



School of Education

GED 610

Leadership within the Political, Social, Economic, and Legal Framework (3 units)

Fall, Quad I

Instructor: Dr. xxxxxxxx
Tuesday, 4:30-9:00pm
7/1/13-8/15/13

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Office Hours: By appointment as needed

All 3-unit quad courses meet for 45 clock hours. In addition to the 8 weeks of scheduled classes, additional hours of instructional time will be designated by the instructor to fulfill this requirement.

School of Education Mission Statement

Equip • Transform • Empower

PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

Conceptual Framework

The SOE's outcomes focus on a "whole person" transformation throughout the preparation program. The unit's themes – equip, transform, and empower serve as the foundational and philosophical structure on which each of the programs is developed, implemented, assessed, and improved. The measures integrate the unit's values and beliefs that are shared about the landscape of learning:

- The EQUIP category focuses on a deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- The TRANSFORM category focuses on the candidate's ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- The EMPOWER category focuses on the capacity of program completers, their sustaining high levels of mastery and demonstrating continual transformation in their professional practice.

COURSE DESCRIPTION (from the PLNU 2014-15 Graduate Catalog)

This course provides an opportunity for the candidate to learn about political, societal, economic, legal and cultural influences on schools. By augmenting the candidate's knowledge of these interconnections, the program develops the candidate's ability to understand, respond to, and influence



the larger political, social, economic, legal and cultural context of schools and leadership. The program content should provide opportunities for the candidate to practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the school community. The candidate has an opportunity to learn how to view himself or herself as a leader of a team and as a member of a team by engaging in coursework and fieldwork that provides opportunities to both lead and work collaboratively. **CTC Standard 6(f)/CPSEL Standard 6.**

COURSE POPULATION

This course is a requirement in the Educational Leadership program:

TaskStream Enrollment codes:

- | |
|---|
| <ul style="list-style-type: none">• Administrative Services Credential = edldr11011• MA in Educational Leadership = maedlead |
|---|

COURSE TEXTS

Reardon, Kathleen K., *The Secret Handshake: Mastering the Politics of the Business Inner Circle*. 2002 (Paperback), Random House Inc., New York, NY. (ISBN# 0-385-49528-5)

Townley, Arthur J. and Schmieder-Ramirez, June H., *School Law: A California Perspective, NEW Third Edition*, 2007, Kendall/Hunt Publications, Dubuque, IA. (ISBN# 0-7575-3788-2)

RECOMMENDED RESOURCES

- DuBrin, Andrew J., *Winning Office Politics: DuBrin's Guide for the '90's*, 1990, Prentice-Hall Inc., Paramus, NJ.
- DeLuca, Joel R., *Political Savvy: Systematic Approaches to Leadership Behind-the-Scenes*. 1999, EBG Publications, Pennsylvania, PA.
- Harvey, Thomas *Building Teams, Building People Expanding the Fifth Resource*. 2004, Rowman & Littlefield Education
- Kauble, Phil, *California Laws Relating to Minors*, 2006 Edition. LBD Publishers. LA., CA.
- McCallister, Linda, *"I Wish I'd Said That!" How to Talk Your Way Out of Trouble and Into Success*. 1994, John Wiley and Sons Inc., New York, NY.
- Meek, Anne, *Communicating with the Public: A Guide for School Leaders*, 1999, Association for Supervision & Curriculum Development, Alexandria, VA.
- Snowden, Petra E. and Gorton, Richard A., *School Leadership and Administration: Important Concepts, Case Studies, & Simulations*, 2002, McGraw-Hill Inc., New York, NY.
- Reardon, Kathleen K., *It's All Politics: Winning in a World Where Hard Work and Talent Aren't Enough*. 2005, Random House Inc., New York, NY.

Other articles, books and/or websites as assigned by the instructor.

