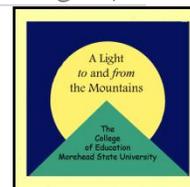




Morehead State University
College of Education
Department of Foundational and Graduate Studies



EDD 801 Principles of Leadership: Service to Others
Course Syllabus
 3 Credit Hours

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“Community Engagement: A Light to and From the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Course Description

EDD 801 Principles of Leadership: Service to Others (3-0-3) On Demand *Pre-requisite: Admission to the Educational Leadership Ed.D. program.* This course is designed to introduce candidates to the study and application of servant leadership, including concepts and tools that allow the serving leader to empower and equip all stakeholders of the organization. The content includes what role self-leadership plays in effectively leading others, and how personal core values and ethical modeling drives the guiding principles of the organization, thus growing capacity, health, and the freedom to be innovative.

Course Requirements:

You will be required to have access to a computer that meets the Distance Learning Office BlackBoard technical requirements (<http://www.morehead-st.edu/units/distance/bbtech.shtml>).

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes

The following outcomes have been established for this course. These outcomes are consistent with the Educational Leadership Policy Standards (ISLLC).

Student Learning Outcomes	Standards	Assessment
Candidates will identify effective leadership strategies that enable them to become advocates for all learners, especially those who are often ignored.	ISLLC-2	Definition of Effective Leadership (A-1)
Candidates will explore and apply the principles and practices of servant leadership in serving the organization	ISLLC-2, 4, 5	Servant leadership in action (A-2, A-7)
Candidates will compare and contrast the principles of servant leadership with other models of leadership in identifying statesmanship skills that serve the larger system and society	ISLLC-3, 4, 5, 6	Servant leadership in action (A-2)
Candidates will empower and equip others to allow them to work to the best of their ability in an environment of innovation, creativity, and freedom	ISLLC-1, 2, 3	Organizational improvement plan (A-3)
Candidates will develop skills to create an atmosphere of warmth and trust in the school culture and environment	ISLLC-1, 2, 4	Organizational improvement plan (A-3)
Candidates will develop leadership skills that identify and maintain core values in which everyone associated with the organization feels valued	ISLLC-1, 2, 3	Core values; Exit interviews (A-4, A-8)
Candidates will empower and equip others to allow them to work to the best of their ability in an environment of innovation, creativity, and freedom	ISLLC-1, 2, 3	Emotional Intelligence and self-leadership (A-3, A-5)
Candidates will model and protect principles of ethics and integrity in serving the organization and its stakeholders, thus protecting all clients and partners from the toxic culture of careless leadership and the oppression that results	ISLLC-4, 5, 6	Organizational health; mentoring & empowerment (A-3, A-6)

Program: EdD		Course: Principals of Leadership			
	Standards			KERA/KDE Initiatives	EPSB Themes
Aligned with →					
Assessment ↘ (point values)	ISLLC ¹	NCATE ²	TSSA ³	Learner Goals based on Academic Expectations; Program of Studies Core Content; Standards and Indicators for School Improvement (SISI); MUNIS & KTIP; SBDM, Special ED law and ARC	Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity); Technology Literacy Education; School Safety Education
(A – 1) Weeks 1-2 Definition of Effective Leadership	1, 2, 4, 6	1e, 1f, 3b, 4a	1, 6	SISI, SBDM	Diversity
(A – 2) Weeks 3-4 Leadership Styles	4,5, 6	4a		SISI, SBDM	Diversity
(A – 3) Weeks 5-6 Organizational Health	2, 4	1e, 1f, 1g, 4a		SISI, SBDM	Diversity, School Safety
(A – 4) Weeks 7-8 Core Values	1, 2, 3, 4, 5, 6	1e, 1f, 1g, 3a, 4a	2, 4, 6	Learner Goals, SISI, Special Ed	Diversity
(A – 5) Weeks 9-10 Emotional Intelligence and Self-Leadership	4, 5, 6	4a		SISI, Special Ed	Diversity
(A – 6) Weeks 11-12 Mentoring and Empowerment	2, 3, 5	4a	4, 6	SISI	Diversity
(A – 7) Weeks 13-14 Servant-Driven Organizations	1, 2, 6	1e, 1f, 3a, 3b, 4a, 4c		SISI, Special Ed, SBDM	Diversity, School Safety
(A – 8) Weeks 15-16 Exit Interviews	1, 2, 3, 4, 5, 6	1e, 1f, 3a, 3b, 4a	1, 6	SISI, Special Ed, SBDM	Diversity, School Safety
(A-9) Critical Performance	1, 2, 3, 4, 5, 6	1e, 1f, 3a, 3b, 4a, 4c	1, 6	SISI, Special Ed, SBDM	Diversity, School Safety

