

ADMPS 2410 - Institutional Leadership
University of Pittsburgh
School of Education
Department of Administrative and Policy Studies
School Leadership Program

Class Meetings: June 18th-June 21st, 2019
8:00 a.m. to 4:00 p.m.
Allegheny Intermediate Unit, Room TBA
Online Meeting: TBD

Instructors

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I. Description and Rationale

This unique leadership opportunity combines tools from management consulting and the School of Education to provide institutional leaders with information and experiences in organizational development in the local and national context using an executive education hybrid format comprising of a four-day intensive, an online project and a final presentation.

Institutional leaders create well-managed schools and organizations that are learner friendly environments for children and adults. They must be dynamic in renewing educational organizations. Institutional leaders nurture and sustain the process of inquiry, dialogue, data-informed decision-making, action research, and program planning and evaluation that lead to the improvement of schools and organizations as places for teaching and learning. Institutional leaders, at all levels create and support opportunities for the authentic involvement of all stakeholders in organizational change and school improvement.

II. Course Format, Location, and Meeting Times

This hybrid course includes a four-day intensive delivered on the campus of the Allegheny Intermediate Unit, an online group project and a virtual presentation. We will meet on Tuesday, June 18th beginning at 8:00 am. The intensive will conclude on Friday, June 21st at 4 pm. The presentation modality of the Collaborative Innovative

Project will be determined on the first day of class. Please refer to the Schedule-at-a-Glance at the end of the syllabus for more details.

III. Modules

Leading in Complexity

Today's work is increasingly described by organizational leaders as VUCA (Volatile, Uncertain, Complex, Ambiguous). This session introduces the tenets of complexity theory and the Cynefin framework as a guide to leadership and decision-making in today's rapidly changing context. Thus, the primary focus of this module is on the principles, processes and leadership tools that help leaders grow in their capacity to diagnose problems and manage needed change efforts to strengthen organizational effectiveness. Our goal is to help principals and other educational leaders develop a set of practices to grow their leadership effectiveness and overcome the "in over your head" experience of some many current organizational leaders.

Unlocking Leadership Mindtraps

Building on the Leading in Complexity module, this module will serve as an introduction to five leadership mindtraps which can get in the way of our effectiveness as institutional leaders. Based on the recent work of Jennifer Garvey Berger, we explore the mindtraps, the way they show up in our individual work in schools and the keys and practices which can help us get us out of the traps.

Act like a leader

This half-day session that introduces leaders to the work of Herminia Ibarra. Drawing on her research on leadership development and leadership transition, we will consider her recommendations for aspiring principals stepping into new roles as educational leaders. Special attention will be paid to role of networks in leadership transitions. This session will build on the previous sessions to build out a set of safe to fail experiments to engage after the LIFTS program.

Leading Performing Teams

This module takes as its starting point that most educational institutions function as networks of teams. Thus growing leaders' capacity for managing collective effectiveness is an imperative for school improvement. Using classic and recent research on teams, we will dig deep into such topics as creating a culture of collaboration and innovation, managing conflict, embracing accountability, supporting conditions for effective feedback, supervision and growth, timing team interventions and coaching.

Professional Ethics for Educational Leaders

Guest Lecturer: Dr. Michael Gunzenhauser

This session will introduce students to aspects of the moral life of a school leader. We will consider the ethical and legal considerations that are found in state standards and codes of ethics and explore their strengths and limitations for guiding professional

practice. We will look at some brief cases to identify when ethical concerns are at issue and explore some frameworks for responding thoughtfully. We will also consider the special challenges to professional responsibility that school leaders face in light of test-based accountability policy and how leaders can maintain focus on individual children's educational experiences despite the normalizing pressures of external accountability systems.

Effective Resource Management: Interpreting Financial Statements

Guest Lecturer: Dr. Anthony Mooney

This module will help you learn to “read” a school district budget. You will learn what you need to know to assess the financial status of a district, how federal, state, and local money is allocated to a district, the requirements of setting a school budget (Who does what? Who controls the budget?), what happens after the budget is approved, the amount of discretionary funds available, these discretionary funds, the differences between elementary and secondary school budgets, the role of principals in the budgeting process, and what principals need to know and be able to do regarding the budget?

V. Course Requirements

Readings

The book and articles below are required reading and are available on Courseweb or from previous courses. Several readings are refreshers from past courses.

Gunzenhauser, M. G. (2012). *The active/ ethical professional: A framework for responsible educators*. London: Continuum. [Chapter 3] **Available on Courseweb.**

Hackman, R. (1998). Why teams don't work in Tindale, R. Scott & Loyola University of Chicago. Applied Social Psychology Graduate Program & Society for the Psychological Study of Social Issues (Eds.). *Theory and research on small groups* (p.245-267). New York Plenum Press. **Available on Courseweb.**

Ibarra, H. (2015). *Act like a leader, think like a leader*. Cambridge, MA: Harvard Business Review Press. **Purchase. Read Chapters 1-3. Skim Chap 4-5**

IBM. (2010). *Capitalizing on complexity: Insights from the global CEO study*. Retrieved from <http://www-935.ibm.com/services/c-suite/series-download.html>. **Available on Courseweb. Briefly skim this report for a sense of the research.**

Rozovsky, Julia (2015, November 17). The five keys to a successful Google team [Blog post]. Retrieved from <https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/>

Snowden, D.J. and Boone, M.E. (2007) A leader's framework for decision-making. *Harvard Business Review*, 85(11), pp. 68-76. **Available on Courseweb.**

Budgets

Examine your school district's budget as well as the budget from the school district where you are interning. If possible, please bring a hard copy or electronic copy of the budgets.

