

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Conceptual Framework Principles

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

- 1. Candidates possess the necessary content knowledge to support and enhance student development and learning.**
- 2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates**

- incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
 4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

EDUCATIONAL LEADERSHIP CONSTITUENT COUNCIL (ELCC) STANDARDS

Standard 1: Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.

Standard 2: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.

Standard 3: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other

community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.

Standard 6: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.

Standard 7: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

ANTICIPATED COURSE OUTCOMES:

By the completion of this course, candidates will:

- ⇒ Understand the important role that groups play in the operation of schools and school districts. (SOE Principle #4, SOE Dispositions #1 & #2, ELCC Standards #3, #4, & #6)
- ⇒ Recognize the behavioral characteristics of both effective and ineffective work groups. (SOE Principle #4, SOE Dispositions #1 & #2, ELCC Standards #3, #4, & #6)
- ⇒ Learn the evolutionary stages in a work group's development and some strategies for facilitating each stage. (SOE Principle #4, SOE Dispositions #1 & #2, ELCC Standards #3, #4, & #6)
- ⇒ Understand that there are many different ways to develop an effective work group. (SOE Principle #4, SOE Dispositions #1 & #2, ELCC Standards #3, #4, & #6)
- ⇒ Identify some problems that typically plague groups and learn how to reduce their negative impact. (SOE Principle #4, SOE Dispositions #1 & #2, ELCC Standards #3, #4, & #6)
- ⇒ Analyze the relative advantages and disadvantages of a variety of group decision-making approaches. (SOE Principle #4, SOE Dispositions #1 & #2, ELCC Standards #3, #4, & #6)
- ⇒ Examine some important issues related to site-based management /shared decision-making. (SOE Principle #4, SOE Dispositions #1 & #2, ELCC Standards #3, #4, & #6)
- ⇒ Participate as a member of an operating work group and assess its overall effectiveness. (SOE Principle #4, SOE Dispositions #1 & #2, ELCC Standards #3, #4, & #6)

COURSE STANDARDS ADDRESSED:

**SOE PRINCIPLES #3 & #4
SOE DISPOSITIONS #1 & #2
ELCC STANDARDS #3, #4, & #6**

REQUIRED BLACKBOARD ASSIGNMENTS:

After each class, candidates are required to submit an e-mail reflection in which they discuss the implications of the ideas presented for their future actions as a school administrator. In addition, at the conclusion of the course, they will be expected to submit an individual assessment of the effectiveness of the work group to which they have been assigned.

Candidates also are required to submit a number of assignments throughout the course on Blackboard. The specific assignments are listed below:

ASSIGNMENT #1: By Midnight of Saturday, 3/03/09:

Select one work group within your school, such as the School Leadership Team, the School Improvement Committee, the Site Council, etc. The work group must make decisions that impact the entire school and must include the principal. Using Blackboard, describe the function of the group, the issues with which it deals, its composition, the types and frequency of its meetings, the way that it makes decisions, and the specific role of the principal in its operation. Then make five concrete suggestions for improving the group's overall effectiveness and give a rationale for each suggestion. (Minimum Length = 500 words)

ASSIGNMENT #2: By Midnight of Saturday, 3/07/09:

Interview a principal who works with groups that make decisions that impact the entire school. What does he/she see as the major advantages and disadvantages to working with these types of groups? What specific leadership skills does he/she feel are needed to work effectively with these groups? What concrete suggestions or advice would he/she give you to prepare yourself for working effectively with these groups? Using Blackboard, post the principal's responses to these interview questions and explain what you have learned or had reinforced by the interview. . (Minimum Length = 500 words)

ASSIGNMENT #3: By Midnight of Tuesday, 3/10/09:

After reading LEADERSHIP AT BLUE SKY, use Blackboard to make a case for each of the seven individuals being the leader of the Site Council. Then select the one individual member that you feel has demonstrated the greatest leadership within the group and explain why you have selected that particular individual over the other people on the Site Council. (Minimum Length = 500 words)

ASSIGNMENT #4: By Midnight of Saturday, 3/14/09:

After reading the three scenarios in **SCHOOL LEADERSHIP TEAMS: DEALING WITH DIFFICULT ISSUES**, use Blackboard to post a paragraph response regarding how you would deal with each situation. (Total of three paragraphs.) Be sure to provide a rationale explaining why you have decided to handle each situation in the way that you have. (Minimum Length = 500 words)

ASSIGNMENT #5: By Midnight of Wednesday, 3/18/09:

After reading **SOME HYPOTHETICAL SITUATIONS THAT A SCHOOL LEADERSHIP TEAM MIGHT FACE**, use Blackboard to explain what you think is the **BEST** way for a school leadership team to deal with each situation. Be sure to address all six of the scenarios. (Minimum Length = 500 words)

ASSIGNMENT #6: By Midnight of Tuesday, 3/24/09:

After reading **THE QUANDARY**, use Blackboard to post what you think Hattie should do now and explain in detail why you believe that is the appropriate response. Be sure to include in your explanation what you feel is the role of a representative that justifies the particular response that you have selected. (Minimum Length = 500 words)