ASSIGNMENT DESCRIPTIONS

#1 Political Tendency Profile and Reflection (100 points) – Students will take and score the 100-question Political Tendency Survey provided by the instructor from Andrew Deubrin's book, *Winning*



Office Politics. After scoring the survey, students will write a 3-5 page reaction/reflection on their top identified tendency (Machiavellian, Company Politician, Survivalist, Straight Arrow, or Innocent Lamb). The students will consider both the pros and cons of how their political tendency might affect their leadership style dealing with political issues and conflicts. Students will provide examples of a time when their political tendency both supported and hindered the outcome of a political or conflict situation in a professional or personal arena. (Course Outcome 1, CTC 6(F)(1))

#2 Organization Political Mapping Technique (OPMT) (100 points) – Students will develop a comprehensive political territory map and action plan using the OPMT technique that Joel DeLuca describes in his book, *Political Savvy: Systematic Approaches to Leadership Behind-the Scenes*. The OPMT uses two tools to consider before creating an action plan. 1) Political Data Ranking Sheet that addresses five key questions and 2) Organizational Politics Map that plots the political territory. Students will identify a current conflict or political situation in their own organization that needs attention (SITNA). The student will provide an overview of SITNA and then apply the OPMT technique to create an action plan to address the SITNA using politically savvy strategies. (Course Outcome 6, CTC 6(f)(5) , Fieldwork Experience 6.2 or 6.9)

#3 Micro-political Conflict Analysis & Action Plan (100 points) - The study of micropolitics related to conflict is inevitable and advisable. The increased expectations for reform make schools and their communities unavoidably more political. These conditions mean that the study of conflict management is absolutely a question of survival for school leaders. Students will identify a conflict in their organization. Students will label the conflict based of the five types of conflicts from Tom Havey’s book, *Building Team, Build People*. Students will identify types of “difficult” people involved, and design an action plan using the author’s conflict management strategies to address the conflict being politically savvy. (Course Outcome 1 & 6, CTC 6(f)(1) & (5), Fieldwork Experience 6.9)

#4 Project: Legal Savvy Tool & “Game Show” Forum (100 points) - Part I: Based on class size, this assignment will be an individual, pairs, or team assignment. Each “team” will be assigned a chapter in the textbook *School Law: A California Perspective* to develop a “Leader’s Legal Savvy” tool on the legal topic assigned. Each team will be assigned one of the following legal topics: student discipline, student rights, special education, sexual harassment, employee discipline issues, religion, copyright laws and tort liability. The tool will include information on the topic that will help school leaders understand and to be ready to deal with conflict and political issues related to the topic. The team will develop a user-friendly (visuals, graphic organizer, metaphor, acrostics, flow chart, computer spreadsheet...) format as a handout for each student. **Part II:** Teams develop and will host a 30-45 minute “Game Show” using their legal topic and our class members as “in-studio” educational/political experts. The student will set the type of format for their interactive “Game Show” forum. (Course Outcome 2, CTC 6(f)(2))

#5 Signature Assessment to Demonstrate CPSEL Standard 6 Competence (50 points)

Write a two page executive summary (using the provided template) to superintendent and cabinet on an educational policy or legal issue articulating your school’s implementation of one of the following areas:

- Student discipline
- Student rights
- Special education
- Sexual harassment



- Employee discipline
 - Religion
 - Copyright laws
 - Tort/safety liabilities
 - English Learners
 - Federal/State Corrective Actions/Sanctions
 - School Governance
- **No grade will be posted for the course until the signature assignment is posted by the candidate and evaluated by the instructor.**
 - (Course Outcomes 2, 4, & 5, CTC 6(f)(2), (4), Fieldwork Experience 6.1)

#6 Attendance / Participation / Quizzes (50 points) - Students are expected to arrive to class on time and be ready to fully participate in class by being prepared with readings and assignments for each session. Points may be deducted for non-class attendance and arriving late or leaving class early. The instructor has a high expectation for students to fully participate in classroom activities and discussions. A series of objective assessments using a variety of formats: multiple-choice, modified true-false, essay, etc., covering topics from the reading and lecture may be given.

Dispositions are not formally assessed in this course

Other course assignments:

Professors insert here descriptions of other assignments and which CLOs those assignments assess. You are encouraged to contact other professors teaching this course for assignments and assessments already designed.

CANDIDATE LEARNING OUTCOMES:

At the conclusion of this course, candidates will be able to:

1. Demonstrate an understanding of their role as a leader of a team and is able to clarify the roles and responsibilities of individuals within the school. CTC 6 (f)(1)
2. Demonstrate the ability to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, and regulations, statutory and fiscal requirements. CTC 6 (f)(2)
3. Demonstrate responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision-makers in the school community. CTC 6 (f)(3)
4. Demonstrate an understanding of how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. CTC 6 (f)(4)
5. Demonstrate an understanding of how to influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students. CTC 6 (f)(4)
6. Demonstrate the ability to welcome and facilitate constructive conversations about how to improve student learning and achievement. CTC 6 (f)(5)

COURSE CALENDAR:

The following suggested timeline shows the main themes, readings, topics, activities, and assignments that may be planned for each class session. The schedule is subject to modifications at the discretion of the professor to meet the needs of the class.



