

EDUCATIONAL AND ORGANIZATIONAL LEADERSHIP IN ELEMENTARY SCHOOLS pdf

1: Ten Roles for Teacher Leaders - Educational Leadership

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Import into RefWorks 1. These reforms focused on the change in the organizational structure of schools and the manner in which they were managed. The change grants authority to a school principal. According to the new leadership role, on the one hand, he should promote an organizational culture characterized by standards and transparency and, on the other hand, he should solve a huge quantity of various daily problems [2 , 51 , 83]. As a result, a question arises concerning the ability of the school principals to lead school in the complex modern reality. The need to evaluate a school principal as an educational leader who should lead the educational system successfully in coping with the many challenges it faces engenders questions. Are there differences in value systems of school principals? What is the appropriate leadership style that would result in more efficient functioning of schools in the present reality? Is there a theoretical and research correlation between a values system of a school principal and his her leadership style? Leadership Evolution Professional literature on leadership is rich in hypotheses and definitions. According to the "Great Man Theory", which formed a basis for the trait approach, a leader is someone endowed with extraordinary traits with which he influences the team. At first, research attempted to identify unique traits characterizing a leader, with no reference to the interactions between him and the rest of the team and the society to which he belongs. However, after it became clear that the findings were contradictory and the explanations of the trait approach were not sufficient []. Consequently, research turned to an examination of the specific behaviors of leaders. This research approach was better known as the situational approach [97]. Leadership research from to focused on development of the situational approach with an emphasis on the most efficient leadership style []. Within the framework of the situational approach, models describing different leadership styles and their influence on various situations are produced. For many years, research focused on the development and examination of models describing different leadership styles and their influence on various situations. Thus, a specific leadership style would be effective under certain conditions and lose its effectiveness when the conditions change. The role of a leader is as mediator between organizational goals and individual needs, and therefore, his behavior style should correspond to the situational variables, so that the required organizational output will be attained []. Approaches are combined to create a new genre of hypothesis that stresses symbolic behavior, vision and morals []. Like, servant leadership which awakens from the desire to serve more than to lead, and stresses the obligation of the leader to serve his followers. Transformational and transactional leadership decentralized leadership according to which the leader promotes additional leaders [5 , 17]. According to the model, it is inherent in the abilities of leaders to sweep their subordinates into demonstrating efforts and performance that exceed their personal feasibility, with the transformational leadership style. In the 21st century, the character traits and behaviors of leaders continued to be studied. Many studies revealed that leader behaviors are important predictors of leadership effectiveness [66]. Recent studies have attempted to develop an integrative leadership model combining leader characteristics gender, intelligence, personality, etc. The integrative model may serve as a predictor of leadership efficiency, which would assist organizations in improving their choice of leader and developing effective work methods. In addition, it is important to distinguish between leadership style and behavior, where style refers to something that characterizes a specific person throughout different situations, and this is what many researchers in the 21st century espouse and try to prove. Leadership style is the manner in which the leader undertakes the process of convincing and recruiting people for specific objectives and retaining them throughout all of the tasks until the objectives are attained [12]. There are many ways to describe leadership styles, and the variety increases with every book or paper published on leadership. This study examined the effect of three leadership styles: The study revealed that an autocratic style was an advantage in attaining a high level of performance short-term, but was accompanied by negative feelings. This model is considered to be a most sophisticated, complex mapping of leadership styles,

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producing an image of a leader directed towards human relations "a man for all seasons" which suggests transformational leadership [25]. Classification is dependent upon two typical behaviors or styles of leaders: This division has guided many researchers up to now, with suggestions for other classifications of leadership styles, such as leadership that generates feelings, from an emotional perspective of the leader-follower bond [98]. The measure of practical efficiency of any leadership style can be assessed by its implications on the followers, such as: Together with its effect on different dimensions within the organization, such as the control dimension, it suggests that in order to be efficient in making decisions on required actions, leaders must develop an awareness and sensitivity to changing situations and organizational constraints. Leadership styles in the educational organization are no different from leadership styles in other organizations. In addition, they include aspects of task-orientation and orientation towards people. As a school principal is the leader of a team, his leadership style has great impact. In light of the above review, it was found that a leadership style expressing attention to employee needs, appreciation, warm human relations, empathy, learning, freedom of action, empowerment, delegation of authority, participation and involvement in decision-making, power and influence, open relations, teamwork, open communication and information, interesting and challenging work, interest in and satisfaction from work promotes employee satisfaction, commitment and motivation. At the same time, a task-oriented leadership style stressing the importance of achievement and excellent performance, welfare, yield, maintaining objectives, rewards for achievements, performance evaluation, efficiency, quality and quantity of performance are essential for the success of the team and the organization [77].

Transformational and Transactional Leadership Styles Both the needs of the organization and of the individual affect a leadership style. Current professional literature on leadership engages in two levels of influence existing between a leader and his followers. This influence appears in literature under the title of "transactional leadership". This type of leadership appears in professional literature under the title of "transformational leadership", which focuses on the process by which leaders can affect performance and achievement [9 , 98]. Bass[11] defined transactional leadership in broader terms than Burns[18], such as "reward-dependent behavior", including clarification on the work required obtaining a reward and the use of dependent rewards and incentives to affect motivation. Another element called "active management-by-exception" includes a follow-up on followers and corrective actions to ensure that the work is being performed effectively. Burns [18] described transformational leadership as a process in which "leaders and followers make each other advance to a higher level of morality and motivation". These leaders try to raise the awareness of their followers by turning to higher ideals and moral values like freedom, justice, equality, peace, humanitarianism, and not to lower feelings like fear, greed, envy or hatred. Followers are raised from their "daily selves" to their "better selves", in contrast to transactional leaders with an orientation of exchange, who reward their supporters on attaining the objectives set in advance. A leader shapes and motivates his followers by increasing their awareness of the importance of task results, by convincing followers to rise above their own personal interests for the sake of the organization or team and activating their higher needs. Transformational leaders can attain these conditions through one or more of the following manners: Transformational leadership is expressed in the behaviors of the followers that bring leaders to a higher level of awareness of the importance of their mission and increase their level of motivation, maturity and aspirations, as well as their reference to the need for achievement, self-realization, social welfare, the success of the organization and concern for its social environment [9]. Transformational leadership creates a change in expectations and aspirations of the followers themselves. Despite this, transactional leadership is expressed in behaviors like: Transformational leadership creates a significant change in the lives of people and organizations. It reshapes concepts and values, changes employee aspirations and expectations and changes organizational culture. Bass [9] and Sergiovanni [] consider transactional leadership to be an important, central element in the preservation of organizations, in filling an agenda and putting things into action. A transformational leader translates each daily action, each activity into the meanings one can gain from them in realizing the future picture: In situations of success, the transactional leader will award money, a letter of

appreciation, etc. Thus, the success has become part of the transformational effect. This is the mission of the transformational leader. In contrast to the transactional leader who uses conditional reinforcement with his subordinates, the transformational leader inspires, intellectually stimulates and considers each subordinate.