Course Texts:

- American Psychological Association (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC. ISBN 978-1433805615
- Barnett, D., Christian, C., Hughes, R., Wallace, R. (in press). *Privileged thinking in today's schools: The implications for social justice*. Lanham, MD. Rowman & Littlefield Education.
- Blanchard, K. (2007). *Leading at a higher level*. Upper Saddle River, New Jersey: Prentice Hall.
- Jossey-Bass (2007). *The Jossey-Bass reader on educational leadership* (2nd. ed.). San Francisco, CA. Jossey-Bass. ISBN: 978-0-7879-8400-7
- Selection of required online readings/viewing of resources listed on Blackboard.

Attendance:

This course is offered both online and as a hybrid course where participants will be active in a variety of learning environments. Participants are expected to contribute to all activities that occur. All class assignments are due on the date assigned in class. **Unexcused late assignments reflect poorly on the student. Assignments more than three days late will not be accepted.**

Plagiarism and Academic Dishonesty:

Due to the nature of this class, it is acceptable to reference web-based materials (i.e. lesson plans, activities, etc.) as a resource for generating ideas, but any materials used regardless of where they are obtained should be cited appropriately (i.e. APA format, MLA format, etc.). **You are not allowed to use or simply modify someone else's work.** You must give the appropriate credit for the works you reference in class. If you are found to be guilty of plagiarism, the guidelines for academic dishonesty in the student handbook will be followed and a consequence of automatic failure of the assignment, exam, or class could occur at the instructor's discretion.

Grading Criteria:

All submitted work will be evaluated with a guiding question, "Does the candidate's work reflect a comprehensive understanding of the content and concepts being discussed?" Criteria that will guide the evaluation includes overall design, writing proficiency, and application of content to real-life situations. Candidate evaluations are based on Blackboard discussions, projects, participation, promptness, and attendance at face to face sessions. Evaluations are divided into three categories: (1) Exceeds expectations, (2) Meets expectations, (3) Does not meet expectations. A general definition of these levels of evaluations include:

Exceeds expectations: The work is compelling and includes information that not only reflects a thorough and complete understanding of the concepts, but provides insight and analysis that exceeds what the assignment required.

Meets expectations: The work is compelling and includes all aspects required in the assignment.

Does not meet expectations: The work is unconvincing, weak, perhaps disjointed, and fails to meet all the components of the assignment.

Candidates whose semester's work that consistently exceeded expectations will earn an "A" in the course. This does not mean that ALL work must be evaluated to exceed expectations in order to earn an "A". Rather, when viewed holistically, the preponderance of the candidate's semester work reflected a knowledge, understanding, and skill that exceeded expectations.

Candidates whose semester's work most often met expectations will earn a "B". Candidates in this category completed all assignments and their work reflected a general understanding of course content. While some assignments may have exceeded expectations and one or two assignments failed to meet expectations, generally the candidate's work met expectations.

Candidates whose work consistently failed to meet expectations will earn a "C". Candidates in this category will receive on-going support and guidance in order to identify improvement strategies. A grade of "C" in the doctoral program results in no credit for the course.

Assignment point system can be viewed on Blackboard in 'Gradebook'.

1350—1500: A

1200—1350: B

1199 and below: C

Course Activities & Related Assessment Procedures

Week 1 (August 22 – August 27)

Discussion Board

- 1) The journey begins!
- 2) Your time management plan

Week 2 (August 29 – September 3)

Discussion Board – Extending our thinking

DEFINITION OF EFFECTIVE LEADERSHIP (A-1)

Guiding questions

- 1) What defines an effective leader?
- 2) How does the leader affect and influence others and the vision of the organization as a whole?
- 3) How does the leader advocate for the silent, ignored, oppressed, or those who cannot

Speak up for themselves?

Objectives and Goals

- 1) Candidates will be able to contrast characteristics of effective and ineffective leadership.
- 2) Candidates will compare and contrast leadership strategies employed in a variety of settings and describe their appropriateness and impact (i.e. situational leadership).
- 3) Candidates will be able to describe their own professional vision and defend it in light of its impact on the organization and its clients (e.g., students). This description must include recognition of traditionally marginalized groups and the impact that vision has on these groups.