**“Checkmate in Four Moves”
(Developing Strategic Political and Legal Savvy)**

DATE	THEME/TOPICS/ACTIVITIES	Learner Outcomes & CTC Standards	READINGS	DUE
	Move #1: “Map Out the Board” (Political Mapping)			
Class 1:	“Know the Game” <ul style="list-style-type: none"> <input type="checkbox"/> Devotional <input type="checkbox"/> Course Theme Development- “The Game of Chess” <input type="checkbox"/> Course Theme Chart <input type="checkbox"/> Syllabus / Assignments Overview <input type="checkbox"/> Textbooks/Reading Assignments <input type="checkbox"/> Organizational Political: Learn the Game <ul style="list-style-type: none"> <input type="checkbox"/> Political Environments <input type="checkbox"/> Political Continuum <input type="checkbox"/> Educational Politics Defined <input type="checkbox"/> Political Blunders-DuBrin <input type="checkbox"/> Political Tendency Profile-DuBrin <input type="checkbox"/> Know Your Leadership Style-Reardon <input type="checkbox"/> Assignment #4 Group Sign-up 	Course Outcome 1 CTC 6(F)(1)	Textbooks Overview: <i>The Secret Handshake</i> (TSH) -AND- <i>School Law</i> (SL) TSH: Overview Chapters 1, 2 & 3	Review All Assignments Review: #1 Political Tendency Profile & Reflection Sign-up: #4 Project
Class 2:	“Profile the Players” <ul style="list-style-type: none"> <input type="checkbox"/> Devotional <input type="checkbox"/> Course Theme Development “What Chess Piece Are You?” <input type="checkbox"/> Share your #1 Political Tendency Profile Assignment <input type="checkbox"/> Political Style & Leadership Style <input type="checkbox"/> Organizational Change <input type="checkbox"/> Org. Politics Mapping Technique <input type="checkbox"/> Analysis of the Political Data Sheet & Map <input type="checkbox"/> Mapping a Course of Action 	Course Outcome 6 CTC 6(f)(5)	TSH: Chapter 4 Handouts	Review: #2 Organization Political Mapping Technique
	Move #2: “Manage the Moves” (Political Conflict Management)			
Class 3:	“Identify & Manage the Conflicting Moves” <ul style="list-style-type: none"> <input type="checkbox"/> Devotional <input type="checkbox"/> Course Theme Development <input type="checkbox"/> Thomas Harvey’s <i>Building Teams/Building People</i> <input type="checkbox"/> Dealing with Difficult People <input type="checkbox"/> Five Type of Conflicts <input type="checkbox"/> Implementing Conflict Management Strategies for the Five Types of Conflicts-Harvey 	Course Outcome 1 & 6 CTC 6(f)(1) & (5)	TSH: Chapter 11 Handouts	DUE: #1 Political Tendency Profile & Reflection Review: #3 Micro-political Conflict Analysis & Action Plan
Class 4:	“Play Hardball When You Must” <ul style="list-style-type: none"> <input type="checkbox"/> Course Theme Development <input type="checkbox"/> Heavy-Handed Politics <input type="checkbox"/> Hardball Negotiations with Unions <input type="checkbox"/> Conflict and Politics: When you Don’t See It Coming <input type="checkbox"/> Bouncing Back From Adversity 	Course Outcomes 4, 5, 6 CTC 6(f)(4) & (5)	TSH: Chapter 8 Handouts	DUE: #2 Organization Political Mapping Technique (OPMT)



