

Shoolman Graduate School of Jewish Education
CG-EDUC-710: Seminar in Jewish Educational Leadership
Ina S.G. Regosin
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Contact Information

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Course Description:

This seminar explores issues and techniques of educational leadership with which educators are confronted in the field. The course will examine various leadership modalities with special attention to the processes of educational supervision, instructional and organizational leadership. Throughout the course, students will consider their own leadership styles and skills with opportunities to practice application of knowledge, interpersonal skills, public speaking, group facilitation and homiletics.

The seminar also affords students the opportunity to discuss and reflect on the confluence of coursework and the workplace experience.

Learning Objectives:

Students who successfully complete the course will:

- have a broad understanding of the dynamics of leadership within organizations
- be able to analyze various domains of leadership and apply these to their own organizations
- understand their own leadership styles and promote leadership of others within their organizations
- use the theories discussed in class to plan for change within their organizations
- gain the ability to make a broad range of oral presentations
- understand various supervisory strategies and will be able to apply them to their work settings

Course Expectations:

- Students will participate in short writing and oral assignments.
- Students will participate in the development and facilitation of the seminar by active participation in online discussion and offline hevruta and group meetings.
- Students are expected to visit the course site at least twice each week. Lessons will go live on Mondays at 12:00 PM. First response to unit expected by Tuesday evening.

Required Text:

Students will select at least one book from the Bibliography. All readings will be assigned within the class units.

Assessment:

Students will be graded based on completion of all assigned work, class participation, and presentations. Written work will be evaluated based on content, style, organization, and accuracy. The instructor is available for consultation and guidance on all assigned work.

Course Accommodations for Disabilities:

Hebrew College is committed to ensuring the full participation of all students in programs. Accordingly, if a student has a documented disability, and as a result, needs a reasonable accommodation to attend, participate or complete course requirements, then he or she should inform the instructor at the beginning of the course. For further information, see the Student Handbook at http://hebrewcollege.edu/sites/default/files/student_handbook.pdf.

If you require course accommodations because of a documented disability or an emergency medical condition, please email your instructor as soon as possible. We are happy to work with you on any issues you have to ensure that you can participate fully in the class and complete the course requirements. Please do not wait until the assignments are due for a retroactive accommodation, but discuss the situation with your instructor before you experience difficulty.

Topics:

Unit 1

Introduction and course overview

Exploring our own leadership styles

Domains of leadership

Barth, Roland S. "School: A Community of Leaders" (1988) in Building a Professional Culture in Schools, Lieberman, Ann, ed., Teachers College Press.

Deal, Terrence E. "Effective School Principals: Counselors, Engineers, Pawnbrokers, Poets...or Instructional Leaders?" in W. Greenfield, ed., Instructional Leadership (pp. 231-245), Boston: Allyn & Bacon.

Little, Judith Warren. "Assessing the Prospects for Teacher Leadership" (1988) in Building a Professional Culture in Schools, Lieberman, Ann, ed., Teachers College Press.

Unit 2

Leadership vs. management

Leadership for change: Moshe as a leader

School leadership: creating a professional culture

Teacher as leader

Cunningham, William G., Gresso, Donn W. (1994) Cultural Leadership: The Culture of Excellence in Education, Chapter 2, Boston: Allyn & Bacon.

Surowiecki, James. (November 10, 2014) "*Better All the Time*" in The New Yorker.

Zivotofsky, Ari Z., "The Leadership Qualities of Moses," Judaism.

Unit 3

Teacher as colleague-case stories

Critical colleagueship

Interpersonal skills/emotional intelligence

Anatomy of a D'var Torah

Barsade, Sigal and Olivia A O'Neill. "*Manage Your Emotional Culture*" (Jan-Feb 2016), Harvard Business Review.

Goleman, Daniel. Emotional Intelligence: Why it Can Matter More Than IQ (1995), NY: Bantam.

Sergiovanni, T.J. Moral Leadership: Getting to the Heart of School Reform (1992), San Francisco: Boley Bass.

Unit 4

Leader as supervisor

Supervisor, mentor, coach

Clinical supervision

Situational leadership

Cases in situational leadership

Acheson, Keith A., Damien Gall, Meredith. Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Applications, New York: Longman, 1992, Chapters 3, 4, 5.

Sergiovanni, Thomas, Starratt, Robert, from Supervision: A Redefinition, McGraw-Hill, 2002.

Unit 5

Divrei Torah

Grant writing

Supervision and evaluation

Planning conferences

Creating dyads for clinical supervision

Acheson and Gall, Chapters 6, 7, 8, 9.