Pre-lesson Assignment

- 1) Candidates will read *The Jossey-Bass Reader on Educational Leadership* chapters 1, 2, 20, & 21
- 2) Candidates will draft their own professional vision and describe how it has affected past, present, and planned events. The vision must include a timeline showing a progression towards realization of their vision.

Assignment – Leadership in Action

Candidates will identify a minimum of seven leadership principles either from the pre-lesson assignment or from other sources they have selected. (Examples of leadership principles include: Set the example, Seek responsibility and take responsibility for your actions, Take the harder right over the easier wrong.) Using these principles, candidates will identify three leaders (local, regional, national, or global) who display these principles, and consider how these principles are reflected in the leader's work. Candidates MUST choose at least two leaders from traditionally marginalized groups (e.g., women, minorities, English language learners). Candidates write a summary of findings (approximately 3-5 pages) for this activity and submit on Blackboard in your small group.

Week 3 (September 5 – 10)

Discussion Board – Personal Experiences

Week 4 (September 12 - 17)

LEADERSHIP STYLES (A – 2)

Guiding questions

- 1) What is servant leadership?
- 2) How do various leaders integrate service to others into their natural management tendencies?
- 3) Do some leaders not utilize the philosophy of servant leadership? Why not? What philosophies of leadership do others embrace?

Objectives and Goals

- 1) Candidates will be able to describe strengths found within servant leadership.
- 2) Candidates will assess the effectiveness of a number of servant leaders (e.g., Jesus, Mother Teresa, Gandhi)

Pre-lesson Assignment

Candidates will read *The Jossey-Bass Reader on Educational Leadership* chapters 6, 7, & 9 and *Leading at a Higher Level* by Ken Blanchard – Chapter 12 *Strategies for Leading Change* (available on Blackboard). They will then identify components in their own organization that need change and develop strategies to address those changes.

Assignment

Candidates will identify when the term *servant leadership* first entered the literature, speculate as to why it appeared in the literature, and compare and contrast their definition with that of three current practitioners (e.g., superintendents, technology specialists, principals) they interview. Further, candidates will identify at least two historical leaders that embraced servant leadership and will provide examples from the identified leaders' lives that reflect servant leadership. The historical leaders selected must have at least two demographics different from the candidate. For example, a middle-class, heterogeneous, English-speaking, African-American female could choose a poor, ESL, African-American female. Each candidate will include evidence of how the leader's demographics influenced his or her decision-making and actions. Use the questions in Blackboard to debate the merits of servant leadership, ensuring that you use real-life examples in support of your comments.

Week 5 (September 19 – 24)

Discussion Board – Self-assessment of the organization

Week 6 (September 26 – October 1)

ORGANIZATIONAL HEALTH (A-3)

Guiding questions

- 1) What gaps or patterns are common in organizational meltdown or dysfunction?
- 2) How do leadership "habits" impact such toxic culture?
- 3) How would servant leadership and integrity-driven principles prevent these careless tendencies from overtaking an organization or 'system'?
- 4) How does statesmanship differ from leadership?

Objectives and Goals

- 1) Candidates will identify evidence of organizational health, the early stages of dysfunction, and 'look fors' indicating that the organization is headed towards dysfunction.
- 2) Candidates will create an action plan that will help lead their organization from 'good to great'.
- 3) Candidates will identify habits and actions taken by leaders that create unrest, weakness, and futility in the organization.

- 4) Candidates will be able to distinguish the characteristics of leadership and statesmanship and predict how the characteristics impact the health of the organization. How do statesmen include those who traditionally have found themselves to be invisible or ignored?

Pre-lesson Assignment

Candidates will complete an analysis of the organization in which they work. They will describe its culture, use of resources, vision, mission, successes, and failures. Candidates will read *The Jossey-Bass Reader on Educational Leadership* chapter 15.

Assignment

Candidates will evaluate an improvement plan that has been developed and implemented for their organization. The analysis of the plan must include data that reflects the impact of the improvement plan. The analysis is presented to members of their small group with feedback from the group members.

Week 7 (October 3 – October 8)

No assignments this week. REST AND RENEWAL!!!

Week 8 (October 10 – October 15)

CORE VALUES (A – 4)

Guiding questions

- 1) What is a core value?
- 2) How does it shape an individual or organization?
- 3) What are ethical responsibilities in serving as an educator?

