



EDLR 5412: Organizational Leadership – Developing Organizational and Leadership Capacity
UCAPP
Spring 2022

Syllabus information may be subject to change.

Course and Instructor Information

Course Title: Organizational Leadership – Developing Organizational and Leadership Capacity
Credits: 2
Format: Hybrid (in person and online synchronous)
Professors: Instructor(s)

Email:
Mobile:

Office Hours: by appointment

Required Texts

Troen, V., & Boles, K. (2012). *The power of teacher teams: With cases, analyses, and strategies for success.* Corwin Press.
Ulrich, D., & Smallwood, N. (2013). *Leadership sustainability: Seven disciplines to achieve the changes great leaders know they must make.* McGraw Hill Professional.

Additional course readings and media will be available within HuskyCT

Course Description

This course focuses on essential school leadership aspects of developing organizational capacity for strategic and sustainable improvement. Students will examine the role the principal plays in ensuring the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Course Objectives

In this course, aspiring leaders will gain the knowledge and skills to:

1. Deepen understanding of leadership capacity as a within-school factor that influences student learning
2. Identify elements that comprise a school's leadership capacity and deepen your understanding of what strong leadership capacity looks like in a school
3. Understand the importance of sensemaking and the role of leader as sensegiver to support organizational capacity development

Leadership for Equity

UCAPP is committed to developing and preparing transformational school leaders with the competence and disposition to effect school policies and practices that realize equitable **achievement, participation, service, and support outcomes** for every student.

Through strategically aligned coursework and practicum experiences, UCAPP graduates will enter schools ready to:

- Lead with an anti-racist and equity driven perspective
- Lead by listening to and working collaboratively with all constituencies -- teachers, students, families, and communities -- which they serve
- Lead with honesty and courage to confront and disrupt systemic policies and practices which have perpetuated disparate achievement, participation, service, and support outcomes

Session 1: Revisiting the Science of Improvement

Objectives:

- Examine the connection between the theory and practice of improvement science concepts

Standards:

10(b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

10(c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

Readings to be completed before class:

Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous improvement in education. *Carnegie Foundation for the Advancement of Teaching*.

Supovitz, J. A., D'Auria, J., & Spillane, J. P. (2019). Meaningful & sustainable school improvement with distributed leadership.

Session 2: Effective School Leadership

Objectives:

- Understand the research-based practices principals employ to support the instructional core
- Understand high-leverage management practices that matter to success outcomes for the school, students, and teachers

Standards:

1(d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

9(b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

Readings to be completed before class:

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students and schools.

Clifford, M.A. & Goggshall, J.G. (2021). Evolution of the principalship: Leaders explain how the profession is changing through a most difficult year.

Session 3: Systemic Support for Teaching and Learning

Objectives:

- Develop understanding of design and implementation strategies for improving:
 - the impact of academic and non-academic practices, resources and services that support student learning; and
 - coordination and coherence among the school's curriculum, instruction and assessment practices

Standards:

5(c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

6(d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

9(g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

Readings to be completed before class:

Internal Coherence: Chapters 6 & 7

Session 4: Developing a Leadership Team

Objectives:

- Develop the understanding and awareness of designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction and assessment practices

Standards:

7(b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

Readings to be completed before class:

Drago-Severson, E., Blum-DeStefano, J., & Asghar, A. (2013). *Learning for leadership: Developmental strategies for building capacity in our schools*. Corwin Press. Chapter 7.

Lambert, L. (2006). Lasting leadership: A study of high leadership capacity schools. In *The Educational Forum* (Vol. 70, No. 3, pp. 238-254). Taylor & Francis Group.

Session 5: Building Teacher Teams and Growing Leaders

Objectives:

- Develop awareness of practices for supporting developing teacher teams and cultivating and distributing leadership among staff.

Standards:

6(g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

Readings to be completed before class:

Troen & Boles: Chapters 3-5.

Session 6: Managing Sustainability

Objectives:

- Develop the orientation to build capacity throughout the school community to identify and solve problems of practice, learn, adapt, and grow collaboratively
- Develop the orientation to collaboratively engage the larger organizational and policy context to advocate for the needs of their school, community, the profession, and all constituency groups
- Develop the awareness and orientation to evaluate and plan for opportunities for professional growth that are aligned with performance results and meet school needs.

Standards:

3(f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

3(h) Address matters of equity and cultural responsiveness in all aspects of leadership.

6(b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

6(i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Readings to be completed before class:

Hargreaves, A., & Fink, D. (2004). The seven principles of sustainable leadership. *Educational leadership*, 61(7), 8-13.

Hatch, T. (2009). The Outside-Inside Connection. *Educational leadership*, 67(2), 16-21.

Williamson, R., & Blackburn, B. R. (2010). Tools to advocate for your school. *Principal Leadership*, 10(6), 61-63.

Summary of Course Grading:

Course Components	Weight
Presentation	20%
Org Capacity Assessment	20%
Change Project Report	35%
Participation & Engagement	25%

Presentation

- Details to be shared by instructor

Org Capacity Assessment

- Analyze and interpret evidence on organizational leadership capacity for a school using the Internal Coherence Survey

Change Project Report

- Complete a technical report summarizing the problem and context, plan, outcomes, and lessons learned from your change project.

Class Participation

- Readings completed before class; participation in class discussions

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

You are also responsible for abiding by the expectations and policies defined the UCAPP Student Handbook.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.