ASSIGNMENT #7: By Midnight of Sunday, 3/29/09:

From the list below, select five terms or concepts. Using information found on the Internet, write and post on Blackboard a two paragraph response for each. The first of each two paragraph response should explain the term or concept **IN YOUR OWN WORDS**. (Be sure to list the specific URLs on which one can find the information that you use.) The second of each two paragraph response should discuss the implications of the term or concept for school leaders working with teams or decision-making groups. (Minimum Length = 200 words per concept -- 1,000 words total)

Possible Concepts:

Abilene Paradox	Action Research
Cognitive Dissonance	Cognitive Style
Concurrence-Seeking	Conflict of Interest
Egocentrism	Ethnocentrism
False Consensus Bias	Group Polarization
Hawthorne Effect	Inducibility
Kinesics	Lateral Thinking
Level of Aspiration	Non-Zero Sum Game
Occam's Razor	Probabilistic Thinking
Process Consultation	Proxemics
Pseudo-group	Referent Power
Role Conflict	Self-Fulfilling Prophecy
Triggering Event	The Observer Effect

ASSIGNMENT #8: By Midnight of Wednesday, 4/01//09:

From the list below, select five individuals who have made significant contributions in the area of Group Dynamics, Decision-Making, and Problem Solving. Using information found on the Internet, write and post on Blackboard a two paragraph response for each. The first of each two paragraph response should explain IN YOUR OWN WORDS the contribution that each individual has made. (Be sure to list the specific URLs on which one can find the information that you use.) The second of each two paragraph response should discuss the implications of the individual's contribution for school leaders working with problem solving teams or decision-making groups. (Minimum Length = 200 words per individual – 1,000 words total))

**Allport, Gordon
Argyris, Chris
Asch, Solomon
Bales, Robert F.
Baveles, Alex
Benne, Kenneth
Bennis, Warren
Blake, Robert R. and Mouton,
Jane
Chin, Robert
DeBono, Robert
Deming, W. Edwards
Deutsch, Morton
Festinger, Leon
Fiedler, Fred
Follet, Mary Parker**

**Gibb, Jack R.
Guetzkow, Harold
Halpin, Andrew
Harvey, Jerry
Mayo, Elton
Mintzberg, Henry
Moreno, Jacob
Myers, Isabel and Briggs,
Katheryn
Pareto, Vilfredo
Ringelmann, M
Roethlisberger, Felix J.
Rokeach, Milton
Schein, Edgar
Sherif, Muzafer
Vroom, Victor**

POLICY STATEMENT ON ACADEMIC INTEGRITY

University policy requires a statement on academic integrity in the course syllabus from the UNC Code of Student Conduct:

"The act of submitting work for evaluation or to meet a requirement is regarded as assurance that the work is the result of the student's own thought and study, produced without assistance, and stated in the student's own words, except as quotation marks, references, or footnotes acknowledge the use of other sources. Submissions of work used previously must first be approved by the instructor."

SPECIAL ACCOMMODATIONS

If you have a special need or handicapping condition (e.g., vision, hearing, etc.) or require other special consideration for learning in this class, please notify the instructor at the beginning of the course via e-mail or in person. In many cases, the University has resources that can be made available to assist you.

ATTENDANCE POLICY

Students are expected to attend and actively participate in each class session. In the event that a student needs to miss a class for a legitimate reason, he/she **MUST** fulfill three requirements: (A) submit an e-mail to the instructor indicating the reason for the absence as soon as feasible, (B) submit a post-class e-mail indicating that he/she has a detailed knowledge regarding what exactly transpired in the missed class (that information can be obtained by speaking with classmates who attended the class), and (C) submit a post-class email reflection focusing on the implications of the ideas presented for his/her future actions as an school administrator. All written assignments due on the date of the missed class must be submitted **NO LATER** than the day of that class, unless other arrangements have been made with the instructor. Special make-up assignments may be required due to multiple absences.

CLASS ACTIVITIES & ASSIGNMENTS

In addition to a variety of brief (10-20 minute) presentations by the instructor, class time will be devoted to the examination of important ideas contained in reading and preparation assignments, written case studies, structured individual reflections, and other relevant events drawn from the students' experiences, and working on a group project. Students are expected to attend and to actively participate in all class sessions.

EVALUATION OF STUDENT PERFORMANCE

I. BLACKBOARD ASSIGNMENTS (8 postings @ up to 20 points)	POINTS POSSIBLE =160
II. POST-CLASS E-MAIL REFLECTIONS (8 e-mails—one after each class @ 5 points)	POINTS POSSIBLE = 40
III. GROUP BRIEFING	POINTS POSSIBLE = 50
IV. INDIVIDUAL ASSESSMENT OF WORK GROUP EFFECTIVENESS	POINTS POSSIBLE = 60

FINAL COURSE GRADES

310 – 301 = H; 300 – 291 = P; 290 – 281 = L; 280 or Below = F

Students will not receive a grade higher than an “L” unless ALL written assignments have been submitted.

