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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 develop and share case stories.
- Students will participate in short writing and oral assignments.
- Students will participate in the development and facilitation of the seminar.
- Students are expected to visit the course site at least twice each week. Lessons will go live on Mondays at 12:00 PM.

Required Texts:
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.

**Course Structure (Dates, Topics, Readings and Assignments):**

**Unit 1 (Feb 3)**  
Introduction and course overview  
Exploring our own leadership styles  
Domains of leadership  
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.  

**Unit 2 (Feb 10)**  
Leadership vs. management  
Leadership for change: Moshe as a leader  
School leadership: creating a professional culture  
Teacher as leader  

**Week of Feb 17, No class**

**Unit 3 (Feb 24)**  
Teacher as colleague-case stories  
Critical colleagueship  
Interpersonal skills/emotional intelligence  
Anatomy of a D’var Torah  

**Unit 4 (Mar 3)**  
Leader as supervisor  
Supervisor, mentor, coach  
Clinical supervision  
Situational leadership  
Cases in situational leadership  
Unit 5 (Mar 10)
Divrei Torah
Supervision and evaluation
Planning conferences
Creating dyads for clinical supervision within the class

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

Unit 6 (Mar 17)
Divrei Torah
Leadership as craft: transformational leadership
The authentic leader
Planning conference, meeting of dyads


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


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

Unit 7 (Mar 24)
Esther as leader
Vision and strategy
Mottos
Planning conference, meeting of dyads
Sharing our books

Unit 8 (Mar 31)
Sharing our books
The team leader, working with teams; successful collaborations
Oral presentation skills

Unit 9 (Apr 7)
Facilitation skills
Working with boards/committees
“What do I stand for?” Assignment due


Pesach Break

Unit 10 (Apr 28)
Practical presentations and Post conferencing
Unit 11 (May 5)
Practical presentations
Post conferencing

Passing on the mantle of leadership

Unit 12 (May 12)
Practical presentations
Post conferencing

Assignments:
Due March 10, 17: Design and deliver a three minute D’var Torah.

Due March 24, March 31: Students will 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.

Due April 7: What Do I Stand For? -- My Authentic Core

Due April 28, May 5, May 12: Participate as a clinical supervisor and supervisee. Submit written documentation of this experience.

Final Assignment:
1. Reflective Essay
Write a reflective essay, no longer than two typed pages, discussing your growth as an educational leader during the course of the semester. To what extent has your perspective of yourself as an educational leader changed? Please refer to specific domains of leadership that best describe your previous and current perspectives of yourself as an educational leader.

2. Clinical Supervision
a) Students will participate in a clinical supervision pre-observation conference. Each student will play the role of the supervisor and supervisee.
   (1) Supervisor: Write up a brief outline of what will be the focus of the observation and which observation strategy you will employ.
   (2) Describe your supervisee as either new or experienced as an educational leader and the rationale behind the observation goal.

b) Facilitation of a group meeting: 15 minutes in class

c) Post observation conference: Each student will play the role of both supervisor and supervisee.
   (1) Supervisor: Describe your observation and agreed upon next steps. Supervisee: Write up a brief outline of the conversation and agreed upon next steps.
   (2) How did the exercise feel? Was it of benefit and why?
Bibliography


