Course Change Request

Date Submitted: 02/08/18 3:50 pm

Viewing: EDAD 688 : Proseminar: Analysis of Critical Issues in Education

Last edit: 02/08/18 4:56 pm
Changes proposed by: ksmith

Catalog Pages referencing this course

- Department of Educational Administration and Human Resource Development
- EDAD - Educational Administration

Faculty Senate Number

Contact(s)

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Rationale for Course

Edit

Other

Explain other rationale

Requesting approval to teach this course in a non-traditional format.

Course prefix EDAD Course number 688

Department Educ Admn & Human Resource Dev
College/School Education & Human Development
Academic Level Graduate
Academic Level (alternate) Undergraduate
Effective term 2018-2019

Complete Course Title

Proseminar: Analysis of Critical Issues in Education

Abbreviated Course Title ANLY CRIT ISSUE IN ED

Catalog course description

Exploration of a critical issue in the field of education from an interdisciplinary perspective; skills developed in analyzing an issue, exploring its impact upon diverse educational settings, formulating positions and seeking alternative solutions; team taught.

Prerequisites and Restrictions

Concurrent Enrollment No
Should catalog No prerequisites /
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Course Objectives: To provide an understanding of the following:

1. To understand the various aspects of leadership theory and how that influences one's own personal leadership development/style.

2. To understand the key concepts in critical areas of education and future areas of concern.

3. To understand how to understand and work with leaders who cause turmoil at the school level.

Outcomes:

Leadership Improvement for Difficult Leaders in your district: Identify a difficult leader (using Goldman's book) which you are responsible for supervising. 1) You will provide an overview of the behavior, provide evidence using anecdotal, document analysis, observations; 2) Identify the behavior based on the Goldman's book chapters (2-10) using your interpretive skills & personnel policies; 3) plan to work with the difficult personality and outcomes to make sure the plan is working.

Current Topic Research Presentation: Students conduct a group presentation based on the topics below. There will be approximately 4 in each group. The presentation will last approximately 20-30 minutes with additional 10 minutes for students' questions. Groups will contain approximately 3 to 4 students.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

For the 45 contact hours, students spend approximately 40% of their time reading, then responding to online prompts. Another 40 % of class is spent outside of class where they are completing a school inclusion and a collaboration survey, then providing a narrative on the results of the survey. The last 20% of the time is spent on "Go to Meetings" where the students meet everyone other Wednesday to discuss readings, papers, etc. These discussions are taped and uploaded for those students who are unable to make the meeting.

Will this course be taught as a distance education course?

Yes No
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus EDAD 688 Critical Issues.doc

Letters of support or other documentation

No

Additional information

Reviewer Comments

Reported to state?

No
Instructor: Dr. Jean Madsen  
Office: 521 Harrington Center  
Phone: 979-862-2421  
E-mail: jamadsen@tamu.edu

Office Hours: Before or after class. If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with completing assignments and readings, please feel free to contact me. You are welcome to make an appointment with me during the week.

NEO Accounts: Students will receive emails via the NEO account. You are required to use your email to communicate with faculty and conduct TAMU paperwork. Please make sure you check your NEO account daily. I send emails to students via this outlet. I will not use students’ private emails; the NEO is the system for communicating to students.

Course Description: Problems and issues that relate to the present and the future of education are the core of the course. They are identified in a forum that brings experience and current methodology together to address problems that relate to the specific roles of the course participants. Long-range and short-range problem-solving strategies, directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources, are addressed in terms of current situational models.

Course Objectives: To provide an understanding of the following:

1. To understand the various aspects of leadership theory and how that influences one’s own personal leadership development/style.

2. To understand the key concepts in critical areas of education and future areas of concern.

3. To understand how to understand and work with leaders who cause turmoil at the school level.

Required Textbooks:


Additional readings will be given in class.

**SPECIFICITY VERSES AMBIGUITY**

In most cases students may feel that the assignments for this class should be clear and detailed. Most of the assignments for this class are purposely ambiguous for multiple reasons. Detailed assignments such as most university requirements are designed for students to memorize for a test. For this class, the professor feels that ambiguous assignments are useful in getting students to problem solve and reflect. As doctoral students you need to understand the doctoral research is purposefully ambiguous, so you need to understand there are multiple solutions to studying a research problem.