Objectives and Goals

- 1) Candidates will identify at least five personal core values (“non-negotiables”) and five organizational (corporate) core values and describe how personal values and corporate values influence one another.
- 2) Candidates will analyze how the skills of leaders representing traditionally marginalized groups align and contrast with their own leadership skills.
- 3) Candidates will identify at least three leaders whose leadership style seems to align and at least three leaders whose leadership style seems to contrast with their previously identified personal or organizational values. Candidates then will analyze each identified leadership style and describe its applicability to meeting organizational goals.
- 4) Candidates will be able to defend their personal/organizational core values and describe how they are superior to values not identified as core
- 5) Candidates will be able to identify ethical and unethical practices in their current or former place of work.

Pre-lesson Assignment

Candidates will read the first eight chapters of *Privileged Thinking in Schools: Implications for Social Justice*.

Select at least three individuals from the following list to research in order to be able to answer the questions shown below. You must provide at least 3 references for each candidate.

Susan B. Anthony	Barack Obama	Margaret Thatcher
Indira Gandhi	Rosa Parks	Clarence Thomas
Martin Luther King, Jr.	Colin Powell	Tatanka Iyotaka
Nelson Mandela	Condoleezza Rice	Tecumseh
Golda Meir	Mother Teresa	Harriet Tubman

Be prepared to discuss the following for each individual:

- 1) With which of the individual's values and attributes do you identify? Why? How might you incorporate those values into your own life?
- 2) With which values or attributes do you disagree or with which you identify the least? (None is not an acceptable answer.)
- 3) What life events helped develop the individual's values?
- 4) What changes would be made in your organization if the selected individuals were selected to lead your organization? On what grounds do you base your answer? Give specific examples

Assignment

Using the readings in *Privileged Thinking*, their previously completed research on selected leaders, and the class discussion candidates will develop a presentation (e.g., PowerPoint, podcast, etc.) that describes their core values providing evidence of how these core values help move the organization towards achieving its goals. Candidates must be careful to provide links between vision, mission, goals, structure, and short term and long term strategic planning. Presentations should include models and graphics that help the viewer to make these connections. Presentations will be submitted in Blackboard (in small group).

Week 9 (October 17 – 22)

Begin the discussion on emotional intelligence with a focus on principal burnout and the impact emotional intelligence has on the culture of an organization. Additional material will be provided via Blackboard.

Week 10 (October 24 – October 29)**EMOTIONAL INTELLIGENCE AND SELF-LEADERSHIP (A – 5)****Guiding questions**

- 1) What is emotional intelligence?
- 2) What is self-leadership?
- 3) How does self-assessment and self-management directly relate to the health of the organization?

Objectives and Goals

- 1) Candidates will understand and be able to apply key components of emotional intelligence in their decision-making and leadership strategies.
- 2) Candidates will fully implement the EI components that are their strengths and find strategies to improve their lowest 2 key components.

Pre-lesson Assignment

Candidates will go to

<http://www.myskillsprofile.com/tests/eiq16?gclid=CLqtkOTOWalCFRYaswodABmJRg> and complete the Emotional Intelligence Questionnaire (EIQ16). Candidates will analyze their personal EIQ16 profile and provide evidence in support of and evidence that disputes the report's findings.

Assignment

Candidates will survey the literature on EI and self-leadership. Using the personal profile, candidates will develop a three year personal leadership plan that includes goals, professional development needed, literature to be read, accountability checkpoints, and how this plan will be utilized in their personal life and in leading and building capacity in their organization.

Week 11 (November 31 – November 5)

Discussion Board - Organizational Plans

Week 12 (November 7 – 12)

MENTORING AND EMPOWERMENT (A – 6)

Guiding questions

- 1) Why is mentoring and coaching important to professional development?
- 2) Why is empowerment and equipping at the heart of the servant leadership model?
- 3) Why do teams of adults working together also need to be mentored and coached toward effectiveness and trusting, authentic decision-making?

Objectives and Goals

- 1) Candidates will be able to evaluate mentoring and coaching strategies, selecting and applying these strategies based on those they hope to mentor.
- 2) Candidates will be able to predict organizational behavior based on empowering employees in the organization. They will also be able to link empowerment components to servant leadership.

3) Candidates will be able to create an organizational structure that provides for building trust.

Pre-lesson Assignment

Candidates will evaluate their own organization and identify what patterns of behavior build or interfere with a culture of trust. The evaluation must include specific details and events related to trust and an analysis of how they reacted to the events. They must include a description of the behaviors of their mentors (or those they respect) as well as behaviors and practices they exhibit with those they hope to mentor or influence. Finally, candidates must choose a leader of either a different sex or race than him or herself and be prepared to discuss how this person mentored and/or influenced others.

