



**Department of Education**  
**EDL**  
**EDUC 429 (3 units)**  
**LEADERSHIP PERSPECTIVES**  
**Winter 2018**

*Professor:* **Gregory Barnes**

*Office:* **223**

*Office Hours:* **Thursdays 4:30-5:00, 8:00-8:30**

*Email:* [gbarnes@musd.org](mailto:gbarnes@musd.org) /

*Course Meeting:* **Guadalupe Hall**

*Classroom:*

*Phone:* **650-544-6262**

### **Mission and Goals of the Department of Education**

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

*(PLGs)*

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

**Course Description** [School leaders are constantly faced with pressing social justice issues that impact the school community and raise ethical and social dilemmas. It is imperative that future school leaders develop a foundation of knowledge that enables them to comprehensively respond to issues of social justice issues and social change. The course will address personal leadership styles, organizational leadership, and issues of social justice, educational equity, leading for change. In short, this course will explore how one's leadership style impacts leading for change. The primary goal for this class is to explore yourself as a leader, to engage in dialogue, and motivate students to express their opinions on said issues. Students will be asked to examine

their personal and professional commitment to ethics, diversity, social justice and human dignity. Students will leave this class having formed clear concepts of their leadership tendencies, with formed opinions on how the importance of equity and social justice are a fundamental part of a school climate and culture.]

## Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed			
		DG #	PLG #	CPSELS #	TPA #
1	Understanding Leadership and its Role in K-12 Education	X	X	X	X
2	Explore Ones Personal Leadership Style	X		X	X
3	Explore Leadership Styles	X	X	X	X
4	Investigate Adult Learning Theory and Organizational Leadership	X			X
5	Explore Leadership for Change	X	X	X	
6	Examine Social Justice Issues in Education	X	X	X	X

\*DG=Department Goals; PLG=Program Learning Goal; CPSELS=California Performance Standards for Educational Leaders; TPA=Teaching Performance Assessment

**Required Texts:** What Story Are You Living? :A Workbook and Guide to Interpreting Results from the Pearson-Marr Archetype Indicator (Pearson & Marr, 2007)

## Course Requirements/Assignments

Grades are based on a 100-point total. The distribution of points across assignments is as follows:

	Assignment	Points	Course Objective Assessed
1	Identify 5 Core Leadership Values	15	2,3
2	Establish and Collaborate with "Board of Directors"	15	2,3
3	Final Paper incorporating Leadership Style, Theory and Practice	70	1,2,3,4,5,6

## ASSIGNMENT DESCRIPTIONS

### 1. *Class Attendance & Participation.*

Regular attendance at all class meetings is a requirement in this program. Ten points will be deducted from your final grade for the course for each class session you missed. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with half the grade penalty (loss of 5 points instead of 10). To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

**Punctuality.** Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion. Attendance and punctuality are the only policies with the immediate potential to impact your course grades. Your instructor through ongoing observation and documentation gathers data documenting your adherence to the remaining policies listed here. These data are a primary factor in the assessment of your mastery of CPSELS 12- "Professional, ethical, and legal obligations."

If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these

requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

**Note:** Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

## **Assessments & Grading Criteria**

### **Canvas/Camino Course Management System**

To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

### **Disability Accommodations Procedure**

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

### **Accommodations for Pregnancy and Parenting**

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

### **Discrimination and Sexual Misconduct (Title IX)**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online

through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

### **Academic Integrity**

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2013-2014)

