COURSE SYLLABUS

**Department:** Educational Leadership & Policy Analysis

**Course Number:** 5100/6100

**Course Title:**  Interpersonal Relations

**Semester Hours:** 6 semester hours

**Date of this Revision of this Syllabus:** Spring 2012

**Instructors:**

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**Text(s) and/or Required Readings:**

Sergiovanni, T.J. (2007). *Rethinking Leadership*. Thousand Oaks, CA: Corwin Press. ISBN#1-4129-3699-3.

Fullan, Michael (2001) Leading in a Culture of Change. San Francisco, CA: Jossey-Bass. ISBN#978-0-7879-8766-4.

Sergiovanni, T. J. (2006-2010). *The principalship: A reflective practice perspective*. Boston, MA: Allyn and Bacon. ISBN # 0-205-45723-1.

**Catalog Description:** This is a course integrating the various competencies of interpersonal relationships into the school leader's repertoire. Student's skills in collecting and managing the flow of information, motivating others, becoming sensitive to human needs and concerns, and communicating effectively in both oral and written modalities will be refined within the context of course activities.

**Additional Course Information:** The course places a strong emphasis on understanding and contributing to the development of school culture in the role of principal as a primary agent in facilitating improved learning for students, faculty and staff.

**Relationship of Course to College and Program Philosophy and Goals:** This course introduces students to the knowledge and skills associated with open inquiry, reflection, caring, lifelong learning, collaboration, and valuing diversity.

**Educational Leadership Policy Standards: Interstate School Leaders License Consortium Standards (ISLLC) 2008 adopted by the National Policy Board for Educational Administration (NPBEA) 12-12-08)** serve as the curriculum design framework for this course and the ELPA Administrative Endorsement Program. They are:
**Standard 1:** **An education leader promotes the success of every student by** facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders
*Functions:*
A. Collaboratively develop and implement a shared vision and mission.
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

**Standard 2:** An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
*Functions*:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress.
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

**Standard 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
*Functions:*
A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

**Standard 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
*Functions:*
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

**Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
*Functions:*
A. Ensure a system of accountability for every student’s academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

**Standard 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
*Functions:*
A. Advocate for children, families, and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

 **Note:** Standards 1, 2, and 5 are most heavily emphasized in this course.

**BIG IDEAS: Leadership is a moral craft. Effective communication builds relationships and culture.**

**Course Objectives:**

The student will be able to:

A. SENSITIVITY

1. Exhibit behaviors that promote more positive and caring interpersonal relationships;

2. Use observation skills effectively to better understand others;

3. Manage conflict by reducing emotions and increasing mutual respect;

4. Solicit the perceptions and concerns of others, and seek information from others;

5. Recognize achievements and professional contributions; and

6. Illustrate the dynamic and interactive nature of sensitivity.

7. Choose appropriate settings for meetings and make appropriate physical arrangements;

8. Understand the practices and values of deep inquiry, including open dialogue and productive discussion.

B. ORAL EXPRESSION

1. Identify and explain the elements of communication models;

2. Identify his or her nonverbal communication behaviors and analyze nonverbal behaviors of others;

3. Choose appropriate channels, timing, and settings for intended communications;

4. Articulate ideas and beliefs clearly, using proper grammar and word choice;

5. Use positive listening skills;

6. Effectively send and receive feedback;

7. Communicate well with teachers, students, parents, peers, district and state personnel, and community members;

8. Demonstrate awareness of cultural and gender factors in communication;

9. Give effective presentations to large and small groups;

11. Use current media technology to enhance and improve communication.

C. WRITTEN EXPRESSION

1. Critique writing skills and their importance in careers and schools;

2. Assess one's current writing skills and attitudes;

3. Identify various types of job-specific documents and the functions each serve;

4. Produce a variety of well targeted documents that are structurally, grammatically, technically correct and written in APA format;

5. Work cooperatively with others to develop written materials;

6. Give and receive feedback on writing skills;

7. Use a wide variety of technology applications to enhance and improve communication.

**Course Topics:**

A. SENSITIVITY:

Perceiving the needs and concerns of others; dealing with others tactfully; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multi-cultural and individual sensibilities.