The Links between Leadership Style and Organizational Variables

Many studies have engaged in the links between leadership style and organizational variables which have implications on employee performance and efficiency. Today, the starting point of most studies is that transformational leadership of an organization has a more positive effect on the level of organizational performance than transactional leadership. An analysis was recently conducted to review the last 25 years of discussion on transformational leadership and performance. In addition, a positive correlation was found between transformational leadership and team and organization performance []. Transformational leadership has been found to be more closely linked to leader efficiency and employee satisfaction than transactional leadership [35]. Other research has studied the influence of a transformational leadership style on the effectiveness and innovation of organizations and has found that a transformational leadership style has a more positive influence on organizational performance than does transactional leadership Lowe et al. There is a single positive correlation between transformational leadership and the concept of leaders as having integrity. The presence of integrity may improve organizational efficiency. Transformational leadership is found to be positively and significantly correlated with a constructive culture of an organization and adds a considerable percentage of variance in explaining the parameter of a constructive culture. In contrast, transactional leadership is found to be positively and significantly correlated with a defensive culture of an organization and adds considerable variance in the prediction of a defensive culture [38]. There have been many recent empirical studies examining the implications of transformational leadership on different organizational variables like individual perceptions of transformational leadership, etc. Desire of employees for empowerment is positively correlated with an improvement in implementation of transformational leadership [47]. In the link between transactional and transformational leadership styles and individual results i. Statistically, this result confirms that transformational leadership is an important predictor of procedural justice and trust in leaders [65]. Family businessmen with transformative leadership styles positively influence commitment among their employees, including their commitment to stay [45].

School Leadership

The characteristics mentioned above for transactional and transformational leadership regarding organizations are also dominant in schools. School principals are considered to be the central educating figure constituting the leadership meant to lead the educational system into the 21st century, so it can cope with the challenges it faces, working within a system that has undergone many changes. Transformational leadership has shown to be appropriate to a complex and dynamic work environment with many intellectual challenges facing the educational manager and team [71]. Popper [98] define transactional leadership of school principles vs. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction. Transformational leadership is more potent and complex and occurs when one or more teachers engage with others in such a way that administrators and teachers raise one another to higher levels of commitment and dedication, motivation and morality. Through the transforming process, the motives of the leader and follower merge. Transformational leadership provides school leadership with a normative approach that makes progress particularly in the process by which leaders can influence school achievements, and not only regarding results. Bass [9] claims that transformational leadership serves today as a convincing model for educational leaders. Davies [33] found that leaders are more effective when they are actively transforming, presenting and marking different cultural factors in school life; this is part of the creation of the meaning and experience of the school story. A clear conclusion from the findings and descriptions of many of the studies mentioned above is that transformational leadership may be more effective than transactional leadership in both organizations and educational institutions, when considering the leadership required in the 21st century. With its turbulent environment characterized today by constant change, leaders find themselves filling central positions, and both large and small organizations are seeking a special leader who is not only considered to be

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a strategic leader but also a transformative leader, who, in this fast world, can assist in making organizations competitive [23]. Su-Tan study [] reveals that transformative leadership has been found to be the most appropriate leadership style for leading academic institutions. One of the conclusions in his article is that the heads of educational institutions must have more transformational and less transactional leadership style to be able to remain efficient in filling their leadership obligations []. Therefore, it is reasonable to assume that a school will require its principal to act as a transformational educational leader in order to cope with the challenges of the dynamic, changing environment in which the school functions. In view of this dynamic, changing reality, the rising competition and technological changes that increase the need among organizations for leadership that can unite and rally forces to attain organizational objectives without need for use of any types of rewards, by awakening autonomic motivation, loyalty and commitment. More than a few studies have confirmed the positive influence of transformational leadership on school parameters. In addition, it is negatively linked with burnout, despite transactional leadership awakening controlled motivation among teachers and being positively linked with burnout [39]. A conclusion that can be drawn from the above is that organizational leaders in general and school principals in particular have the power to considerably influence processes and results, and, through them, to affect the overall behavior and performance of their followers. Leadership is a dynamic process of motivating people to perform tasks over time.

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2: Online Master of Science in Organizational Leadership: Curriculum | JHU School of Education

Schools offering Education - Organizational Leadership degrees can also be found in these popular choices. Educational Leadership Defined Educational leadership involves working with and guiding teachers toward improving educational processes in elementary, secondary and postsecondary institutions.