## Course Outline & Class Schedule

\*Course Plan Subject to Change

### WEEK ONE: What is Leadership?

January 11th, 2018

Session One: What is Leadership?	Objectives	Readings
Welcome & Introductions	Get to know each other.	None
Course Overview	Understand course expectations. Q&A.	None
What is Leadership?	Read & Discuss the origins of leadership. • Readings and Discussion	Excerpts: • <i>Leadership: Theory and Practice (Northouse, 2013) 6th edition</i> • <i>Leadership From The Inside Out (Cashman, 2006)</i> • Related Peer Review Articles
<b>BREAK</b>		
What Does Leadership Look Like?	Determine what leadership means to you? • Readings and Discussion	Excerpts: • <i>Leadership: Theory and Practice (Northouse, 2013) 6th edition</i> • <i>Leadership From The Inside Out (Cashman, 2006)</i> • Related Peer Review Articles
Leadership in K-12 Public Education	Understand how leadership has impacted K-12 Public Educations • Readings and Discussion	Articles • Related Peer Review Articles
<b>Essential Question(s):</b> Essential Question(s) of the week: What are the key characteristics of leadership? How has leadership impacted K-12 public education?		
<b>Session One Assignments:</b> Purchase: "What Story Are You Living?" (Pearson & Marr, 2007)		
<b>What's Next?</b> Thursday, January 18th: "Conceptualizing Leadership"		

### WEEK TWO: Conceptualizing Leadership

January 18th, 2018

Session Two: Conceptualizing Leadership	Objectives	Readings
Review of the Agenda	Set goals for the class	None
Understanding your Leadership Style	• Take PMAI • Understand your leadership strengths and challenges • Understand how to work will with all colleagues	• <a href="#"><i>"What Story Are You Living?" (Pearson &amp; Marr, 2007)</i></a>
<b>BREAK</b>		
5 Core Values Exercise	• Establish 5 core values as a leader. Weekly check ins to review "value"	• Organizational Chart

Board of Directors	<ul style="list-style-type: none"> <li>Establish BOD for 360° Feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Related Handout</li> </ul>
<b>Essential Question(s):</b> Essential Question(s) of the week: How has the textbook helped to identify your strengths and pitfalls as a leader? How can this book be used as a tool moving forward? What are your core values?		
<b>Session Two Assignments:</b>	<ul style="list-style-type: none"> <li>Monitor your 5 Core Values: <i>Check during Weeks 4,7,9</i></li> <li>Establish your Board of Directors: <i>Due: Week 4</i></li> </ul>	
<b>What's Next?</b> Thursday, January 25th: "Leadership Theory & Practice"		

**WEEK THREE: Leadership Theory and Practice**

**January 25th, 2018**

Session Three: Leadership Theory & Practice	Objectives	Readings
Review of the Agenda	Set goals for the class	None
5 Core Values, BOS and Textbook Findings	Quick Check in: <ul style="list-style-type: none"> <li>Have you live your values this week?</li> <li>Check in on BOD progress</li> <li>WSAYL Experiences?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">"What Story Are You Living?"</a> (Pearson &amp; Marr, 2007)</li> </ul>
Leadership Styles	Exploring Leadership Styles <ul style="list-style-type: none"> <li>Servant Leadership</li> <li>Transformational Leadership</li> </ul>	Excerpts: <ul style="list-style-type: none"> <li><i>The Transforming Leader</i> (Pearson, 2012)</li> <li>Related Peer Review Articles</li> </ul>
<b>BREAK</b>		
Leadership Styles	Exploring Leadership Styles <ul style="list-style-type: none"> <li>Transactional Leadership</li> <li>Situational Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Related Peer Review Articles</li> </ul>
Leadership Theory Matrix Introduction	Understand how leadership style can relate to real world applications <ul style="list-style-type: none"> <li>Explore Leadership Theory Matrix</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Theory <a href="#">Matrix</a></li> </ul>
<b>Essential Question(s):</b> Essential Question(s) of the week: What leadership theory best matches your leadership style? Why?		
<b>Session Three Assignments:</b>	<ul style="list-style-type: none"> <li>Monitor your 5 Core Values: <i>Check in Weeks 4,7,9</i></li> <li>Solidify your Board of Directors Feedback: <i>Due: Week 4:</i></li> </ul>	
<b>What's Next?</b> Thursday, February 1st "Authentic Leadership"		