Assignment

Candidates will interview a school leader who is considered a master mentor, and then meet a minimum of three times (about an hour for each visit) with a new school leader who is eager for one to one mentoring assistance. At least one of these school leaders must represent a traditionally marginalized group. Candidates will keep a journal of these mentoring experiences, and report to colleagues in the class their reflections and “lessons learned”. A brief summary (3 – 5 pages) of these experiences will be submitted to Blackboard (in small group).

An on-going expectation of this program, candidates will develop relationships with at least 3 individuals with whom they can play a mentoring role. At least one of these individuals should be someone ‘unlike’ them. Periodic journal entries should describe these mentoring relationships and how each (the mentor/mentee) has influenced the other.

Week 13 (November 14 – 19)

Discussion Board

- 1) John Maxwell (PowerPoint, available on Blackboard)
- 2) *Privileged Thinking* (chapters 9 through 17)

Week 14 (November 21 – 26)

Happy Thanksgiving – No assignments

Week 15 (November 28 – December 3)

SERVANT-DRIVEN ORGANIZATIONS (A – 7)

Guiding questions

- 1) What does this model look like in real life?
- 2) What types of effective adult teams are in place (both staff and volunteer)?
- 3) What is the common theme of those who are a part of this school community?

Objectives and Goals

- 1) Candidates will be able to compare servant-driven organizations with those whose leaders do not embrace the servant-driven model.
- 2) Candidates will be able to describe the characteristics of the adults who work in a servant-driven organization and provide strategies of how these strategies might be developed among the employees and those they serve (e.g., students).

Pre-lesson Assignment

- 1) Candidates will research servant-driven organizations and provide a critic of its effectiveness and ineffectiveness.
- 2) Two well-known examples of servant leaders include Mother Teresa (Research Missionaries of Charities) and Martin Luther King, Jr. (civil rights movement) and be prepared to discuss how these two individuals used the servant-leader model to change the world.

Assignment

Candidates will visit a school in a district outside their home region that fosters a climate of creativity, innovation, and rich diversity, and that has a history of student-centered effectiveness and staff engaged in professional learning communities. Analyze the culture of the school. This can be accomplished by looking at the results of an already-completed cultural audit, completion of a new cultural audit, or with other data that may be available. The analysis must include a description of how ALL members of the school and the students they serve are valued and included, especially those groups that have historically been silent or ignored. *A SWOT analysis is fine for this project. Share the school's formula for success in a presentation (PowerPoint, podcast, video, PR material for the school that you create, etc.). Do not be afraid to be creative. After reviewing your presentation, the viewer should have a clear concept of the culture of the school, district, or organization. Presentations will be submitted in Blackboard (small group).

Week 16 (December 5 – 10)

EXIT INTERVIEWS (A – 8)

Guiding questions

- 1) What do the customers experience in the daily culture of the organization?
- 2) Are double standards, "pecking orders", bullying/harassment, or privileged thinking prevalent in this school?
- 3) What other healthy "habits" or gaps does this data expose?

Objectives and Goals

- 1) Candidates will be able to HEAR (not just listen to) students and others in the organization and use this information to improve the organization, ensuring that the organization has an inclusive culture.
- 2) Candidates will be an advocate for those in the organization who have been bullied, harassed, or victims of privileged thinking. This will include a description of actions taken in order to be an advocate.

Pre-lesson Assignment

- 1) Candidates read the last portion of *Privileged Thinking in Today's Schools—The Implications for Social Justice* and be prepared to discuss each case.
- 2) Candidates will reflect on their time in school (either when they were a student or on more recent events) and describe how privileged thinking was a part of their experience.

Assignment

Candidates will create an exit interview survey, to be given to a classroom of students who are exiting elementary, middle school, or high school. This survey should be designed to gather client perception data regarding the leadership, relational health, and organizational health of their school. The survey should be used to gather information at the end of the 2010-2011 academic year. The survey will be submitted in Blackboard (small group). Once the survey is conducted, the results are to be evaluated and used to predict the health of the organization. If concerns are noted, strategies for eliminating those concerns are to be included. If no concerns are found, strategies that may be employed in similar organizations are to be outlined for use by leaders in those other similar organizations. Note: The survey analysis is to be submitted no later than July 1, 2011.