Introduction To many, leaders are not born, but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leaders are thus made, not born. He stated that the basis of a good leadership is strong character and selfless devotion to an organization Jenkins, From the perspective of employees, leadership is comprised of everything a leader does that affects the achievement of objectives and the well-being of employees and the organization Abbasialiya, Leadership involves a type of responsibility aimed at achieving particular ends by applying the available resources human and material and ensuring a cohesive and coherent organization in the process Ololube, Northouse and Rowe described leadership as a process whereby an individual influences a group of individuals to achieve a common goal. This article contends that effective leadership is crucial to the proper operation and very survival of a non-profit organization. Leadership is arguably one of the most observed, yet least understood phenomena on earth Burns, in Abbasialiya, Over time, researchers have proposed many different styles of leadership as there is no particular style of leadership that can be considered universal. Despite the many diverse styles of leadership, a good or effective leader inspires, motivates, and directs activities to help achieve group or organizational goals. Conversely, an ineffective leader does not contribute to organizational progress and can, in fact, detract from organizational goal accomplishment. According to Naylor , effective leadership is a product of the heart and an effective leader must be visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, experimental, and initiates change see figure 1. Qualities of the leader and the manager This study was enthused by the premise that no nation grows further than the quality of its educational leaders and or educational managers. In this theoretical debate, the authors presented a moderately detail analysis of a theoretical research conducted on the need for African countries especially Nigeria to reform. This debate focus not simply on what educational leadership is, but the impact it has on school management, teachers and students and the part it plays in meeting the challenges facing education institutions. The overall purpose of this theoretical debate is to examine the wider context in which leadership is made on effectiveness and improved school management. Theories of Leadership There are as many different views of leadership as there are characteristic that distinguish leaders from non-leaders. In the more dominant theories of leadership, there exists the notion that, at least to some degree, leadership is a process that involves influence with a group of people toward the realization of goals Wolinski, Charry , noting that scholarly interest in leadership increased significantly during the early part of the twentieth century, identified eight major leadership theories. While the earlier of these focused on the qualities that distinguish leaders from followers, later theories looked at other variables including situational factors and skill levels. These theories often portray leaders as heroic, mythic and destined to rise to leadership when needed. The term great man was used because, at the time, leadership was thought of primarily as a male quality, especially military leadership See also, Ololube, Trait Theory Similar in some ways to great man theories, the trait theory assumes that people inherit certain qualities or traits make them better suited to leadership. Trait theories often identify particular personality or behavioural characteristics that are shared by leaders. Many have begun to ask of this theory, however, if particular traits are key features of leaders and leadership, how do we explain people who possess those qualities but are not leaders? Inconsistencies in the relationship between leadership traits and leadership effectiveness eventually led scholars to shift paradigms in search of new explanations for effective leadership. Contingency Theories Contingency theories of leadership focus on particular variables related to the environment that might determine which style of leadership is best suited for a particular work

situation. According to this theory, no single leadership style is appropriate in all situations. Success depends upon a number of variables, including leadership style, qualities of followers and situational features Charry, A contingency factor is thus any condition in any relevant environment to be considered when designing an organization or one of its elements Naylor, Situational Theory Situational theory proposes that leaders choose the best course of action based upon situational conditions or circumstances. Different styles of leadership may be more appropriate for different types of decision-making. For example, in a situation where the leader is expected to be the most knowledgeable and experienced member of a group, an authoritarian style of leadership might be most appropriate. In other instances where group members are skilled experts and expect to be treated as such, a democratic style may be more effective. Behavioural Theory Behavioural theories of leadership are based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders not on intellectual qualities or internal states. According to the behavioural theory, people can learn to become leaders through training and observation. Naylor notes that interest in the behaviour of leaders has been stimulated by a systematic comparison of autocratic and democratic leadership styles. It has been observed that groups under these types of leadership perform differently: Group members, however, tend to be unhappy with the leadership style and express hostility. Group members have more positive feelings, however, and no hostility. Most importantly, the efforts of group members continue even when the leader is absent. Participative Theory Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to the decision-making process. A manager who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing collaboration, which leads to better quality decisions and a more successful business Lamb, These theories base leadership on a system of rewards and punishments Charry, When employees are successful, they are rewarded and when they fail, they are reprimanded or punished Charry, Managerial or transactional theory is often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organizational structures Lamb, Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers Lamb, Relationship or transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards Charry, Skills theory by no means refuses to acknowledge the connection between inherited traits and the capacity to lead effectively, but argues that learned skills, a developed style, and acquired knowledge, are the real keys to leadership performance. A strong belief in skills theory often demands that considerable effort and resources be devoted to leadership training and development Wolinski, Principles of Leadership In addition to leadership theories, the principles of leadership are a commonly studied phenomenon. The United States Army has identified eleven basic principles of leadership and the means for implementing them: A leader must be able to communicate effectively. Leaders should spend most of their day engaged in communication. Older studies, in fact, noted that organizational leaders managers spent 70 to 90 per cent of their time each day on communication and related activities Barrett, [n. In order to know yourself, you have to understand what you are, what you know, and what you can do attributes. Seeking self-improvement means continually strengthening your attributes. Search for ways to guide your organization to new heights. When things go wrong, do not blame others. Be a good role model for your employees. Employees must not only be told what is expected of them, but see leaders embodying organizational qualities and ethics. By developing a team spirit, you will be able to employ the abilities of your entire organization towards organizational goals. To sustain educational leadership, leaders must develop sustainability on how they approach, commit to and protect teaching and learning in schools; how they sustain themselves and followers around them to promote and support teaching and learning; how they are able and encouraged to

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sustain their vision and avoid burning out; and how they consider the impact of their leadership in school management. To a large extent, it is not leaders who mismanage their schools; however, it is the systems in which they lead Mulford, Questionably, sustainable leadership certainly needs to become a commitment of all school leaders. Leadership Styles Leadership styles are the approaches used to motivate followers. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. It is thus useful to possess a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively. Below are a number of leadership styles articulated in the Toolkit n. Autocratic Leadership Style Autocratic leadership is an extreme form of transactional leadership, where leaders have complete power over staff. Staff and team members have little opportunity to make suggestions, even if these are in the best interest of the team or organization. The benefit of autocratic leadership is that it is incredibly efficient. Decisions are made quickly, and the work to implement those decisions can begin immediately. In terms of disadvantages, most staff resent being dealt with in this way. Autocratic leadership is often best used in crises situation, when decisions must be made quickly and without dissent. Bureaucratic Leadership Style Bureaucratic leaders follow rules rigorously, and ensure that their staff also follow procedures precisely. This is an appropriate leadership style for work involving serious safety risks such as working with machinery, with toxic substances, or at dangerous heights or where large sums of money are involved. Bureaucratic leadership is also useful in organizations where employees do routine tasks Shaefer, The drawback of this type of leadership is that it is ineffective in teams and organizations that rely on flexibility, creativity, or innovation Santrock, Charismatic Leadership Style Charismatic leadership theory describes what to expect from both leaders and followers. Charismatic leadership is a leadership style that is identifiable but may be perceived with less tangibility than other leadership styles Bell, Often called a transformational leadership style, charismatic leaders inspire eagerness in their teams and are energetic in motivating employees to move forward. The ensuing excitement and commitment from teams is an enormous asset to productivity and goal achievement. The negative side of charismatic leadership is the amount of confidence placed in the leader rather than in employees. This can create the risk of a project or even in an entire organization collapsing if the leader leaves. They encourage creativity, and team members are often highly engaged in projects and decisions. There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they are more involved. Team members feel a part of something larger and meaningful and so are motivated to by more than just a financial reward. The danger of democratic leadership is that it can falter in situations where speed or efficiency is essential. During a crisis, for instance, a team can waste valuable time gathering input. Another potential danger is team members without the knowledge or expertise to provide high quality input. Laissez-Faire Leadership Style Laissez-faire leadership may be the best or the worst of leadership styles Goodnight, Laissez-faire leaders abdicate responsibilities and avoid making decisions, they may give teams complete freedom to do their work and set their own deadlines.