**WEEK FOUR: Authentic Leadership**

**February 1st, 2018**

Session Four: Authentic Leadership	Objectives	Readings
Review of the Agenda	Set goals for the class	None
Understanding your Leadership	Analyze Leadership Feedback	None

Feedback.	<ul style="list-style-type: none"> <li>• Core Value analysis</li> <li>• BOS feedback analysis</li> <li>• WTSYL feedback</li> </ul>	
<b>BREAK</b>		
What is Authentic Leadership?	Explore Authentic Leadership	Excerpts: <ul style="list-style-type: none"> <li>• <i>Becoming A Leader is Becoming Yourself (Moxley, 2015)</i></li> <li>• <i>Leading with Spirit Presence and Authenticity (Schuyler, 2014)</i></li> <li>• Related Peer Review Articles</li> </ul>
Developing Authentic Leadership	Weave together different Leadership styles and Personal Feedback <ul style="list-style-type: none"> <li>• Review of all styles</li> <li>• Building your leadership self concept</li> </ul>	None
Final Paper Assignment Introduction	Review of the Final Project <ul style="list-style-type: none"> <li>• Weaving it all together</li> <li>• Due WEEK TEN: March 22nd</li> </ul>	<ul style="list-style-type: none"> <li>• Related Handout</li> </ul>
<b>Essential Question(s):</b> Essential Question(s) of the week: How has your personal feedback impacted how you view your leadership style? Why?		
<b>Session Four Assignments:</b>	<ul style="list-style-type: none"> <li>• Monitor your 5 Core Values: <i>Check in Weeks 7,9</i></li> <li>• Final Paper: Note Weekly Essential Q's: <i>Due Week 10</i></li> </ul>	
<b>What's Next?</b> Thursday, February 8th: "Leadership & the Adult Learner"		

**WEEK FIVE: Leadership & the Adult Learner**

**February 8th, 2018**

<b>Session Five:</b> Leadership & the Adult Learner	<b>Objectives</b>	<b>Readings</b>
Review of the Agenda	Set goals for the class	None
Engaging Adult Learners	Introduce Adult Learning Theory <ul style="list-style-type: none"> <li>• Explore how adults learn best</li> </ul>	Excerpts: <ul style="list-style-type: none"> <li>• <i>Leadership and the One Minute Manager (Blanchard, 2013) 2nd edition</i></li> <li>• Related Peer Review Articles</li> </ul>
Managing Conflict	Explore Intervention Strategies	Excerpts: <ul style="list-style-type: none"> <li>• <i>Becoming a Conflict Competent Leader (Runde &amp; Flanagan, 2013)</i></li> <li>• Related Peer Review Articles</li> </ul>
<b>BREAK</b>		
FRISK	Understanding when to use FRISK	<ul style="list-style-type: none"> <li>• Related Peer Review Articles</li> </ul>
Having Difficult Conversations	Applying Theory to Practice <ul style="list-style-type: none"> <li>• Group Breakout</li> </ul>	Excerpts: <ul style="list-style-type: none"> <li>• <i>Crucial Conversations (Patterson et al 2012)</i></li> </ul>

		<ul style="list-style-type: none"> <li>• Related Peer Review Articles</li> </ul>
<b>Essential Question(s):</b> Essential Question(s) of the week: How does your leadership style, support your ability to work with adult learners?		
<b>Week Five Assignments:</b>	<ul style="list-style-type: none"> <li>• Monitor your 5 Core Values: <i>Check in Weeks 7,9</i></li> <li>• Final Paper: Brainstorm Weekly Essential Q's: <i>Due Week 10</i></li> </ul>	
<b>What's Next?</b> Thursday, February 15th: "Leadership & Culture"		