	Move #3 “Know How They Communicate” (Conversational Politics)			
Class 5:	“Read Between the Moves” <ul style="list-style-type: none"> <input type="checkbox"/> Devotional <input type="checkbox"/> Course Theme Development-“Non-Verbal Tells” <input type="checkbox"/> The Art of Conversational Politics <input type="checkbox"/> Forming Relationships <input type="checkbox"/> Making Connections <input type="checkbox"/> “Play It Close the Vest” Sometimes <input type="checkbox"/> Improving Your Powers of Observation <input type="checkbox"/> “Purr” Procedure for Checking Assumptions <input type="checkbox"/> Responses, Questions & Pivotal Moments 	Course Outcomes 3, 4, 5, 6 CTC 6(f)(3), (4) & (5)	TSH: Chapters 5, 6 & 7 Handouts	DUE: #3 Micro-political Conflict Analysis & Action Plan
Class 6:	“Use Your Power of Influence” <ul style="list-style-type: none"> <input type="checkbox"/> Devotional <input type="checkbox"/> Course Theme Development <input type="checkbox"/> “I Wish I’d Said That” Communication Style Survey <input type="checkbox"/> Matching Communication Style to Political Styles <input type="checkbox"/> Using Positional and Personal Power <input type="checkbox"/> Negotiation Style Survey <input type="checkbox"/> “Win-Win” Approach 	Course Outcomes 1, 3, 4, 5, 6 CTC 6(f)(1), (3), (4) & (5)	TSH: Chapters 9, 10, 12, 13 & 14 Handouts	
	Move #4: “Anticipate the Reaction” (Legal Actions)			
Class 7:	“Discipline Your Moves” <ul style="list-style-type: none"> <input type="checkbox"/> Devotional <input type="checkbox"/> Course Theme Development <input type="checkbox"/> Legal Aspects: <ul style="list-style-type: none"> o School Governance o School Finance o School Personnel <input type="checkbox"/> Ind. / Group Presentations: <ul style="list-style-type: none"> o Tort Liability o Employee Discipline o Student Expression & Rights o Student Discipline 	Course Outcome 2 CTC 6(F)(2)	Review SL Chapters 1, 2, 3, 10 12 Review SL Chapters 4, 5, 8	DUE: Assign-ment #4-Groups 1-4
Class 8:	“It Helps to Think Like the Other Person” <ul style="list-style-type: none"> <input type="checkbox"/> Devotional <input type="checkbox"/> Course Theme Development <input type="checkbox"/> Ind. / Group Presentations: <ul style="list-style-type: none"> o Sexual Harassment o Special Education o Religion o Copyrights Law <input type="checkbox"/> Meier’s Top Ten “Laws” to Keep You Out of the Courtroom and Into Classrooms” <input type="checkbox"/> Final Course Theme Connections <input type="checkbox"/> Check-up: Online Instructor’s Evaluation? 	Course Outcomes 2 CTC 6(F)(2)	Review SL Chapters 6, 7, 9, 11	DUE: Assign-ment #4-Groups 5-8 DUE: Assign-ment #5 –Legal Ex. Summary (Task Stream)
	Additional 9 hours of instruction as per WASC requirement.	Course Outcomes		



GED 610

Levels/Criteria

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
<p>Quality of Information and Meaningful Development of Ideas</p> <p>70%</p>	<p>The Executive Summary makes a minimal attempt to describe the educational policy/issue. Only facts are presented. The superintendent who reads nothing but the summary will not understand the situation.</p> <p>Executive Summary cites laws/cases and district/school site policy. No connections are made.</p>	<p>The Executive Summary attempts to describe the educational policy/issue. A few of the facts and findings are presented. The superintendent who reads nothing but the summary will ask your supervisor for a re-write of the summary.</p> <p>Executive Summary cites laws/cases and district/school site policy. Limited connections are made.</p>	<p>The Executive Summary addresses the educational policy/issue. Many of the major facts, findings, and conclusions are presented. The superintendent who reads nothing but the summary will need to request further information.</p> <p>Executive Summary draws clear connections on how cited laws/cases translate into district/school site policy.</p>	<p>The Executive Summary fully and accurately reflects the educational policy/issue. All major facts, findings, conclusions and course of action are presented. The superintendent who reads nothing but the summary will be adequately informed.</p> <p>Executive Summary draws clear connections on how cited laws/cases translate into district/school site policy as well as a detailed course of action to implement the policy or address the issue.</p>	
<p>References</p> <p>10%</p>	<p>No references or incorrect references.</p>	<p>Few references or incorrect references.</p>	<p>List a minimum of 3 different research sources (i.e. educational publications, websites, and periodicals).</p>	<p>List of 4 or more scholarly research references.</p>	
<p>Organization</p> <p>10%</p>	<p>Did not use template.</p> <p>Not clearly organized or easy to follow.</p>	<p>Elements of template missing.</p> <p>Somewhat organized and logical, but not easy to follow.</p>	<p>Utilized the template.</p> <p>Organized, somewhat logical and easy to follow.</p>	<p>Utilized and elaborated on the template.</p> <p>Well organized, logical and easy to follow.</p>	
<p>Mechanics: spelling, vocabulary, word usage, and grammar</p> <p>APA format is required</p> <p>10%</p>	<p>Multiple spelling, punctuation, grammatical and/or stylistic errors.</p> <p>Apparent confusion with the use of correct language and vocabulary.</p> <p>APA format not used.</p>	<p>A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity.</p> <p>Simplistic and/or unclear language.</p> <p>APA format used but many errors.</p>	<p>Minimal spelling, punctuation, grammatical and/or stylistic errors.</p> <p>Effective language with academic vocabulary.</p> <p>Some errors in APA format usage.</p>	<p>Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax.</p> <p>Rich and precise language, including the appropriate language of the discipline.</p> <p>APA format used accurately.</p>	