As a way to prepare people to be problem solvers, requirements for this class are purposefully ambiguous. As a way to assist you for this class, the professor provides a grading rubric to help you in preparing the assignments. However, for the most part students need to develop problem solving opportunities in completing assignments. So to that end, please be aware that when you are completing assignments, do not leave them to the last minute.

I am also aware that as practicing administrators, you have to have a balance in your professional endeavors and family life. However, the professor feels that as practicing administrators assignments must be futuristic and respond to issues that you may face on down the road.

**WRITING EXPECTATIONS**
There is an expectation that students should be able to write and conceptualize their ideas. This class requires different types of writing from synthesis, expository to reflective. At the university level, academic writing such as synthesizing and conceptualizing requires a different type of writing than you may be used to doing. Thus, on assignments that require this type of writing you may need to spend more time on these class requirements.

All papers should be typed, well written, and conceptualized. This means full paragraphs, full sentences, and correct spelling. This does not mean a listing of information, but an actual expository paper. Grading will be based on the quality of ideas and clarity of writing. Poorly written papers will be returned and the student will be asked to resubmit the paper. All papers are due on the dates listed in the syllabus. Late papers will only be accepted if the professor is contacted prior to the due date of the paper.

As students immerse themselves in scholarly literature, trying to both understand and use it in their own work, complex issues arise. Writing is something that is complex and must be ongoing. There is a strong connection between conceptualizing and writing. If students are able to express their ideas verbally, then the writing must also be succinct. Writing becomes a means to articulate thought and test it. Thus, the intent of this course is to make explicit a focus on writing.

Writing is a struggle that aspiring graduate students often face in developing an academic identity. Thus, as you continue in your studies, writing for my courses becomes the primary outlet for developing this scholarly identity. Graduate students are all developing a scholarly identity. Thus, as you struggle with your writing, please remember that returned papers with comments are not a reflection of your abilities, intelligence or person. It is one paper that needs more development and thought. In developing an academic identity, writing that you use on a day to day basis is not the same kind of writing that you will do for graduate classes. Therefore, as you begin to form your own scholarly identity, you will need to consider your choices about what to research, whose work you will cite, and how you communicate your own ideas. So the writing assignments for this class are intended to provide the opportunity to reflect on your writing and develop your research ideas. Therefore, it is hoped that feedback given to students is viewed as positive and part of the process of developing your academic identity. So please do not take personally the feedback you receive on assignments.

As a professor, I strongly believe that school personnel need to write and conceptualize their thoughts. The demands for the class may require another form of writing than what you may have done in other classes or in your own professional writing. Thus, if you have problems with writing, please let me know so that I can facilitate other avenues to assist you in developing an academic identity.
COURSE REQUIREMENTS

CLASS PARTICIPATION & REVIEW PUSHUP: Please read assigned readings for class participation and group discussions. This class requires much reading and reflection. Expression of ideas about qualitative research should be clear, relevant and theoretically sound. As part of your participation grade, you will be required to complete certain mini data collection and data analysis assignments to demonstrate a student’s ability to conduct qualitative research.

At the beginning of class, discussions about assignments and class issues are addressed. By entering the class late, it stops the flow of discussion and disrupts other students’ learning. As a common courtesy to all, please be on time and have readings completed.

When students are talking or presenting in class, students should be engaged, listen and respond in a positive manner. Treating each other with respect contributes to other students’ learning and establishes a positive learning environment.

Confidential issues about schools, teachers, administrators, district issues and other students’ concerns should remain in the classroom and not be shared with others outside the class. We will be meeting on the following dates: September 17, October 15, November 3 & December 3

Points for Class Participation & Review Pushup:

- Regularity of attendance, being on time and remaining in class
- Frequency of contributions
- Accuracy and originality of insights
- Willingness to work cooperatively
- Discussion of “we” verses “me” based
- Participation in group activities

Leadership Improvement for Difficult Leaders in your district: Identify a difficult leader (using Goldman’s book) which you are responsible for supervising. 1) You will provide an overview of the behavior, provide evidence using anecdotal, document analysis, observations; 2) Identify the behavior based on the Goldman’s book chapters (2-10) using your interpretive skills & personnel policies; 3) plan to work with the difficult personality and outcomes to make sure the plan is working.