**WEEK SIX: Leadership and Culture**
**February 15th, 2018**

Session Six: Leadership and Culture	Objectives	Readings
Review of the Agenda	Set goals for the class	None
Organizational Culture	Explore the complexity of organizations <ul style="list-style-type: none"> <li>• Generational differences</li> <li>• Social/Cultural differences</li> </ul>	Excerpts: <ul style="list-style-type: none"> <li>• <i>The Leadership Challenge (Kouzes and Posner 2012) 5th edition</i></li> <li>• Related Peer Review Articles</li> </ul>
<b>BREAK</b>		
Organizational Culture	Explore the complexity of organizations <ul style="list-style-type: none"> <li>• Technological differences</li> <li>• Teambuilding differences</li> </ul>	Excerpts: <ul style="list-style-type: none"> <li>• <i>The Leadership Challenge (Kouzes and Posner 2012) 5th edition</i></li> <li>• <i>Building Teams, Building People (Harvey &amp; Drolet, 2006) 2nd edition</i></li> <li>• Related Peer Review Articles</li> </ul>
Review of Final Paper	Review of the Final Paper <ul style="list-style-type: none"> <li>• Weaving the essential questions together</li> <li>• Due WEEK TEN: March 22nd</li> </ul>	<ul style="list-style-type: none"> <li>• Related Handout</li> </ul>
<b>Essential Question(s):</b> Essential Question(s) of the week: How does your leadership style, support working with a diverse working environment?		
<b>Session Six Assignments:</b>	<ul style="list-style-type: none"> <li>• Monitor your 5 Core Values: <i>Check in Weeks 7,9</i></li> <li>• Final Paper: Star Rough Draft: <i>Due Week 10</i></li> </ul>	
<b>What's Next?</b> Thursday, February 22nd: "Leadership for Change"		

**WEEK SEVEN: Leadership for Change**
**February 22nd, 2018**

Session Seven: Leadership for Change	Objectives	Readings
Review of the Agenda	Set goals for the class	None
Social Goals and Values	Establishing Social Goals and Values as a Leader <ul style="list-style-type: none"> <li>• Review of 5 Core Values</li> <li>• Site Plan Vision Exercise (part</li> </ul>	Excerpts: <ul style="list-style-type: none"> <li>• <i>The Leadership Challenge (Kouzes and Posner 2012) 5th edition</i></li> <li>• Related Peer Review Articles</li> </ul>



	one)	• Related Handout
<b>BREAK</b>		
Ethical Leadership	What is Ethical Leadership? <ul style="list-style-type: none"> <li>• Site Plan Vision Exercise (part two)</li> </ul>	Excerpts: <ul style="list-style-type: none"> <li>• <i>The Leadership Challenge</i> (Kouzes and Posner 2012) 5th edition</li> <li>• <i>Leadership: Theory and Practice</i> (Northouse, 2013) 6th edition</li> <li>• Related Peer Review Articles</li> </ul>
How to Implement Change	Exploring Organizational Change <ul style="list-style-type: none"> <li>• Strategies</li> <li>• Reading and Discussion</li> </ul>	Excerpts: <ul style="list-style-type: none"> <li>• <i>The Leadership Challenge</i> (Kouzes and Posner 2012) 5th edition</li> </ul>
<b>Essential Question(s):</b> Essential Question(s) of the week: How does your leadership style support implementing change?		
<b>Session Seven Assignments:</b>	<ul style="list-style-type: none"> <li>• Monitor your 5 Core Values: <i>Check in Week 9</i></li> <li>• Final Paper: Continue Rough Draft: <i>Due Week 10</i></li> </ul>	
<b>What's Next?</b> Thursday, March 1st: "Leadership and Social Justice"		