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3: Ph.D. in Education – Organizational Leadership - Liberty University Online

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Our core purpose is to develop leaders in public safety and public sector organizations through teaching, scholarship and community outreach. Areas of particular importance to organizational leadership, include ethics and integrity, individual and organizational behavior, change management, strategic planning, information technology and research. The program cultivates personal and professional growth, focuses on styles of leadership, and helps leaders succeed in a dynamic, ever-changing culture. Students in our program typically proceed through the program in a cohort. Each cohort reflects diversity in the organization, rank, experience, gender, race, and ethnicity of its students. The cohort builds trust, breaks down traditional and long-standing barriers among organizations, and fosters the development of long-standing professional networks and friendships. Holiday and summer breaks are built into the schedule. The program can be completed in less than two years. This degree is also offered online. Both formats begin every January. Learn from nationally recognized faculty and guest lecturers. Network with a variety of professionals from the region and beyond. Take advantage of extensive student support and advising for the full-time working professional. Through readings, case studies, and discussion, students probe how executives and supervisors resolve ethical problems. They discover ways to develop and gain employee input to and support for agency and unit values. In addition, students examine the forces that currently guide professional and organizational behavior, such as the Constitution of the United States, judicial opinion, and religious doctrine. Change can be received well and perceived as essential to progress, growth, and excellence in the delivery of services. It also may be perceived as negative, imposing, and the cause of organizational decline. Knowing how to manage change well is the responsibility of every leader. Students scrutinize planned and unanticipated change. They discuss and debate current literature and processes for managing change. Students delve into the power, role, and influence of leaders as change agents and apply the lessons learned to their current work environment. In a period of tight budgets and public demand for fiscal accountability, leaders must know how to apply basic economic theory to strategy, decision making, and problem solving. They must know how to assess demand for services and apply scarce resources to meeting these demands, and they must do so within the constraints of a budget over which they may have only limited control. Students apply techniques of demand analysis, benefit-cost analysis, and forecasting and learn ways to influence decision making and the budget process. They apply their understanding of economics to establishing, modifying, or sustaining the strategic and daily operational approaches and tactics of their immediate work group. Through readings, case studies, and simulations, students compare organizational behaviors – including internal communication, quality control, and marketing – to activities in their own agencies. Students employ proven and innovative approaches to assessing organizations and developing ways to accomplish defined goals and tasks. Leaders direct individuals and groups and the interaction that occurs among multiple groups toward accomplishment of a mission or purpose. Additionally, they need to understand self-leadership involving personal resilience as well as methods of building cultures of resilience. Knowing how groups and followers function is essential to sound decision making, implementing new concepts, changing direction, solving problems, and motivating others. Students dissect modern theories and research in individual and group dynamics. They identify and fit accepted principles of dynamics to their current work environment, respecting the uniqueness of their organization. They differentiate small and large group dynamics and dissect the role of group leader, focusing on issues such as boundaries, group identity, cohesion, conflict, power, group recognition, and intergroup alliances. Leading Projects to Successful Outcomes Leaders manage projects and project teams every day. They form expectations, optimize stakeholder involvement, and integrate needed change into existing environments. They develop tasks, assign responsibilities, and track progress. Achieving intended, high

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quality outcomes through effective project management is both science and art. Students apply the seven-step project management life cycle – initiating, planning, organizing and staffing, implementing, measuring and assessing, controlling, and close-out – to routine, exceptional, unit, and agency-wide projects. They focus on essentials such as assessing capability to deliver, defining individual and team workload, budgeting, communicating, scheduling tasks, and monitoring progress. Students plan the role of managers, supervisors, and team members in a variety of projects. They have the opportunity to focus on projects they bring to the class from their own organization. Setting the course of action through strategic planning is relevant to every organization, regardless of size, discipline, or task. Through readings and discussion, students develop an individualized approach to strategic planning based on experience and needs within their own agencies. Students apply an array of techniques to assess, modify, and present strategic plans and motivate others to participate in the strategic planning process. They learn to incorporate strategic plans into their day-to-day functions. Students employ a variety of techniques to involve and motivate employees to participate in the strategic planning process and implement the plan once it is established. This course is built on the belief that a leader in a crisis is a leader in routine day-to-day matters, as well. Students review and evaluate current crisis management theory and practice. They draw on their experience to assess high profile situations and apply lessons learned to their own organizations and work environments. A Developmental Process Two primary factors comprise leadership: This course focuses on the latter offering several processes including: Students gain an understanding of the steps in the leadership development process as well as self-understanding of their current status to chart a path for future progress. It is incumbent on leaders to wade through this information quickly and efficiently to determine its accuracy and relevance, and then guide others to use it. Students experiment with and apply a variety of methods designed to help them identify and assess existing research, policies, organizational studies, government data, scholarly journals, and popular articles. They apply the findings of their research to conducting agency, unit, policy, and program assessments and convey findings in practical ways to employees, executives, political leaders, and others. Technology is transformational and connected to significant changes in interpersonal communication, shopping, war, evidence, news, intelligence, liability, and much more. Leaders drive the technology that is applied to data analysis, planning, information security, personnel management, personnel safety, internal and external communication, fiscal accountability, and routine and emergency communication. Students cite strengths, opportunities, weaknesses, and vulnerabilities associated with modern application of technology. They discuss and debate the current and future potential for technology in the workplace, as a tool to advance the well-being of people and communities, and as a vehicle for harm and disruption. Students focus on information sharing and analysis, telecommunication, and linking networks and systems. They apply technology to assessing needs and solutions, determining the best application and deciding when it reaches the point of overkill. They learn, too, how to judge technology-related information given to them by employees, vendors, and others. Capstone Leaders today are tasked with effectively and efficiently responding to a rapidly changing political, social, strategic, operational, and technical environment. They guide a contemporary workforce that imposes new expectations and demands on its leaders. As a culminating course, students discuss the major issues that recurred throughout the entire curriculum and the creative solutions they developed to deal with these issues. The knowledge gained in previous courses of study, combined with new learning, provides a foundation for students to embrace proven traditional approaches and develop innovative methods to lead their personnel and organizations well into the future. Students participate in individual, group, and class projects to establish a course of action to pursue as they embark from the program. Breaks between semesters, as well as holidays are built into the schedule.