Experiences

a. internship experiences

b. open inquiry exercises

c. collaboration with peers

B. ORAL EXPRESSION:

Making oral presentations that are clear and easy to understand; clarifying and restating questions; responding, reviewing and summarizing for groups; utilizing appropriate communicative aids; adapting for audiences.

Experiences:

a. open inquiry exercises

b. community mapping

 c. extensive discussion and reflection in both on-line and face to face

C. WRITTEN EXPRESSION:

Clearly expressing ideas in a functional and scholarly manner; writing appropriately for different audiences such as students, teachers, and parents, school leaders, community members, peers, and professors .

Experiences:

a. paper on inquiry

b. paper on change

c. principal shadowing paper

d. other class related tasks

Note: ELPA and the College of Education require use of APA Style. Resources:

 -American Psychology Association style manual **ISBN- 10: 1-4338-0562-6**

 -Assistance from Cline Center at Northern Arizona University: <http://www6.nau.edu/library/info/refresources.cfm?subject=Citation%20%26%20Style%20Guides#refapa>

 Or go to Sherrod Library site and click on research tools.

**Class Activities (including instructional strategies) and Requirements: (Projects, papers, tests, etc.):**

1. Attendance and participation in F2F and D2L are required. Learning from each other is critical and cannot be replicated. (20)
2. Open Inquiry practice, paper, and presentation (15 pts.)
* Instructor will assign readings and present an overview of open inquiry.
* Students will practice open inquiry as the primary communication structure of the class.
* Students will engage others from their own professional settings in deep inquiry.
* Students’ papers will provide an analysis of how their knowledge of deep inquiry has:
	1. shaped and changed (or not) each student’s behaviors and beliefs
	2. each student’s perceptions of how the behavior of others (peers, supervisors, subordinates) has been shaped/changed,
	3. altered (or not altered) events and outcomes in which the students have engaged in deep inquiry
1. Paper on the topic of “Change”, 10-15 pages, APA style (15 pts.)
2. Principal shadowing—paper – D2l dropbox and presentation in class (15 pts.)
3. Community mapping and presentation (15 pts.)Class participation—discussions, (10 pts.)
4. Reflections, (15 points)
5. Movie Assignment (5 points)- Dr. Foley will explain
6. Board meeting report (5 points)
7. Begin work on E-portfolio
8. Begin internship

**Additional assignment for ED. S. and Ed. D.**

**Ed. D. and Ed. S. students** will complete requirements for the Master's degree and in addition will complete an additional assignment. Students will read a book from popular leadership literature, present a synopsis and respond to questions about their reading. It must be a book students have never read. Book must be approved by instructor. Dr. Foley will have additional information.

All written assignments must be submitted to the dropbox on D2L. Late work will not be accepted except in extenuating circumstances.

**5100-6100 Interpersonal Relations Schedule: Spring 2012**

Week 1-Jan. 7 **D2L Module 1 and F2F:** Orientation

2- Jan. 14 **D2L-Module 2:** Open Inquiry 1

3- Jan. 21 **F2F** **at ETSU:** Open Inquiry 2

4- Jan. 28 **D2L Module 3:** “Leadership and Change” and “Why Leaders Fail”

5- Feb. 4 **D2L Module 4:** Section I in Rethinking Leadership: Leadership is a Moral Craft

6- Feb. 11 **D2L Module 5**: Chapters 1-3 in Fullan (also will attend school board meeting some time in this period)

7- Feb. 18 **D2L Module 6:** Chapters 4-7 in Fullan, Section 2 in Rethinking Leadership-

8- Feb. 25 **D2L Module 7**: Sections 3 and 4 in Rethinking Leadership

9- March 3 **F2F at ?????**: Open Inquiry 3- Inquiry Papers Due

10- March 10 **F2F at ETSU**: community mapping adventure, assignment and presentations.

11- March 17 **Module 8:** *Chapters 1 and 2 in The Principalship*

12- March 24 spring break: Movie Assignment- due in **D2L dropbox**

13- March 31 **F2F at ETSU:** Benchmark Writing discussion of change papers-Change Paper Due to **D2L dropbox**

14- April 7 **F2F ????:**  Principal Shadowing Presentations- Principal

Shadowing Papers Due to **D2L** **Dropbox**

15- April 14 **D2L discussion**: Chapters 3 and 4 in *The Principalship*

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