Current Topic Research Presentation: Students conduct a group presentation based on the topics below. There will be approximately 4 in each group. The presentation will last approximately 20-30 minutes with additional 10 minutes for students’ questions. Groups will contain approximately 3 to 4 students. Team presentations will follow the format listed below:
Power Point Presentation:

Overview of the topic:  Very detailed
Present Research Studies:  (Linkage to student performance, pros and cons of the research, research in schools)
Importance of information for superintendents, principals and teachers:
Expenses of Implementation and Accountability:
Link to your districts:  Urban, Rural and Suburban
Handouts/More than just Power Point:
Discussion with Group:
References:

No bells and whistles, just a really good informative presentation

TOPICS

Grit/Mindfulness: for students in under-represented groups (new research where you get children to change their minds about their ability to do well in school)

Universal Design Learning:   Considered useful for teaching underrepresented groups and lots of research on this/Seems ESSA will focus on this

Parent Engagement not Parent Involvement: there is a difference regarding the two and ESSA will be adding this to CIPs

ESSA: Implications for policy change for campus improvement plans based on TEA/Add Career readiness and College Readiness

SUMMARY OF CLASS POINTS

Class participation: 10 Points for each meeting (40 Points)
Presentation: 40 Points
Leadership Profile: 20 Points
Total Points for class: 100 Points

GRADING AND EXPECTATIONS

The grades for assignments will be based on the following percentages:  The number of points given divided by actual points will determine the percentage. For example if you receive 8/10 points that will be an 80 percent and so forth. Final Grades are added, then divided by the actual total number of points for the class. For example if you receive 92
points out of a total of 97 your grade would be 95% and so on. The following is the grading scale for the class:

100-92=A  
91-82=B  
81-72=C  
71-61=D

**Attendance, Participation and Engagement**

*This course is designed to rely heavily on student contributions. Therefore, the success of our class depends on student input. Students are expected to be in class having read all of the assigned readings and prepared with questions to contribute to class discussions. Creating an environment where the issues related to the course can be critically engaged is central to the goals of the course. Unexcused absences as well as insufficient participation in class discussion will negatively impact the APE portion of your grade. Students will earn up to 15 points for attendance, participation and engagement.*

**Absences:**
Excused absences are outlined under University policy. Students who miss class for *University-approved excused absences* (e.g. illness, observance of a religious holiday, etc.) will not be penalized in the APE portion of their grade, nor will they be asked to write a critical reflection paper. Each unapproved, unexcused absence will reduce your APE grade by one point.

**Arriving Late to Class/Remaining the entire class:**
Every student in this class keeps a busy schedule. In fairness to those students who do arrive on time, and in respect for our class time, students will be considered “late” after fifteen minutes. In this class, that means students arriving after class starts are considered late. If a student leaves class early, then they will **NOT** receive their full participation points.

Late papers will be accepted only if the professor is contacted prior to the due date. Papers are due on dates listed in the syllabus.

- **Late Paper Policy:** It is *strongly* encouraged that you turn in all assignments on time. All assignments are due at the *beginning* of class on the day they are due—which means that you are expected to be in class on the day an assignment is due. **Papers will lose two points on the first day they are late, and one point each additional day.** Papers are considered one day late once class begins on the date due. All students are *strongly* encouraged to talk with us before assignments are due to discuss each assignment and avoid any last-minute problems. As with any policy, exceptions are granted in rare circumstances.
If a student has a university approved excuse for missing a quiz or exam, or if an assignment or paper is due on a religious holy day, we will allow the opportunity for the student to make up or delay the assignment with no penalty. Approved excuses include illness with doctor’s or clinic’s letter; representing the University as a member of an athletic team or other approved student group. However, an official letter from the appropriate department is required. Other excuses are appearing in court, with a letter from a judge or clerk of court; religious holy days listed on the official University calendar that conflict with a test or due date of paper or assignment.

**REVISIONS**

All papers should be typed, well written, and conceptualized. This means full paragraphs, full sentences, and correct grammar. This does not mean a listing of the information, but actual academic writing. Grading will be based on ideas and the clarity of those ideas. Poorly written papers will be returned to student and he/she will be asked to resubmit the paper.