**WEEK EIGHT: Leadership and Social Justice**

**March 1st, 2018**

<b>Session Eight:</b> Leadership and Social Justice (part one)	<b>Objectives</b>	<b>Readings</b>
Review of the Agenda	Set goals for the class	None
Understanding Social Justice	Exploring how Social Justice intersects with K-12 Education <ul style="list-style-type: none"> <li>• Readings and Discussion</li> </ul>	Related Peer Review Articles <ul style="list-style-type: none"> <li>• Navigating the Meanings of Social Justice, Teaching for Social Justice, and Multicultural Education</li> <li>• Contemporary Issues of Social Justice: A Focus on Race and Physical Education in the United States</li> </ul>
<b>BREAK</b>		
Diversity & K-12 Education	Explore how Diversity intersects with K-12 Education <ul style="list-style-type: none"> <li>• Readings and Discussion</li> </ul>	Related Peer Review Articles <ul style="list-style-type: none"> <li>• Perspectives on Teaching for Social Justice</li> <li>• Administration and Social Justice Issues</li> </ul>
Discrimination & K-12 Education	Explore how Discrimination intersects with K-12 Education <ul style="list-style-type: none"> <li>• Readings and Discussion</li> </ul>	Related Peer Review Articles <ul style="list-style-type: none"> <li>• The place of social justice in higher education and social change discourses</li> </ul>
<b>Essential Question(s):</b> Essential Question(s) of the week: How can your leadership style, promote social justice, and diversity? How can your leadership style prevent discrimination?		
<b>Session Eight Assignments:</b>	<ul style="list-style-type: none"> <li>• Monitor your 5 Core Values: <i>Check in Week 9</i></li> <li>• Final Paper: Complete Rough Draft: <i>Due Week 10</i></li> </ul>	

**What's Next?** Thursday, March 8th: "Leadership and Social Justice (part two)"

**WEEK NINE: Leadership and Social Justice**

**March 8th, 2018**

<b>Session Nine:</b> Leadership and Social Justice (part two)	<b>Objectives</b>	<b>Readings</b>
Review of the Agenda	Set goals for the class	None
Understanding Social Justice	Exploring how Social Justice intersects with K-12 Education <ul style="list-style-type: none"> <li>• Diversity and Discrimination</li> <li>• Wrap up from previous week</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Related Peer Review Articles</li> </ul>
<b>BREAK</b>		
5 Core Values Final Analysis	Review of 5 Core Values and how they tie into your leadership style.	None
Review of Leadership Style, Theory, & Practice	Review 9 weeks of material <ul style="list-style-type: none"> <li>• How to tie it all together</li> </ul>	None
Review of Final Paper	Review of the Final Paper <ul style="list-style-type: none"> <li>• Weaving the essential questions together</li> <li>• Due WEEK TEN: March 15th</li> </ul>	Related Handout
<b>Essential Question(s):</b> Essential Question(s) of the week: How can your leadership style, promote social justice, and diversity? How can your leadership style prevent discrimination?		
<b>Session Nine Assignments:</b>	<ul style="list-style-type: none"> <li>• Final Paper: Finish Final Paper: <i>Due Week 10</i></li> </ul>	
<b>What's Next?</b> Thursday, March 15th: "Leadership & Your Personal Journey"		

**WEEK TEN: Leadership and Your Personal Journey**

**March 15th, 2018**

<b>Session Ten:</b> Leadership and Your Personal Journey	<b>Objectives</b>	<b>Readings</b>
Review of the Agenda	Set goals for the class	None
Final Paper Presentations	Students share final papers in small groups <ul style="list-style-type: none"> <li>• Group Presentations</li> <li>• Hand in paper</li> </ul>	None

<b>BREAK</b>		
Finish Final Paper Presentations	Students share final papers in small groups <ul style="list-style-type: none"> <li>• Group Presentations</li> <li>• Hand in paper</li> </ul>	None
Reflections	Reflecting on the class <ul style="list-style-type: none"> <li>• Glows &amp; Grows</li> </ul>	None
<b>Essential Question(s):</b> Essential Question(s) of the week: What did you get out of this class? How can the class be better for future students?		
<b>Session Ten Assignments:</b>		
<b>What's Next?</b> A well deserved break		