Collaborative Innovative Project

In this course, we will use Education Theory in Practice Software (ETIPS). You will be engaged in decision-making and problem solving using case-based pedagogy. **ETIPS cases** were designed to provide you with a case-based, online learning environment offering multiple opportunities to practice applying theory in your decision making within a virtual yet realistic school settings and to receive feedback on your critical thinking. **ETIPS cases** use a four-step decision making model that emphasizes procedural knowledge of (a) identifying a leadership issue; (b) identifying principles to guide the decision making; (c) considering alternatives with associated opportunities and constraints; and (d) selecting the best alternative for the context and creating a plan that includes setting direction, developing people, and making the organization work.

ETIPS presents cases that allow you to practice applying theory to your instructional decision-making about an issue of practice. A case appears as a virtual school's website and begins with a case introduction, which frames a key challenge to be addressed in essay responses.

ETIPS cases begin with an introduction that sets the stage for learning. For example, you are given a leadership challenge such as, "better align school resources and goals," within the context of an elaborately articulated school context, presented as the pages of a hypothetical yet realistic public website and intranet. Your task is then to explore the available information about the school to frame its underlying issues, weigh alternatives courses of action, and then pick one and formulate action steps that will address the challenge. The exercise elicits your background knowledge and points of view in the search for and use of information, and prospective, asking you to look ahead of what to do instead of retrospectively considering a situation.

In the evening during the week and on Thursday, you will work in groups to design an innovation that is focused on improving student achievement. This innovation will reflect your group's problem solving and decision-making processes as you worked through the ETIPS case as well as the innovation that you designed to improve student achievement and the rationale for selecting the innovation. Your group will create a PowerPoint presentation that will be presented to the rest of the class. The project will be discussed on the first day of class. Presentations will take place on the last afternoon of class.

PowerPoint and Academic Writing rubrics will help you think about the expectations for your case presentation and your analysis of case decisions and processes. An **ETIPS** Leadership Case rubric is embedded in the software program for steps in the decision-making process.

ETIPS Innovation Project Reflection: Using the concepts from the readings and from the course, write a concise one-page reflection on your experience of working on the ETIPS Innovation Project. More details on the assignment will be provided in class.

Attendance

Attendance is required at all scheduled classes. Participation during the face-to-face classes is an essential component institute. The nature of these day-long sessions makes it impossible to be substituted or replaced. As a student, you are expected to be present, to be on time, to be prepared for every class, and to remain for the duration of the class. In the event of an **unanticipated exceptional circumstance** or **emergency** (emergency is defined as crisis, tragedy, and/or disaster), please contact the instructors by email that you will not be present in class. When you return to class, please provide the instructors with an explanation of your unanticipated exceptional circumstance or emergency.

VI. Evaluation and Grading

Attendance and Participation	25%
ETIPS Innovation Project Reflection	25%
ETIPS Innovation Presentation	50%

VII. Course Policies

Academic Integrity:

Students in this course will be expected to comply with University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disabilities:

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the Disability Resources and Services no later than the 2nd week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations.

To notify Disability Resources and Services, call 648-7890 (Voice or TTD) to schedule an appointment. The Office is located in 216 William Pitt Union.

Incomplete Grade:

For this course, an Incomplete Grade (G) will be granted if the student has *actively attended to the course requirements* but needs extended time to complete the required work to meet minimum expectations. The G-Grade allows only two additional terms to complete course work. If work is not completed within that period, the University prohibits any further modification to the grade.

VIII. Pennsylvania School Leadership Standards

Educational Leadership (K-12) students who are seeking Commonwealth of Pennsylvania certification are required to produce a portfolio at the conclusion of their coursework that provides evidence of engagement with the Pennsylvania School Leadership Standards. Each required course lists the standards that are addressed along with the hours of fieldwork associated with course work. Students should save examples of their work, hopefully of an exemplary level, for inclusion in their portfolio from each course and to ensure that all standards are addressed adequately.

CORE STANDARDS

- The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
- The leader is grounded in standards-based systems theory and design and is able to transfer that knowledge to his/her job as the architect of standards-based reform in the school.
- The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

COROLLARY STANDARDS

- The leader creates a culture of teaching and learning with an emphasis on learning.
- The leader manages resources for effective results.
- The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.
- The leader operates in a fair and equitable manner with personal and professional dignity.
- The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.
- The leader supports professional growth of self and others through practice and inquiry.

IX. Tentative Class Calendar

Institutional Leadership				
	Tuesday June 18, 2019 AIU	Wednesday June 19, 2019 AIU	Thursday June 20, 2019 AIU	Friday June 21, 2019 AIU
	8:00 – 12:00 a.m. Leading in complex times	8:00 – 12:00 a.m. Act like a leader	8:00 – 12:00 a.m. Building Performing Teams	Collaborative Innovative Project
	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	
	1:00 – 3:30 p.m. Unlocking Leadership Mindtraps 3:30-4:00 Collaborative Innovative Project Introduction	1:00 – 4:00 p.m. Professional Ethics Presenter: Dr. Mike Gunzenhauser	1:00 – 4:00 p.m. School District Budgets Presenter: Dr. Anthony Mooney	Collaborative Innovative Project Project Presentations
	Evening/Online Collaborative Innovative Project	Evening/Online Collaborative Innovative Project	Evening/Online Collaborative Innovative Project	