Critical Performance A-9 – DUE DECEMBER 15 (BY NOON)

Candidates, working in teams of two or three, and using comprehensive research, data, and other resources discovered and reviewed as part of this course, will develop group 'capstones' of how they would go about creating a 'boundaryless' organization utilizing the servant leadership model. These projects can be in the form of a scholarly paper (approximately 20 pages, APA style), with the final draft submitted to a state, regional, or national education journal for possible publication. Or, they can take on another style of presentation. With whatever format, they need to be posted on Blackboard in small group. Team plans should include how they would empower and equip ALL stakeholders representing ALL demographics including:

Students	Teachers	Other staff
Parents	Community partners	District office colleagues

While this is a team project, each member of the team should submit the final draft of their work in Blackboard, Assignments.

Resources

Arbinger Institute. (2000). *Leadership and self-deception*. San Francisco: Berrett-Koehler.

Bakke, D.W. (2005). *Joy at work*. Seattle, WA: PVG.

Blanchard, K. (2007). *Leading at a higher level*. Upper Saddle River, NJ: Prentice Hall.

Bolman, L. & Deal, T. (1995). *Leading with soul*. San Francisco, CA: Jossey-Bass.

Buckingham, M., & Clifton, D. (2001). *Now, discover your strengths*. New York: The Free Press.

- Callahan, D. (2004). *The cheating culture*. Orlando, FL: Harcourt, Inc.
- Ciulla, J. (1998). *Ethics—The heart of leadership*. Westport, CT: Praeger.
- Covey, S. (2004). *The Eighth Habit*. New York: Free Press.
- Crippen, C. (2005). The democratic school: First to serve, then to lead. *Canadian Journal of Educational Administration and Policy*, (47). Retrieved from https://www.umanitoba.ca/publications/cjeap/pdf_files/crippen.pdf.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Goleman, D., Boyatzis, R. & McKee, A. (2002). *Primal Leadership*. Boston, MA: Harvard Business School Press.
- Greenleaf, R. (1977). *Servant leadership*. Mahwah, NJ: Paulist Press.
- Irving, J. (2005). *Servant leadership and the effectiveness of teams*. (Doctoral dissertation). Retrieved from http://www.bethel.edu/~irvjus/PDF/Irving,Justin-RegentUniversity_final.pdf.
- Maxwell, J. (2008). *Leadership gold*. Nashville, TN: Thomas Nelson.
- Nabb, L., Armstrong, K. (2005). *An adult education critique of HRD: A case study of training for atrocities in German-occupied Europe, 2nd ed.* Chicago, IL. Discovery Association Publishing House.
- O'Neil, J. (2004). *The paradox of success*. New York: Penguin Group.
- O'Toole, J. (1996). *Leading change*. New York: Ballantine Books.
- Palmer, P. (2007). *The courage to teach*. San Francisco, CA: John Wiley & Sons.
- Pfeffer, J. (1998). *The human equation*. Boston, MA: Harvard Business School Press.
- Reeves, D. (2009). *Assessing educational leaders: Evaluating performance for improved individual and organizational results*. Thousand Oaks, CA: Corwin Press.
- Sergiovanni, T. (2005). *Strengthening the heartbeat*. San Francisco, CA: Jossey-Bass.
- Serrant, O. (2009). Exercising servant leadership. *Knowledge Solutions*. Retrieved from <http://www.adb.org/documents/information/knowledge-solutions/exercising-servant-leadership.pdf>.
- Wallace, R. (2009). *The servant leader and high school change—More lessons from principal to principal*. Lanham, MD: Rowman & Littlefield Education.

ISLLC Standards:**Standard One**

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A.** Collaboratively develop and implement a shared vision and mission
- B.** Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C.** Create and implement plans to achieve goals
- D.** Promote continuous and sustainable improvement
- E.** Monitor and evaluate progress and revise plans

Standard Two

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A.** Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B.** Create a comprehensive, rigorous, and coherent curricular program
- C.** Create a personalized and motivating learning environment for students
- D.** Supervise instruction
- E.** Develop assessment and accountability systems to monitor student progress
- F.** Develop the instructional and leadership capacity of staff
- G.** Maximize time spent on quality instruction
- H.** Promote the use of the most effective and appropriate technologies to support teaching and learning
- I.** Monitor and evaluate the impact of the instructional program

Standard Three

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A.** Monitor and evaluate the management and operational systems
- B.** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C.** Promote and protect the welfare and safety of students and staff
- D.** Develop the capacity for distributed leadership

- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard Four

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard Five

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard Six

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies