

# COURSE SYLLABUS COVER SHEET

Lewis & Clark College  
Graduate School of Education and Counseling

## Leading Difficult & Underperforming People to Excellence

<b>Course Number</b>	<u>EDAD 532-01</u>
<b>Term</b>	<u>Spring 2020</u>
<b>Department</b>	<u>Educational Leadership</u>
<b>Faculty Name</b>	<u>Susan Rodriguez and Kenneth Struckmeier</u>

### Catalogue Description:

The course is designed to provide practicing school administrators with knowledge, skills and support to work with adults from diverse and multicultural backgrounds, primarily teachers, whose performance is not acceptable. The course is not a clinical supervision course. Students will continue to develop administrative awareness of personal attitudes and beliefs about competence and success of teachers based on gender, ethnic background and social class. Course topics include effective hiring and retention practices, diagnosis of causes for unacceptable teacher performance, objective documentation of teacher performance, the legal basis for supervising and evaluating teachers, review of and familiarization with district evaluation documents, analysis of personal leadership approaches and behaviors, assessing teacher competence and potential for growth, and finally, discussion of relevant technology which supports effective supervision.

### GSEC Guiding Principles & TSPC Continuing Administrator Standards Addressed in Course:

GSEC GP (6) Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.

*Class meeting(s) or assignment(s) addressing this standard: Class meetings # 1-4*

TSPC OAR 584-018-0205 (2) Instructional Improvement: leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

*Class meeting(s) or assignment(s) addressing this standard: Class meetings 1-4*

TSPC OAR 584-018-0205 (3) Effective Management: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

*Class meeting(s) or assignment(s) addressing this standard: Class meetings 1-4*

## **EDAD 532 Leading Difficult & Underperforming People to Excellence**

Semester: Spring

Credit: 2 semester hours

Dates: January 18, 2020

February 22, 2020

March 14, 2020

April 18, 2020

Time: 1:00-4:00 PM

Location: York 117

Instructors: Susan Rodriguez and Ken Struckmeier

### Course Goals and Objectives:

1. To identify the components of an effective approach to staff supervision and evaluation (licensed and classified) , meeting the needs of diverse staff and reducing marginal performance.
2. To investigate strategies of performance support and workplace culture which impact administrators' efforts to improve staff performance.
3. To understand and implement interpersonal leadership skills required to motivate and support staff to improve.
4. To examine hiring practices and explore procedures likely to lead to selection of highly competent teachers and staff.
5. To increase the ability to diagnose causes for marginal performance and identify appropriate remedies.
6. To continue developing skills to objectively document staff performance.
7. To develop a network of peers for support during future personnel challenges.

### Required Textbook/Materials:

- N/A (will be provided by professors)

## Course Syllabus

### January 18, 2020

- Class Norms and Agreement
- Course Overview/Purpose
- Program of Assistance Pre-Assessment
- Cultural Autobiography
- Impact of Building Relationships
- Article: 10 Steps to Addressing Underperformance by Jimmy Casas
- Building Trust and Due Process
- TED Talk: Benjamin Zander
- Assignments Offline
- Exit Ticket

### **Assignments due by February 22, 2020 (Bring all items to class):**

- Come with a professional dilemma to share.
- Bring your completed Pre-Assessment (handed out on January 18).
- Article: [Elevating Relationships](#) Read and write a short reflection to share.
- Article: [10 Steps](#) Read and write a short reflection to share.
- Watch [TED Talk](#) and write a reflection answering these questions:
  - What are some negative narratives we confront about education?
  - What are some positive universals about education?
  - How can leaders have vision “like the bird that flies over the fields and doesn’t see the fences”?
  - What does it mean to an educational leader to have their “players’ eyes shining”?
- Bring a sample POA and be ready to share verbally about processes from your current district
- Bring copies of or have access to the following (electronic or paper):
  1. Licensed Collective Bargaining Agreement
  2. Classified Collective Bargaining Agreement
  3. Licensed Evaluation Tool
  4. Classified Evaluation Tool

### February 22, 2020

- Review Class Norms & Agreements
- Check in - Turn in Pre-Assessments
- Guest Speaker: Dr. Perla Rodriguez, Principal Forest Grove
- Hiring and Retention: Two Sides of the Same Coin
- Diversifying the Workforce
- CFG Protocol: Share out on POA Samples & Bargaining Agreements
- Dilemma Share and Feedback: Helping Trios Protocol
- Effective POA Framework Sample
- Explain Final Project: POA
- Equity Audit for Leaders: Assignment due April 18
- Exit Ticket

**Assignments due by March 14, 2020:**

- Written reflection to [TED Talk](#)
- Article: [The Neuroscience of Trust](#). Read and write a reflection to share
- Supports & Concerns information gathering and documentation

**March 14, 2020**

- Check in
- Taskstream overview
- Article: [How to Avoid Hiring a Toxic Employee](#)
- Deconstructing Difficult Conversations
- Guest Panel: Voices from the Field
- Documentation: Best practices
- Explain Assignment: Reflective Essay
- Exit Ticket

**Assignments Due by April 18, 2020:**

- Written response to [Drive Animation](#)
- Equity Audit for Leaders
- POA -[Bring to class on April 18, 2020](#)

**April 18, 2020**

- Check in
- Presentations on Draft POA
- Equity Audit Sharing Protocol
- Guest Speaker: Brian Hungerford, Legal Counsel for Schools
- Q&A session with feedback
- Exit Ticket

**Phone Support with Professors April 11 1:00-3:00, April 25 1:00-3:00**

**Assignments Due by April 27, 2020 at 4:00 P.M.**

- Final Project: Write a POA on Employee (X) including any supporting documents
- Reflective Essay: 4-6 pages reflecting on the themes presented in the class, how they relate to your current professional role and environment, ways you will change your practice as a result of new learning in this class
- Equity Audit: Create an Equity Audit for Leaders that encompasses Hiring, School Culture, Supervision and Retention of Staff

**Key Assessment:**

- Written response to 2 prompts
- In class participation and engagement
- Final Project
- Reflective Essay

Disability Services Statement: *If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*