Because this class is about mastering writing and developing a scholarly identity, I am implementing a revision policy for those students who may want to revise their work. Because part of the process of developing a scholarly identity is to understand the revision process of their work, then it becomes important to work with students in this revision process. Being able to reflect on one’s work to make the necessary changes is an important process for students to learn. If a student chooses to revise and resubmit, Students will need to do the following:

If the student receives more than 90 percent of the points they may not revise the work. So for example if a student would receive 9/10 points then they will not be able to resubmit their work.

1) If student chooses to revise their work they will have only one opportunity.
2) Student must submit the original document and point sheet along with the revised paper.
3) Revisions are at the discretion of the professor and in conjunction with the students’ willingness to make revisions
4) There are no opportunities to revise the student presentation.

**RELATED INFORMATION**

**Faculty Senate Statement on Plagiarism and Aggie Code of Honor**

Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I
expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

“An Aggie does not lie, cheat, or steal nor tolerate those who do.”

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found online at [http://student-rules.tamu.edu](http://student-rules.tamu.edu). Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System ([http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)).

Students who have participated in plagiarism or scholarly misconduct will receive no points for the assignment and may possibly fail the course. This will be determined in conjunction with the professor and people at the Aggie Honor System.

**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637. Due to emergency evacuation requirements within the department, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for
easy accessibility in case an emergency should arise. The forms are available in the main office, 511 Harrington Tower.

**Sexual Harassment**

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at [http://rules.tamu.eduurules/300/340199ml.htm](http://rules.tamu.eduurules/300/340199ml.htm) for more detailed information to file a sexual harassment complaint.

**Establishing a Safe Classroom Environment**

Learning takes place best when a safe environment is established in the classroom. To this end, we will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. We hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that disagreements will arise. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

**Class Absences**

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.
Excused Absences

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

To view all Student Rules, please go to: http://student-rules.tamu.edu/

To view Rule 7 of the Student Rules please go to: http://student-rules.tamu.edu/rule7.htm
Explanatory Statement for Absence from Class

As identified in the instructor’s course syllabus, this form is accepted as documentation for injury or illness related class absences for a period less than three business days (to include classes on Saturday). This form is NOT accepted for injury or illness related to class absences for a period of more than three business days. Please refer to Texas A&M Student Rule #7 for guidance on class attendance and absences.

1. Student name: ________________________________
2. Student UIN: ________________________________
3. Contact information (phone and email address): ________________________________
4. Department, course, and section: ________________________________
5. Name of instructor: ________________________________
6. Date(s) of absence: ________________________________
7. Please give, if possible, the name of someone who can vouch for your illness. This need not be a health care professional.
   a. Name: ________________________________
   b. Address: ________________________________
   c. Telephone: ________________________________
8. Missed coursework: ________________________________
9. Reason for missed coursework: ________________________________
10. Desired course of action (example: rescheduled exam, extended deadline): ________________________________

I certify that the above statements are true to the best of my knowledge and belief, and that I understand that I will be in violation of the Aggie Honor Code and may be subject to student disciplinary action if the above statements are found to be falsified and/or if I am found responsible for abusing the excused student absence process.

Signature: __________________________________________
Date: ______________________________________________
Readings and Dates for Class

Listed below are the dates and readings for each class. This is subject to change depending on events that may occur. Please have the readings completed prior to coming to class. Typically, there are group activities so be prepared to contribute to your groups’ task.

* Dates assignments are due and readings; these are subject to change.

**September 17**

Introductions, overview of the course, assign groups/ Working with difficult people/ Critical Issues of school reform and teachers
Research Pushup
Identify Your Profile

Please read:

Goldman (Chapters 1-10) for your leadership profile
Elmore (Chapters 1-3) importance of leadership and professional development
Hargreaves & Fullan (Chapters 2 & 3)

**October 15**

Critical issues in education, (2) presentations & review pushup and leadership profile

Please read:

Elmore (Chapters 5-6)
Hargreaves & Fullan (Chapters 4-5)
*Discussion about difficult leaders/Draft
Presentations:

Grit/Mindfulness: for students in under-represented groups (new research where you get children to change their minds about their ability to do well in school)

ESSA: Implications for policy change for campus improvement plans based on TEA/Add Career readiness and College Readiness

November 5

Critical issues in education, (2) presentations & Knowing and doing the right thing, what is really missing from the literature in school reform, review pushup and leadership profile

Please read:

Hargreaves & Fullan (Chapter 6)
Elmore Chapter 7

Presentations:

Universal Design Learning: Considered useful for teaching underrepresented groups and lots of research on this/Seems ESSA will focus on this

Parent Engagement not Parent Involvement: there is a difference regarding the two and ESSA will be adding this to CIPs

December 3

Closure
All papers due
Critical Issues in Education  
December 3/November 5  
Agenda

Disconnect Between Policy and Practice

Asking Schools to improve must be linked to explicit guidelines

Asking teachers to improve performance without altering school conditions

Conspiracy of Ignorance: Policy makers mandating reforms when they do not know how to achieve and educators pretending to know what to do, but doesn’t show in their actions

Definition of Improvement: Improvement equals increased quality and performance over time.

What is quality practice and its link to performance?

Instructional Core: Knowledge and skill of the teacher, students’ mastery of content, students’ knowledge of teachers’ expectations around the content

Capacity: resources, knowledge, that the teacher and student bring to the instructional core and the ability of the organizational surroundings to enhance and support the resources, knowledge and skill of the teacher and student
Practices for Instructional Leadership

What does instructional leadership look like to teachers?

Are teachers’ reports of instructional leadership similar in substance to what principals believe?

Does instructional leadership look different at the elementary and secondary levels?

Do administrators and teachers knowledgeable about the effects of poverty and diversity on student learning in homogeneous schools?

Do failing schools take special care to recruit and assign teachers and administrators who have the capacity and disposition to solve the challenges that schools face? (Teacher certification, principal’s expertise and experiences, understanding about group dynamics, instructional expertise, learning gaps of teachers)

Is there a monitoring of organizational outcomes to insure that students succeed in their education? (Structures, culture, policy, working conditions, trust, low mobility, and climate).
Review where is everyone on their dysfunctional leader

**Enforcing the “No Asshole Rule” Considerations for Interventions**

Say the rule, write it down, and act on it

Assholes will hire other assholes

Get Rid of the Asshole Fast

Treat Certified Assholes as Incompetent

Power Breeds Nastiness

Embrace the power-performance paradox

Manage Moments

Model and teach constructive confrontation

Adopt the one asshole rule

Link Big Policies to small decencies

Presentations:

Universal Design Learning: Considered useful for teaching underrepresented groups and lots of research on this/Seems ESSA will focus on this
Parent Engagement not Parent Involvement: there is a difference regarding the two and ESSA will be adding this to CIPs

December 3

Closure
All papers due
October 15

Discussions regarding your study

Dysfunctional Leaders:

Diagnosing High-Toxicity Leaders
Narcissistic Leader: Pervasive pattern of grandiosity, arrogant, attention and respect, publically blames people for their problems,

Leader Sabotage and the Dysfunctional: leader sabotage, radically impulsive behavior, treat employees differently (decisions based on gender, race and sexual orientation) creates climate of distrust, upper-echelon climate of negativity, turbulent decision-making

Obsessive Compulsive Leader: Task oriented, authoritarian leadership, time cautious, belittlement of human side approach, micromanaging, obsessively reviewed and critiqued, perfection

Borderline Leader: Brilliance and psychopathology, very strong personality, very good/very bad, unstable relationships,

Antisocial Personality Disorder: High toxicity and DSM-IV-TR, physically and abusive, tyrant, added value is questionable, bring down the organization

Histrionic Leadership: Constant center of attention, Drama King/Queen, Followership empowers toxicity, Need of assistance

Disturbed Leadership: body dysmorphic, creative, brilliant, black box of mystery, desk rage, withdrawal,
Implications of Toxicity

Why does toxicity take on a life on its own in undetected or mismanaged?

How are organizations blindsided by toxic leaders
What can be said about organizational denial and resistance to toxicity?

Who assess and handles toxic leaders?

Presentations:

Grit/Mindfulness: for students in under-represented groups
(new research where you get children to change their minds about their ability to do well in school)

ESSA: Implications for policy change for campus improvement plans based on TEA/Add Career readiness and College Readiness
November 3

Critical issues in education, (2) presentations & Knowing and doing the right thing, what is really missing from the literature in school reform, review pushup and leadership profile

Please read:

Hargreaves & Fullan (Chapter 6)
Elmore Chapter 7

Presentations:

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October 15, 2016

Diagnosing High-Toxicity Leaders

Narcissistic Leader: Pervasive pattern of grandiosity, arrogant, attention and respect, publically blames people for their problems,

Leader Sabotage and the Dysfunctional: leader sabotage, radically impulsive behavior, treat employees differently (decisions based on gender, race and sexual orientation) creates climate of distrust, upper-echelon climate of negativity, turbulent decision-making

Obsessive Compulsive Leader: Task oriented, authoritarian leadership, time cautious, belittlement of human side approach, micromanaging, obsessively reviewed and critiqued, perfection
Borderline Leader: Brilliance and psychopathology, very strong personality, very good/very bad, unstable relationships,

Antisocial Personality Disorder: High toxicity and DSM-IV-TR, physically and abusive, tyrant, added value is questionable, bring down the organization

Histrionic Leadership: Constant center of attention, Drama King/Queen, Followership empowers toxicity, Need of assistance

Disturbed Leadership: body dysmorphic, creative, brilliant, black box of mystery, desk rage, withdrawal,

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ESSA: Implications for policy change for campus improvement plans based on TEA/Add Career readiness and College Readiness

Organizational Implications of Interpersonal Moves

2000 study found 27% of workers out of 700 employees experienced mistreatment by someone in the workplace and 1/6 reporting persistent psychological abuse

2002 study on workplace aggression and bullying found that over 5,000 employees were exposed to 60 negative workplace behaviors, 36% reported persistent hostility from co-workers and supervisors, 20% reported a great deal of abuse including yelling, temper tantrums, put-downs, glaring, exclusion, nasty gossip, pushing, shoving, biting, kicking, and other sexual assaults

1997 study of 130 nurses discovered 90% reported being victims, of verbal abuse from physicians and 2003 study of 461 nurses found 91% experienced verbal abuse feeling attacked, devalued, and humiliated from not only doctors, but patients and families.

Bullies Cost your Organization

Distractions from tasks, reduced psychological safety and climate of fear, loss of motivation and energy, absenteeism, turnover, hesitant to help,
retaliation, long term career damage, time spent appeasing and disciplining, management burnout and reduced innovation and cooperation

Questions for Toxic Leaders and Organizations

Why does toxicity take on a life of its own if undetected or mismanaged

How are organizations blindsided by toxic leaders

What can be said about organizational denial and resistance to toxicity

Who assesses and handles toxic leaders

The Dirty Dozen

Personal Insults

Invading one’s “personal territory”

Uninvited physical contact

Threats and Intimidation both verbal and nonverbal

Sarcastic jokes and teasing

Withering email flames

Status slaps intended to humiliate their victims

Rude interruptions

Two-Faced attacks

Dirty looks

Treating people as they are invisible
Diagnosing High-Toxicity Leaders

Narcissistic Leader
Leader Sabotage and the Dysfunctional
Obsessive Compulsive Leader
Borderline Leader
Antisocial Personality Disorder
Histrionic Leadership
Disturbed Leadership

Taking the Test

Critical Issues in Schools

Core of schooling changes very little: Defined as the standard solutions to the problem of how knowledge is defined, how teachers related to the students around knowledge, how teachers relate to other teachers in the day to day, how students are grouped for purposes of instruction, how content is allocated to time, and how students’ work is assessed

Distributive Leadership

To analyze and explain collaborative work in your school

Leadership involves mobilizing school personnel to take on the tasks to change instruction and activate the resources to support transformation of teaching and learning
**Cognitive perspective**: Institutional theory where people establish norms, rules, definition of the environment, dominant organizational forms that are unaffected by leadership, situational leadership where the environment and people interact.

**Distributed**: Mutuality of environment and people is dispersed in an interactive web that merges to affect the collaboration of people.

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**Building a new Structure for School Leadership**

Maintain a tight instructional focus sustained over time

Routinize accountability for practice and performance in face to face relationships

Reduce isolation and open practice up to direct observation, analysis and criticism

Exercise differential treatment based on performance and capacity not on volunteerism

Increase discretion based on practice and performance

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**Misplaced Focus on Teacher Quality**

Sharpen the focus on prizing and praising what teachers do/Builders of their nations

Rewarding individual teachers based on their scores and distracts people from their core purpose

Standardized measures as the only effective form of assessment
School Context and the relationship to valuing education