****Professors may attach any additional information about your particular course to the back of these pages.**



These links provide additional information for all School of Education courses:

ASSESSING DISPOSITIONS

Dispositions of Noble Character are formally assessed in multiple courses.

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#assessing>

CATALOG POLICIES

Academic Accommodations

While all students are expected to meet the minimum standards for course completion as established by the instructor, students with disabilities may require academic accommodations.

Academic Honesty

Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the result of another person's creativity and effort.

Education Records (FERPA) and Directory Information

FERPA is the federal law regarding the privacy of student records.

Spiritual Care/Resources

PLNU strives to be a place where you grow as a whole person. This link provides you with resources and email contacts in this regard.

CELL PHONES AND COMPUTERS

Appropriate use of cell phones and computers is expected during class time.

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#cell>

COURSE POLICIES

Please find School of Education policies for each of the following topics:

Class Attendance

Deadlines/Late Assignments

Class Participation

English Conventions

Course Evaluations

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#course>

DISPLAY OF STUDENT WORK

Student work may be displayed or shared.

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#display>

METHOD OF EVALUATION

The grading scale to determine final grades can be found here.

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#method>

MISSION STATEMENT, POINT LOMA NAZARENE UNIVERSITY

The overarching Mission Statement for the university is found at the following link.

[PLNU Mission Statement](#)

REQUIRED RESOURCES

Use of Taskstream, Canvas and use of PLNU email is a requirement in this program.

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#required>



Point Loma Nazarene University
Dispositions and Indicators of Noble Character

Candidate: _____ Date: _____ Course: _____

Check one: Self-assessment Professor/University Supervisor Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Note behavioral evidence to substantiate rating regardless of score level.

Indicator	Perf. Level (1-4)	Behavioral Evidence to Look For:
<p>1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace and service, demonstrating coherence in attitudes and actions.</p>	1-4	-Treats all students and adults equally with civility and grace -Retains a non-judgmental demeanor -Displays professionalism in dress, posture and attitude -Committed to social justice, equity and cultural competency -Consistent in word and actions -Practices forgiveness and love for one another. -Follows through with commitments
<p>2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.</p>	1-4	-Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. -Openly considers the contributions of diverse learners. -Proactive rather than reactive with classmates, teachers, parents, staff and students. -Employs healthy conflict resolution skills in one-on-one and group situations. -Assists in resolving conflict and promotes acceptance of one another. -Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.
<p>3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</p>	1-4	-Articulates and models his/her calling to the profession -Understands personal strengths and demonstrates consistent performance in given activities -Takes responsibility for his/her own learning -Develops and monitors a plan that balances personal and professional growth -Looks at an incident/activity to analyze what worked and targets areas for improvement -Asks questions, seeks support and guidance -Uses journals or reflections to record thinking and improve practice
<p>4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.</p>	1-4	-Enthusiastic, energetic, prepared, constantly reflecting and improving. -Seeks feedback from other professionals with a positive spirit. -Willingly participates in the school community activities outside of the classroom. -Remains involved in the planning and innovation necessary of professionals. -Holds high expectations for all, and scaffolds learning when assignments are challenging. -Remain aware of all the profession requires and makes changes to own practice

RUBRICS FOR PERFORMANCE LEVEL

- 4 – Exceptional** - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed.
- 3.5 - Advanced** - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.
- 3 – Appropriate** - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.
- 2.5 - Improvement Needed** – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.
- 2 – Area of Concern** – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.
- 1 – Inappropriate** - Demonstrates indicator infrequently if at all. No indication of desire to improve.