4: Leadership Styles and Value Systems of School Principals

Get this from a library! Educational and organizational leadership in elementary schools. [Thomas J Sergiovanni; David L Elliott].

Benathy, , Educational Technology Publications, Inc. Used with permission of the publisher. Systems Definitions Even a small child can use a hammer and saw, but it takes a master carpenter who fully understands the tools and their limitations to build a house. We can begin to build a few structures of our own by establishing some definitions for terms needed to discuss systems thinking meaningfully. A system is a set of elements that function as a whole to achieve a common purpose. A subsystem is a component of a larger system; for example, the circulatory system is a subsystem of a human system. Occasionally, the larger system is referred to as a supra-system when it is talked about in relation to its subsystems. An element is a necessary but not self-sufficient component of a system. Systems are characterized by synergy—the whole system is greater than the sum of its parts elements , because the relationship among the elements adds value to the system. The relationship among the elements is maintained by an exchange of energy; for example, money in a banking system, heat in a thermodynamic system, or information in a learning system. The relationship among elements is maintained by a difference in energy potential among elements, which allows for an interchange. A healthy system is constantly searching for a dynamic balance through self-regulating mechanisms. For example, the human system maintains body temperature in a dynamic balance around The total quantity of energy in a system is fixed; however, energy is constantly redistributed among subsystems. Individually, all systems and subsystems are subject to entropy, the process by which energy becomes distributed evenly throughout the system. When there is no longer a difference in energy levels among subsystems or elements, the system breaks apart or dies. To continue to exist, a system must be able to import energy across its boundary or have a capacity to create new sources of energy. A system that is able to import and export energy is called an open system. One that cannot import energy is called a closed system. A closed system that cannot generate a sufficient amount of energy internally to replace what is lost to entropy will die. A recent dramatic example of this is the demise of the U. The Soviet Union simply required more energy to maintain itself than could be generated internally or imported. With these definitions and examples in mind, we can see why general solutions to educational problems do not work. Each educational system is composed of a unique set of elements arranged in a unique constellation of relationships. Furthermore, the relationships among elements, subsystems, and supra-systems are continually changing in search of equilibrium while avoiding entropy. Open Systems Social systems such as a school are generally regarded as open systems. Katz and Kahn have defined the attributes of an open system. Energy is transformed, and something new is produced. A product is exported into the environment. The pattern of energy exchange is cyclical; the product that is exported into the environment is the source of energy for repetition of the cycle of activities. In addition to the degree of openness, systems are also characterized by three important concepts: Each successively higher level of the hierarchy encompasses all of the processes at each lower level and is increasingly complex as the number of elements and the relationship among elements increases. As the number of elements, or subsystems, increases linearly, the number of relationships increases exponentially. What is of particular significance from the systems perspective is that the energy required to maintain the relationships increases at an even faster rate. Hierarchies may be natural, for example, birth order in a family, or arbitrary, as is the case in a designed system, such as a school or business. Arbitrary hierarchies require more energy to maintain than do natural hierarchies, and they frequently divert energy from goal attainment. For example, maintaining the age-grade hierarchy in schools can be shown to be counterproductive in many cases. Furthermore, Kenneth Boulding has suggested a useful rule-of-thumb related to hierarchies. Russell Ackoff suggests the most elegant way to handle a problem is to dissolve it. The only way an individual teacher can have problems of classroom management is if instruction has been arbitrarily organized into teacher-managed self-contained classrooms. A

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second important characteristic is homeostasis, which refers to self-regulation through feedback mechanisms. Machines are relatively simple systems with few variables, which operate in a stable relationship. Mechanical systems require little feedback from the environment to function. At the other extreme, organic systems are very complex with many variables, which require a great deal of feedback. The larger and more complex the system, the more energy, in the form of feedback, is required to maintain a dynamic balance among elements. A final characteristic of a system is its purposiveness. Some systems have a single, clear goal, which Banathy, p. We have attempted to treat education as a unitary system, but in reality it is highly pluralistic with many conflicting goals. The compromises that we have reached by applying old paradigms in a new context are proving to be unsatisfactory, but paradigm paralysis prevents us from seeing what is really needed. By placing systems along a descriptive continuum for each characteristic, we can better differentiate between system types. Schools as Open Systems As a system, a school is moderately open. The primary types of energy are financial and intellectual. The school is not a natural system; it operates under a series of sometimes conflicting legal mandates rather than a social mandate that represents a consensus of the participants. Consequently, substantial amounts of systems energy are consumed in maintaining relationships rather than achieving goals. Similarly, schools tend to be more mechanistic than organic, as evidenced by rigid structures that tend to treat all elements similarly: Schools, as proposed earlier, have a limited set of goals: While they are unitary in character with respect to goals, schools generally have some latitude with respect to the means to achieve those goals. Finally, schools have a restricted hierarchy with relatively few levels of complexity. The more constraints under which a school must work, such as legislative mandates or environmental pressures in the form of racial tensions, drug abuse, or poverty, the more closed, mechanistic, unitary, and restricted they become. The improvement of quality involves the design of an educational system that not only optimizes the relationship among the elements but also between the educational system and its environment. In general, this means designing a system that is more open, organic, pluralistic, and complex. It interacts with constantly changing multiple environments and coordinates with many other systems in the environment. It copes with constant change, uncertainty, and ambiguity while maintaining the ability to co-evolve with the environment by changing itself and transforming and the environment. It lives and deals creatively with change and welcomes "not just tolerates" complex and ambiguous situations. It becomes an organizational learning systems, capable of differentiating among situations where maintaining the organization by adjustments and corrections is appropriate single-loop learning and those where changing and redesigning are called for double-loop learning Argyris It seeks and finds new purposes, carves out new niches in the environment, and develops increased capacity for self-reference, self-correction, self-direction, self-organization, and self-renewal. It recognizes that the continuing knowledge explosion requires a two-pronged increase in specialization and diversification and integration and generalization. It increases the amount of information it can process, processes it rapidly, distributes it to a larger number of groups and people, and transforms the information into organizational knowledge. Implications for Education The inevitable conclusion from the evidence at hand is that the old system is no longer adequate to the task. If we accept this assertion, we must also conclude that no amount of fine-tuning of the old system will produce significant improvement. What kind of a system is needed to produce the breakthrough achievement we are looking for? An analysis of the literature and practice in both educational and management suggests we are moving from deterministic systems toward purpose-seeking systems. In order to make this kind of transition, it is necessary only to shift perspective from a one-to-many toward a many-to-one orientation. For example, in education this means a shift from viewing education as a system in which one teacher provides information to many students toward a system in which there are many information resources accessible by one student, only one of which is the teacher. This shift can accurately be characterized as moving from an emphasis on instruction to an emphasis on learning. From the perspective of systemic change, the implications of this idea are huge. Equally clearly, the new designs will include an increasing number of the following elements: These are not completely new elements; however, the effort to incorporate all of these elements in a designed system has not been made.

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Total Quality Management in education means a total systems approach and, as it appears increasingly apparent, a totally new system. Creating the Corporate Future. John Wiley and Sons. Management in Small Doses. Reasoning, Learning, and Action. Systems Design of Education: A Journey to Create the Future. The University of Michigan Press. Association for Supervision and Curriculum Development. Educating the Reflective Practitioner. Enter the periodical title within the "Get Permission" search field. To translate this article, contact permissions ascd.

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5: Top Affordable Online Master's Organizational Leadership

Liberty's Ph.D. in Education - Organizational Leadership online degree program is designed to provide advanced training to leaders in academic institutions who want to enter executive.

Colorado Christian University also provides students with the unique opportunity to attend a 3-day national leadership conference on its campus in Colorado Springs. Although this feature requires travel, it is a great experience for students who want to hone their leadership skills and network with industry professionals. University of Wisconsin at Platteville Online Master of Science in Organizational Change Leadership Website Students who are truly seeking a university with a great return on investment should consider the University of Wisconsin for their graduate degree needs. Core courses cover all the basics of leadership and business, including organizational behavior and communication, theory and practice, research, strategic thinking, and motivating change. The program also allows students to choose a specialization area or even to pursue a dual degree. Students must also complete an integrated Capstone Course in order to demonstrate their aptitude and comprehension of the degree material. Brandman University Website Brandman University, part of the Chapman University system, offers a graduate program in leadership that focuses on critical analysis, change management, collaboration, and ethics. A school truly committed to quality distance education, it was recently placed on U. Targeted to current business professionals, the curriculum allows current industry employees to hone their knowledge while learning how to be influential and effective leaders. Many graduates of the program have successfully entered the increasingly competitive workforce and found rewarding jobs as project, staff, and operations managers. The program accepts a diverse group of students in order to encourage individuals to gain the skills needed to succeed in an international business environment. The unique program focuses on topics as varied as information technology and service to others, melding the practical with the relational. Among other recognitions, NU has been praised for awarding a higher than average number of graduate degrees to minority students. All courses are held online and are accessible from any computer with access to the internet. Azusa Pacific University Website This 22 month long graduate program caters to working adults who already have some work experience under their belt. The school has committed itself to creating quality curricula, and since has earned nearly 20 separate general and program-specific accreditations, including one from the prestigious International Assembly for Collegiate Business Education. The school holds rankings from U. Students benefit from advanced training in decision making, conflict resolution, organizational change, human resource management, and leading multicultural organizations. The program is also broad enough to be beneficial to professionals in diverse career fields, including education, administration, sports, retail, philanthropy, and politics. Concordia University Wisconsin Website Concordia University at Wisconsin takes a unique approach to organizational leadership, emphasizing a Christian viewpoint in all classes. A General Management concentration is also available. The vast majority of students who completed surveys on College Prowler reported being very satisfied with CUW and the knowledgeable professors there.

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6: College of Education at Wilmington University

The school offers several educational leadership programs, including a Ph.D. in Education Leadership with three potential concentrations in leadership, policy and politics; or organization.

The superintendent is charged with working with all internal and external stakeholders to implement and execute core strategies that produce results across the school district. The superintendent sets the academic priorities of the school district and serves as the primary decision-maker and spokesperson for Minneapolis Public Schools. Chief of Academics and Accountability, Research and Equityâ€” Eric Moore The Chief of Academics and Accountability, Research and Equity oversees two departments responsible for ensuring that both academic and student supports are aligned to school needs, that equity is embedded in all academic divisional processes, and that identified district priorities including equity, literacy, Multi-tiered Systems of Support and Social and Emotional Learning are clearly articulated and monitored. The Chief provides MPS executives with decision-support through data analysis and interpretation and assures programs are in compliance with Federal, state, and local laws. Chief Financial Officer â€” Ibrahima Diop The chief financial officer leads the division of Finance, which is responsible for the overall fiscal management of the district. The chief provides leadership, direction and guidance in financial strategies and priorities. Some of the responsibilities covered in these departments are monies for student-generated revenue, legislative allocations, budget accountability, annual budget tie-out process, fiscal auditing as well as grants management. Chief Information Officer â€” Fadi Fadhil The chief information officer is responsible for the Information Technology strategy, computer systems, infrastructure, operations and deploying solutions that align with the district goals and objectives. Areas of focus include innovative use of technology to enhance, accelerate and transform student learning and academic achievement. Chief Operations Officer â€” Karen Devet The chief operating officer executes the operational priorities of the school district, providing leadership, direction and guidance in operational strategies. The chief serves as a liaison between the superintendent and elected officials, stakeholders and MPS families. General Counsel â€” Amy Moore The general counsel provides advice and counsel for the school board and MPS executive management on legal matters concerning the school district. The general counsel represents the school district in legal proceedings, litigation, court appearances, hearings and other disputes. The general counsel reports to the superintendent and school board. Associate Superintendent â€” Carla Steinbach The associate superintendent is responsible for creating and modeling a culture of high expectations and providing ongoing support and oversight to school building leaders. The associate superintendent works with school communities to create the necessary conditions that result in dramatic and accelerated student achievement, closing the achievement gap and improving overall school performance. Associate Superintendent â€” Ron Wagner The associate superintendent is responsible for creating and modeling a culture of high expectations and providing ongoing support and oversight to school building leaders. The Executive Director oversees the following academic areas: The Executive Director provides leadership, oversight, and accountability to the implementation of the English Learner and bilingual student education policies and programs and assures the consistent interpretation and application of Federal, State and MPS rules and regulations. Superintendent If the Minneapolis Public Schools website is difficult to see, hear, read or view, please contact the MPS Webmaster at accessibility mpl. Minneapolis, Minnesota Phone:

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7: Master of Science in Organizational Leadership | JHU School of Education

NAESP, National Association of Elementary School Principals (www.enganchecubano.com) NAEYC, National Association for the Education of Young Children (www.enganchecubano.com) NAFME, National Association for Music Education (www.enganchecubano.com).

EducationDynamics maintains business relationships with the schools it features. What Is Organizational Leadership? Organizational leadership is a style of management that aims to balance the needs of team members with the success of the whole. Organizational leadership theories are used to make strategic decisions to lead a company to success. Or work to create a positive office environment and empower the individual. By studying effective teamwork, developing empathy for others, and learning new strategies to make decisions, you might hone the skills you need to be a better team player. What is Risk Management? Risk management is a subset of organization leadership that focuses on identifying current and future risk to an organization. This then leads to the creation of strategies to manage these risks. These techniques may be useful in a variety of industries and at many levels of an organization. Risk managers might guide financial decisions, oversee accounting procedures, or be involved with legal departments, insurance, or governance. And those are only a few options. Risk management uses statistics, processes, and standards to make and guide decisions. As such, Risk Management Graduate Programs teach data analysis and assessment techniques. You could also explore frameworks for analysis, compliance, and general decision-making. Contact schools for a full course list. What Is an Organizational Leadership Degree? An Organizational Leadership degree may take a variety of approaches to topics such as HR, strategic decision-making, and the psychology of the workplace. Some might cover management in specific industries like healthcare, education, or non-profit organizations. Others may focus on certain roles, such as within a human resources department or as a project manager. However most do share a common goal: Example topics covered in organizational leadership courses may include the following. Conflict Management Conflict is an inescapable part of people working together. Here, you may study the psychology behind conflict and develop strategies to manage it in a healthy and effective way. Business Ethics Workplace leaders could be responsible for making decisions that guide the company as a whole. As such, leadership programs may examine ethics and business law to guide that process. Organizational Behavior You might be in charge of leading your team, but do you know why your teams members act the way they do? Organizational leadership courses might study the psychology behind how individuals and groups function. Courses may also look at strategies to encourage a productive workplace. Change Management Study how to guide your team through change, both large scale and small. You could explore theories, research, and processes to help teams adjust. Potential Additional Factors to Consider Of course, this list is not exhaustive. Your specific courses may vary, influenced by a variety of factors. This could include whether your program includes a specialization, the types of students it is designed for, your preference, and other details. Follow up with programs directly for more information. There is one important note to remember when choosing between organizational leadership graduate programs. Some may be designed to accommodate working professionals or otherwise emphasize professional experience. As such, you may find that some include a capstone requirement in place of a thesis. Depending on your goalsâ€”i. A variety of degree types might also be offered, potentially giving you plenty of choices. Here are some typical organizational leadership graduate programs. While programs vary by school, MBA programs tend to be more focused on business concepts. As with masters programs, DBA programs might focus more on being a leader in business contexts. However, some programs may offer alternate doctorate degree types, especially related to leadership roles within a specific field. Organizational Leadership Graduate Certificate Programs â€” Potentially offered at both masters and post-masters levels, many organizational leadership graduate certificate programs focus on leading in specific contexts. This could include data and infrastructure management, nonprofit management, risk management, and a variety of other focal points. Certificate programs might be a

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great choice for those looking to learn about a specific topic, in a shorter period of time. Remember, each program may vary from these descriptions, so make sure you follow up with any schools you might want to attend for more information. Do you learn better in a classroom? Or prefer the comfort of your home? Either way, programs could be available in a format to fit your needs. Organizational leadership graduate programs come in three main categories. Organizational Leadership Schools – Earn your degree with the support and resources of a graduate school campus! Some programs may offer flexible scheduling to accommodate your leadership on the job every day. Online Graduate Programs in Leadership – Need a more flexible solution to accommodate your busy schedule? Online organizational leadership programs may allow you to access your coursework from your own computer, when and where you need it. Hybrid Organizational Leadership Programs – Partially online or blended organizational leadership graduate programs could be a great option if you want to combine the convenience of online education with the resources and stability of a local graduate school experience.

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8: How Systems Thinking Applies to Education - Educational Leadership

ones, and the idea of a strong basic education system for all children will be lost in all but a rhetorical sense. It is also possible that public schools will find a way to incorporate the logic of standards-

Teacher leaders assume a wide range of roles to support school and student success. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers. So what are some of the leadership options available to teachers? Resource Provider Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools. Tinisha becomes a resource provider when she offers to help Carissa, a new staff member in her second career, set up her classroom. Tinisha gives Carissa extra copies of a number line for her students to use, signs to post on the wall that explain to students how to get help when the teacher is busy, and the grade-level language arts pacing guide. Instructional Specialist An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. With two English teachers serving as instructional specialists, the science teachers examine a number of lab reports together and identify strengths and weaknesses. Curriculum Specialist Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments. Tracy, the world studies team leader, works with the five language arts and five social studies teachers in her school. Using standards in English and social studies as their guides, the team members agree to increase the consistency in their classroom curriculums and administer common assessments. Tracy suggests that the team develop a common understanding of the standards and agrees to facilitate the development and analysis of common quarterly assessments. Classroom Supporter Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, coteaching, or observing and giving feedback. Yolanda agrees to plan and teach a lesson with Marcia that integrates several relevant strategies. Learning Facilitator Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Such communities of learning can break the norms of isolation present in many schools. The committee can then develop and implement a professional development plan on the basis of their findings. Mentor Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional. Ming is a successful teacher in her own 1st grade classroom, but she has not assumed a leadership role in the school. The principal asks her to mentor her new teammate, a brand-new teacher and a recent immigrant from the Philippines. Her role as a mentor will not only include helping her teammate negotiate the district, school, and classroom, but will also include acclimating her colleague to the community. Ming feels proud as she watches her teammate develop into an accomplished teacher. School Leader Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole. Joshua, staff sponsor of the student council, offers to help the principal engage students in the school improvement planning process. Joshua arranges a daylong meeting for 10 staff members and 10 students who represent various views of the school experience, from

nonattenders to grade-level presidents. Joshua works with the school improvement team facilitator to ensure that the activities planned for the meeting are appropriate for students so that students will actively participate.

Data Coach Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction. Carol, the 10th grade language arts team leader, facilitates a team of her colleagues as they look at the results of the most recent writing sample, a teacher-designed assessment given to all incoming 10th grade students. They then plan instruction on the basis of this data. Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning. In a faculty meeting, Larry expresses a concern that teachers may be treating some students differently from others. Students who come to him for extra assistance have shared their perspectives, and Larry wants teachers to know what students are saying. As his colleagues discuss reasons for low student achievement, Larry challenges them to explore data about the relationship between race and discipline referrals in the school. When teachers begin to point fingers at students, he encourages them to examine how they can change their instructional practices to improve student engagement and achievement.

Learner Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve. At every team or faculty meeting, she identifies something new that she is trying in her classroom. Her willingness to explore new strategies is infectious. Faculty and team meetings become a forum in which teachers learn from one another. Roles for All Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers. Teachers bringing out the best in teachers: A guide to peer consultation for administrators and teachers. What works in elementary schools: National Staff Development Council. Charting a course for professional learning. Classroom instruction that works. The 10 roles are described in more detail in *Taking the Lead*: Harrison, , Oxford, OH: Although the names have been changed, all examples are based on actual teachers we encountered in our research. Cindy Harrison crh instructimprove.

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9: Superintendent's Leadership Team: Roles and Responsibilities

Kenneth Leithwood is Professor of Educational Leadership and And by making the organization work a time of fully justified public impatience for school.

Adult education administration and leadership Administration and leadership in the educational governmental agencies, non-profits, and NGOs Who Might Pursue a Graduate Degree in Educational Leadership and Administration? Typically, professionals who already have experience in the field of education pursue a graduate degree in educational leadership and administration. Many of them have teaching certificates, and some may have experience working in educational administration, curriculum design, or advocacy. They may work in K education, collegiate education, adult education, or in administrative capacities at a school-based or central office. In most cases, they care deeply about education and its ability or inability to promote student success. Some may also hope to pursue licensure and earn an educational leadership degree to meet minimum requirements. There is no one type of student. Therefore a variety of educational leadership programs exist to meet many different needs. Educational leadership graduate degrees come in three primary levels: Each has their own requirements and goals. These are shorter, more concentrated programs, allowing students to focus their studies on a specific area. Many certificate programs prepare students to apply for school leadership and administration licensure. Depending on the program, they may help professionals become assistant principals, principals, or supervisors at schools or central offices. Most certificate programs require one to two years of full time study. Programs may focus on core topics in education leadership and administration, as well as a specific functional area. Examples include higher education, K settings, teacher leadership and student services. Core classes could touch on student learning and development; program curricula delivery and assessment, educational analysis with an emphasis on data, statistics, and research and educational access and opportunity with an emphasis on economics and diversity, for example. Electives and emphasis courses may then allow students to further tailor their program. In addition to classroom study, some masters in education leadership programs may have a research component. This could be especially important to those interested in going on to pursue a PhD or Ed. Others may end with a final capstone project. Students typically pursue a masters in educational leadership over the course of two to three years full time study, although 1 year masters of education programs do exist. Some masters in educational leadership programs are designed to prepare graduates for administrator or principal licensure. Licensure varies by state, so ensure programs of interest meet your states needs if this is important to you. Doctorate Degree in Educational Leadership and Administration Programs Many professionals in the field of education opt to pursue a doctorate degree EdD or PhD in educational leadership and administration. The doctorate in educational leadership program often delivers curricula more suitable for practical application. While doctorate programs commonly prepare students for leadership positions in K and collegiate education, PhD programs may prepare professionals to work as educators and researchers in colleges and universities. However, this is not always the case and ultimately, you should study each potential doctorate program carefully. In most cases, it takes anywhere from three to six years for students to earn their EdD or PhD in educational leadership and administration, depending on individual program and course load. However, we can give you a sense of how your curriculum might be arranged and what subjects you might study. Second, most programs will orient around a collective of core and elective credits. To conclude your program, you might have to take a comprehensive exam, complete an internship, or write a thesis or dissertation. Third, most educational leadership and administration programs cover subjects that prepare students to think about and take action in areas critical to educational success and reform. In any given program, you might cover the following topics. Theories of leadership and leadership styles Diversity in the classroom and institution Resource management Legal and ethical aspects of leadership and administration Data analysis and statistics Principalship and department, school, and district leadership Instructional leadership Methods of educational research quantitative and qualitative Philosophies

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of teaching and learning Curriculum, instruction, and assessment.

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Back from the deep U00c9mile Durkheim Kaplan PSAT 2003-2004 Clinical assessment : the patient interview and history Office overhead : you have to spend money to make money Intel, International Telephone Energy Conference Programming hbase oreilly Operas and musical comedies. Finding a place to belong: raising ideal children Rootless But Green are the Boulevard Trees To Mesopotamia and Kurdistan in Disguise Adjectives in english list The Story of Baby Jesus Lyndon Johnsons / Bickersteth family World War II diary Bangla science fiction books Dom from the known The new new thing My Name is Michele The Art of Banking Our land, our lives Wittgenstein: A Life What we talk about when we talk about fair use : conversations on writing pedagogy, new media, and copyri My best day : managing / Prophets of the better hope Does a dinosaur check your teeth? Learn spoken telugu through tamil Kidnapped and Catriona (Oxford Worlds Classics) Among animals and plants The everygirls guide to life B. Sin/grace not substantial Device design and process window analysis of a deep submicron CMOS VLSI technology Nook 7 inch tablet Europes new security vocation What Baptists believe Learning powershell 4.0 Feminist archaeology : what this all means (after all these years Janet D. Spector Need for the Bike Nick savoy magic bullets 2nd edition Essential ent