigning the American High School. Boston: Houghton Mifflin.

**J. Attendance**

Attendance is considered an indication of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Absences may jeopardize a candidate’s course grade. A phone call, email message or note delivered to the instructor is required if you expect to miss a class.

**K. Grading**

Final grade will be based on the following criteria

Meaningful, relevant participation/class discussion	20%
Written critiques	70%
Mentorship	10%
	<u>100%</u>

**Note: Please refer to rubric format that will be used to assess the quality of your work (see pp. 67-70)**

**L. Student Disclosure  
Academic Honesty**

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principal violations of academic honesty are cheating and plagiarism.

*Cheating* includes the unauthorized use of certain materials, information, or devices in writing

examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission

*Plagiarism* is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University's policy on cheating, plagiarism, procedures and penalties.

### **Students with Disabilities**

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

### **Counseling Services and Academic Support**

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).