Grades will follow the Graduate School's definitions:

An “H” represents genuinely superior performance beyond what normally

- would be expected from most graduate students. (HIGH PASS)
- A “P” represents the quality of work normally expected of graduate students at this University. (PASS)
- A “L” represents an assessment that the quality of work examined is below expectations but passing. (LOW PASS)
- An “F” represents an assessment of doubt that the student can improve the quality of work to the point of successful completion of the degree program. (FAIL)

“Incompletes” will not convert to a grade higher than a “P” unless the student’s work justifies a higher grade and the incomplete has occurred because of documented illness.

COURSE OVERVIEW

CLASS #1: THE IMPORTANCE OF GROUPS TO THE WORK OF SCHOOL LEADERS AND THE CHARACTERISTICS OF EFFECTIVE WORK GROUPS

- Importance of Groups
- Definitions of a Group
- Work Groups and/or Teams – Similarities and Differences
- Different Types of Teams
- When Do Teams Make Sense ? When Don’t They ?
- Characteristics of Effective Work Groups
- Essential Needs of an Effective Work Group
- Major Barriers to Productive Work Groups

CLASS #2: THE FIVE DEVELOPMENTAL STAGES IN THE LIFE OF A WORK GROUP

- Forming
- Storming
- Norming
- Performing
- Adjourning
- Case Study of a Work Group in Action -- 12 Angry Men

CLASS #3: THE FORMING STAGE

- Getting Better Acquainted
- Identifying Individual Expectations
- Establishing Common Expectations
- Agreeing to Ground Rules
- Some Team Building Activities

CLASS #4: THE STORMING STAGE

- Hidden Agenda – Individual & Sub-Group
- Problem Behavior – Dominators, Non-Participants, Insensitive

**People, etc.
Problems of GroupThink**

- CLASS #5: THE NORMING STAGE**
Task-Maintenance Behaviors in Work Groups
Group Leadership Roles
Different Ways Groups Can Make Decisions & Pros/Cons of Each
Decision Grids
Consensus Decision-Making-Strengths & Limitations
Strategies for Dealing With a Decision Impasse
Mediation and the Role of the Mediator
Group Project Planning
- CLASS #6: THE PERFORMING STAGE**
Understanding Content vs. Process
Controlling vs. Facilitating Styles of Leadership
Setting Agenda & Allocating Time
Determining the Objectives of Meetings
Leading Meetings
Ensuring That All Have Their Say
Alternative Ways for Groups to Make Decisions
Recording Decisions
Following Through on Decisions That Have Been Made
Coping With Hitchhikers and Couch Potatoes
Assessing the On-Going Effectiveness of Meetings
Giving and Receiving Feedback
Alternative Strategies for Assessment
Four Box Analysis
- CLASS #7: THE ADJOURNING STAGE AND SITE-BASED
MANAGEMENT/SHARED DECISION-MAKING**
Taking Stock
Learning from Experience
Celebrating Contributions and Accomplishments
Benefits of S-BM/SD-M
Context of S-BM/SD-M
Sure-Fire Ways For S-BM/SD-M to Fail
Principal's Dilemmas vis-a-vis S-BM/SD-M
Role of a Representative of a Stakeholder Group in S-BM/SD-M
Making Decentralization Work – Education Week
Group Work
- CLASS #8: GROUP BRIEFINGS: ANALYZING SOME IMPORTANT ISSUES
FACING SCHOOLS TODAY**
Group Briefings
Course Evaluation

SCHEDULE OF CLASSES:

CLASS #1: February 28, 2009 -- SATURDAY (9:00AM-12:00PM)

**The Importance of Groups to the Work of School Leaders and The
Characteristics of Effective Work Groups**

CLASS #2: March 4, 2009 -- WEDNESDAY (4:00PM-7:00PM)

The Five Developmental Stages in the Life of a Work Group

CLASS #3: March 7, 2008 – SATURDAY (9:00AM-12:00PM)

The Forming Stage

CLASS #4: March 11, 2009 – WEDNESDAY (4:00PM-6:00PM)

The Storming Stage

CLASS #5: March 14, 2009 – SATURDAY (9:00AM-11:00AM)

The Norming Stage

CLASS #6: March 21, 2009 – SATURDAY (9:00AM-12:00PM)

The Performing Stage

CLASS #7: March 25, 2009 – WEDNESDAY (4:00PM-7:00PM)

**The Adjourning Stage and Site-Based Management/Shared Decision-
Making**

CLASS #8: March 28, 2009 – SATURDAY (9:00AM-12:00PM)

Group Briefings

FACE-TO-FACE CLASSES AND ON-LINE ACTIVITIES:

This course will consist of EIGHT classes or 22 hours of Face-to-Face contact and a minimum of another 23 hours of On-Line activities. Students are required to use BLACKBOARD to communicate with members of their assigned Work Group to facilitate both consistency of access and instructor monitoring. Additional small group meetings may be scheduled by the members of the various assigned Work Groups at their option.

SUGGESTED TEXTBOOK: *Joining Together: Group Theory and Group Skills, 10th Edition.* David W. Johnson and Frank P. Johnson. Upper Saddle River, NJ: Pearson Education, Inc., 2009.