Unit 6

Divrei Torah

Leadership as craft: transformational leadership

The authentic leader

Ackerman, Richard N, Donaldson, Gordon A., Jr., Van Der Bogert, Rebecca. Making Sense as a School Leader (1996), Jossey Bass Education Series, "Trusting In Yourself," Chapter 10.

Artson, Bradley Shavi. "Plunging in before the Sea Splits," Jewish Education News, CAJE.

Evans, Robert. The Human Side of School Change (1996), Chapter 9, "The Authentic Leader."

George, Bill, Sims, Peter, Mc Lean, Andrew, Mayer, Diane. *"Discovering Your Authentic Leadership"*, Harvard Business Review, February 2007.

McCullough, David, "Timeless Leadership," Harvard Business Review, March 2008.

Navon, Itzhak. "They Were All His Children" in Lionhearts: Heroes of Israel, Michael Bar-Zohar, ed.

Unit 7

Esther as leader

Vision and strategy

Mottos

Unit 8

Sharing our books

The team leader, working with teams; successful collaborations

Oral presentation skills

Cross, Rob, Reb Rebele, and Adam Grant. *"Collaborative Overload"*, Harvard Business Review, Jan-Feb 2016.

Unit 9

Facilitation skills/communication

Working with boards/committees

Lee, Sara S and Sulkes, Zena W. "Working with Boards and Committees" (1998) in The Jewish Educational Leader's Handbook, Denver, Colorado: A.R.E.

Kurshan, Aliza Rubin. "Lay Leader-Professional Relations: Attitudes and Perceptions," Agenda: Jewish Education/Jesna. Winter, 1999.

Reisman, Bernard. "What We Know about the Role of Lay People" (1992) in Kelman, Dr. Stuart, ed., What We Know about Jewish Education: A Handbook of Today's Research for Tomorrow's Jewish Education. Los Angeles: Torah Aura Productions.

Unit 10

Transitions in leadership

Passing on the mantle of leadership

Unit 11)

Summary, review, and reflections

Assignments:

1. Design and deliver a three minute D'var Torah.
2. Select a book from the bibliography dealing with organizational leadership or the educator as a leader, broadly defined. Write a one-page synopsis describing the core argument or main thesis of the book and why/how it is relevant to our work in Jewish education. Share on Schoology as directed during class.
3. What Do I Stand For? -- My Authentic Core Essay
4. Clinical supervision experience

Final Assignment

To be determined

Bibliography

(in formation)

Acheson, K. and Gall, M.D., *Clinical Supervision and Teacher Development*. Hoboken, NJ: John Wiley & Sons, 2011.

Ackerman R., Donaldson, G., and Van Der Bogert, R., *Making Sense As A School Leader*. San Francisco, CA: Jossey-Bass Publishers, 1996.

Bennis, W., and Nanus, B., *Leaders: The Strategies for Taking Charge*. New York, NY: Harper & Row, 1985.

Bolman, L.G. and Deal, T.E., *Reframing Organizations*. San Francisco, CA: Jossey-Bass Publishers, 2003.

Bolman, L.G. and Deal, T.E., *The Wizard and the Warrior*. San Francisco, CA: Jossey-Bass Publishers, 2006.

Collins, Jim, *Good to Great*. NY: Harper Collins, 2001.

Covey, S.R., *Principle-Centered Leadership*. New York: Free Press, Simon & Schuster, 1991.

Covey, S.R., Merrill, A.R., and Merrill, R.R. *First Things First*. New York, NY: Simon & Schuster, 1994.

Covey, S.R., *The 7 Habits of Highly Effective People*. New York, NY: Fireside, Simon & Schuster, 1990.

Evans, R., *The Human Side of School Change*. San Francisco, CA: Jossey-Bass Publishers, 1996.

George, Bill., *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*. San Francisco, CA: Jossey-Bass Publishers, 2003.

Gladwell, M. *The Tipping Point: How Little Things Can Make a Big Difference*. Boston, MA: Little Brown and Company, 2000.

Glickman, C., *Leadership for Learning*. Alexandria, VA: ASCS, 2000.

Goleman, D., *Working with Emotional Intelligence*. New York, NY: Bantam Books, 1998.

Hargraves, Andy, Boyle, Alan, Harris, Alma. *Uplifting Leadership. How Organizations, Teams, and Communities Raise Performance*. San Francisco, CA: Jossey-Bass, 2014.

Hesselbein, F., Goldsmith, M., and Beckhard, R., (Editors). *The Leader of the Future: New Visions, Strategies and Practices for the Next Era*. Drucker Foundation Future Series. San Francisco, CA: Jossey-Bass Publishers, 1996.

Kotter, John, *Our Iceberg is Melting*. St. Martin's Press, 2005.

Sandberg, Sheryl, *Lean In*. Knopf. 2013.