

AUGUSTA STATE UNIVERSITY**College of Education****Department of Educational Leadership, Counseling and Special Education****EDLR 6400 Fundamentals of Educational Leadership (2-2-3)****Dr. Ron Wiggins****Course Description**

This course is an introduction to the theory and practice of educational administration. Major concepts in administration will be covered leading to conceptual understanding and competence for effective school leadership. School/District level performance-based field/lab exercises required.

Textbooks/Required Readings

Gorton, R. A., & Alston, J.A. (2009). *School Leadership and Administration: Important Concepts, Case Studies, and Simulations* (8th ed.). Boston: McGraw-Hill.

Fullan, M. and St. Germain, C. (2006). *Learning Places: A Field Guide for Improving the Context of School*. Thousand Oaks, CA: Corwin Press.

Note: Both texts are required for this class. The Gorton & Alston text is available as an e-book from the publisher.

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. ~~LiveText~~ is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

The Candidate will:

1. Formulate beliefs on and demonstrate an understanding of major concepts in administration.
2. Examine and understand the nature, process, and assessment of decision-making.
3. Demonstrate effective communication practices/develop proficiencies in persuasive speaking and writing skills.
4. Formulate beliefs and demonstrate competence in group dynamics/group leadership.
5. Conceptualize and gain skills in conflict management.
6. Acknowledge factors and discuss roles in an effective organizational culture.
7. Explain the theory and process of change as it pertains to school improvement.
8. Demonstrate leadership skills in a collaborative field-based school improvement project.

1. College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

2. **Program-Specific Standards Addressed in This Course**

ELCC Standards One, Two, Three, Four, Five, and Six

Georgia PSC Standard One, Two, Three, Four, Five, and Six

ISLLC Standards One, Two, Three, Four, Five, and Six

3. **Method of Instruction**

Readings, discussions, case studies, field experiences, individual and group presentations.

4. **Course Schedule**

Class One

Introductions, review of syllabus, overview of APA, discussion of leadership standards

Your Assignments for Class Two are to

1. **Read** Chapter One in Gorton and Alston.
2. **Read** Chapter One (*Building on Strengths*) in Fullan and St. Germain.
3. **Read** *What We Know About Successful School Leadership* (posted in LiveText).
4. **Write** leadership essay due at Class Two.

Class Two

Class discussion on leadership

Your Assignments for Class Three are to

1. **Read** Chapter Seven in Gorton and Alston.
2. **Read Complete** first case assigned and submit at Class Three.
3. **Read** Chapter Two (*Achieving Momentum Through Innovativeness*) in Fullan and St. Germain.

Class Three

Class discussion on change

Your Assignments for Class Four are to

1. **Read** Chapter Two in Gorton and Alston as well as pages 96–103 in Chapter Four.
2. **Read** Chapter Three (*Linking Standardized Test Data to Teaching and Learning*) in Fullan and St. Germain.
3. **Complete** second case assigned and submit at Class Four.

Class Four

Class discussion on decision making

Your Assignments for Class Five are to

1. **Read** Chapter Five in Gorton and Alston as well as pages 104–109 in Chapter Four.
2. **Read** Chapter Four (*Promoting Purpose and Community*) in Fullan and St. Germain.
3. **Complete** third case assigned and complete at Class Five.

Class Five

Class discussion on conflict management

Your Assignments for Class Six are to

1. **Read** Chapter Six in Gorton and Alston as well as pages 110–115 in Chapter Four.
2. **Complete** fourth case assigned and submit at Class Six.
3. **Read** Chapter Five (*Making Learning Accessible*) in Fullan and St. Germain.

Class Six

Class discussion on organizational culture

Your Assignments for Class Seven are to

1. **Read** Chapter Three (*Authority, Power, and Influence*) in Gorton and Alston as well as pages 116–188 in Chapter Four.

Class Seven

Class discussion on authority, power, and influence

Your Assignments for Class Eight are to

1. **Interview** an administrator on **three of the seven topics** we have studied in class. **Obtain** information about his/her perspective and how the topics interact in school administration. Look for patterns across the data. **Write** a critical essay supporting and/or contrasting ideas from the text with perspectives of the administrator. **Articulate a minimum of three conclusions that you have made concerning school administration based on your readings and the interview.** **Include** your interview questions and your notes taken during the interview with your essay. You do not need to re-type interview notes; your handwritten notes are acceptable.
 - a. **When conducting the interview,**
 - i. **Pose questions and then allow for comment beyond questions;**
 - ii. **Use follow-up questions that extend responses you receive or clarify the meaning; and**
 - iii. **Take notes and/or with permission audiotape the interview.**
 - b. **Analysis**
 - i. **Re-read notes or transcript of interview.**
 - ii. **Synthesize the data, making conclusions from the data.**
 - iii. **Search for patterns across the data.**

Class Eight

Interview paper due, field experience due, and complete course evaluation

5. **Performance Assessment**

Field Experience	35 points
Case Studies (3)	45 points
Essay	20 points

FIELD EXPERIENCE REQUIREMENT

Each student will create a paper that documents his/her own work **applying** the concepts and principles of *Learning Places: A Field Guide for Improving the Context of Schooling*. Your paper will consist of an introduction, followed by five separate sections—a total of six sections. Your paper must have a cover page, a reference list, and appendix. Your coach must complete a field evaluation of your work.

INTRODUCTION to your paper

The introduction will be a reporting of **and** review/assessment of your school's demographics. This introduction must be a narrative that includes the following information: the school's current mission and vision statements; the composition of the student body (break this down by gender, race, grade level, free/reduced lunch); the general community setting (describe the community to set the context for the school); the school's annual goals/objectives; recent productivity indicators (test results, attendance rates, dropout rates, teacher turnover, etc.), and communication system with parents and community (ways the school interacts and shares with parents and community its work). You should also present your data in tables. After presenting all of these data, **discuss how** the mission and vision of your school are connected or not related to each of the data you have reported. Conclude your introduction by telling how knowing and understanding these factors can assist an educational leader in optimizing learning. All of the above comprises the introduction of your paper.

PROCESS for preparing remaining sections of your paper

Use one person in your school as your sounding board and schedule **a weekly meeting time** with this person. Purposefully select a teacher whom you think is very different when compared to you.

After you read the assigned section in *Learning Places*, identify the key ideas, and complete the "Getting Started," you should schedule time to talk with your "sounding board." Share your understanding of the essential question and using the information you have collected, ask for his/her reaction/response. As you write your response to the essential question for each chapter, summarize these conversations as well as the responses in each section of your portfolio. Document all of your time working on this field experience in a time log that you will place in the Appendix of your paper; include your preparation time (reading, responding, collecting data, conversing, writing, etc.).

CONTENT of remaining sections of your paper

1. Sections one through five will address the corresponding chapters of *Learning Places*. For example, Section One will contain all of your work from Chapter One: *Building*

on *Success*; Section Two will contain all of your work from Chapter Two: *Achieving Momentum Through Innovativeness*.

- a. Each section **must begin with** a comprehensive response to the essential question posed in the chapter. Be sure to incorporate ideas and information from your conversations with your “sounding board” into your response to the essential question.
 - b. **Next** you must present your response to the “Getting Started,” followed by your responses to “Looking Deeper.” Summarize what you document on the actual forms. You do not need to repeat everything that is reported on the form—identify key ideas or elements.
 - c. **Conclude** the section with your response to “Taking Action” and
 - d. **follow this with a personal reflection** on the chapter in terms of administering and leading a school in the 21st century.
2. Forms and templates presented in the text may be downloaded from www.Learningplaces.org (Look under Suggested Readings) or you may photocopy from the text for presenting these in your portfolio.

MODIFICATIONS FOR LEARNING PLACES FIELD EXPERIENCE

1. Getting Started
 - a. Chapter One: Complete pages 11, 12, and 13.
 - b. Chapter Two: Complete pages 26–27.
 - c. Chapter Three: Complete page 44.
 - d. Chapter Four: Complete pages 71–72.
 - e. Chapter Five: Complete page 86.
2. Looking Deeper: Use authentic, specific examples from your school.
 - a. Chapter Two: Complete pages 27–30.
 - b. Chapter Three: Complete pages 45–50.
 - c. Chapter Four: Complete pages 72–75 checking items and documenting notes and discussing evidence of your assessment.
 - d. Chapter Five: Complete pages 87–89.
3. Taking Action: These modifications are to be used to make it manageable given our time frame for this class.
 - a. Chapter Two: Pages 32–34. **Select two of these elements of change** rather than using all six. Create a form with the two that you select and distribute it five colleagues at school. Keep in mind they may not have working definition for the elements of change you select. It may be advisable to provide them with a definition for the elements you select. Ask them to respond and return the form to you. Summarize what you receive and include the forms that you received back from colleagues in the appendix of your paper.
 - b. Chapter Three: Pages 52–58. **Respond to pages 53, 55, 57, and 58.**
 - c. Chapter Four: Pages 76–77. **Complete Part One Task as outlined in the text on page 76. Notice this includes** “Share your findings and come to some agreement on what you have learned about how others see the school.” You should report how you did this activity and synthesize the discussion from this feedback activity. **You do not need to complete Part Two.**

- d. Chapter Five: Page 90. Complete and share your suggestions with either your department or grade level. **Record and report their feedback.**
4. Personal Reflections: This should be the culminating (final) activity weekly when you have completed “getting started,” “looking deeper,” and “taking action” in each chapter and have had your school peer or group conversations.

CASE STUDIES

The following model must be used in preparing your case study analysis.

- **Tell** the facts of the case: Be critical in finding the essential facts that have a direct relationship to the problem(s) you are going to define. If you are making any assumptions or inferences, you should acknowledge and state these in this section.
- **State** the problem: Do not tell me the facts of the case again. **State the problem in one or two sentences. Be concise.** Diagnose clearly, completely, and correctly the problem you are going to face.
- **Analyze** the problem: Prove to me that you can make connections from relevant theoretical models, research, best practices, etc. in terms of leadership and administration to diagnose the problem(s) more completely. **Apply what we have read and discussed in class to the case you are studying.** Explore the different points of view—the perspectives of key players and how these are significant. What are the alternative actions that might address the problem(s)? What are the advantages and disadvantages of each possible response?
- **Prescribe or plan** to remedy the problem(s): Assume the leadership role in your response. Make your response from that perspective. What is the action most appropriate for the leader? Explain this action will be implemented. **Why should the leader select this action/response to the problem?**

Each case study response should be no more than six pages, double spaced, one inch margins, and font no smaller than 12, using Times Roman. Include a cover page and reference page with appropriate information. The cover page and reference page are not included in the six page limit.

Rubrics

Rubrics for all assignments are posted in LiveText.

Learning Places Rubric	Un-Satisfactory	In Progress	Proficient	Exemplary
Demographics	The demographics present no data on the student population and the community served by the school. The	The demographics present some data on the student population and the community served by the school	The demographics present general data on the student population of the school and the	The demographics present comprehensive, descriptive data on the student population of
Composition student body				

Learning Places Rubric	Un-Satisfactory	In Progress	Proficient	Exemplary
<p>Community served</p> <p>Vision/mission</p> <p>Annual goals/obj.</p> <p>Productivity Indicators</p> <p>School communicates with community</p>	<p>annual goals for the school are not presented nor is there discussion of specific objectives for the goals. No school productivity indicators are presented. The impact of some of these factors on the school vision and mission statement is not addressed. There is no discussion of changes or support of the mission and vision statements.</p>	<p>with no discussion. The annual goals for the school are presented with no discussion of specific objectives for the goals. Few school productivity indicators are presented. The impact of some of these factors on the school vision and mission statement is addressed. Support of or recommendations for changes to mission and vision statements are not present.</p>	<p>community served by the school with little discussion. Examples of how the school communicates with the community served are presented. Annual goals and objectives for the school are presented. Some school productivity indicators presented. The impact of the demographics, the community, the annual goals, and the school productivity indicators on the school vision and mission statement is addressed for some factors. Support of or recommendations for changes to mission and vision are presented.</p>	<p>the school and the community served by the school, including a discussion and examples of how the school communicates with the community served. The annual goals and objectives for the school are presented and explained. School productivity indicators present a comprehensive picture of the school. The impact of the demographics, the community, the annual goals, and the school productivity indicators on the school vision and mission statement is addressed for each factor. Support of or recommendations for changes to mission and vision statements are critically presented and supported by the data.</p>
<p>Essential Question</p>	<p>The response to the essential question is incomplete, unclear, and does not reflect thoughtful reflection. No conversations with peers are included. No data from getting started, looking deeper, and taking action are presented.</p>	<p>The response to the essential question is incomplete and unclear. Ideas from conversations with peers are not included. Some data from getting started, looking deeper, and taking action are incomplete and are not used to support your response.</p>	<p>The response to the essential question is clear. The response incorporates ideas from conversations with peers. Data from getting started, looking deeper, and taking action are presented but are not used to support your response.</p>	<p>The response is complete, clear, and thoughtful. The response represents reflection and analysis of data. The response incorporates ideas from conversations with peers. Data from getting started, looking deeper, and taking action are presented, summarized in the narrative, and used to support your response.</p>
<p>Writing</p>	<p>There are three or more errors in APA style, grammar, spelling, or mechanics in the narrative.</p>	<p>There are two errors in APA style, grammar, spelling, or mechanics in the narrative.</p>	<p>There is one error in APA style, grammar, spelling, or mechanics in the narrative.</p>	<p>There are no errors in APA style, grammar, spelling, or mechanics in the narrative.</p>

Learning Places Rubric	Un-Satisfactory	In Progress	Proficient	Exemplary
Timelog, coach evaluation, and Reflection	There is no timelog document for the field experience. Reflections are not present. No documentation of evaluation from coach.	The timelog documents some of the time and tasks of the field experience. The reflections do not demonstrate thoughtful or critical analysis of the learning experiences. Coach evaluation not presented.	The timelog documents the time and tasks of the field experience. The reflections are thoughtful and critical. Coach evaluation is presented.	The timelog documents in a comprehensive manner the time and tasks of the field experience. The reflections are thoughtful, critical, and insightful. The reflections demonstrate learning and/or questioning. Coach evaluation is presented.

Rubric Case Study

	Un-Satisfactory	In Progress	Proficient	Exemplary
FACTS (1, 20%)	No essential facts are addressed, and the non-essential facts are emphasized.	Few essential facts are addressed, and non-essential facts are included.	Most essential facts are addressed; however, no explanation of assumptions or inferences is present.	All essential facts are present with assumptions or inferences explained.
PROBLEMS (1, 20%)	The problem is not stated.	The problem is identified but lacks clarity and fails to address the complete issue.	The problem is clearly, correctly, and completely identified.	The problem is clearly, completely, correctly, and concisely identified.
ANALYSIS (1, 20%)	The analysis is weak, lacking in support and thoughtful discussion. No critical thinking is evident. No consideration of varying points of view. Key players are	The analysis fails to incorporate relevant theories, research, or critique for support. There is little depth when analyzing varying points of view. Some key players are not identified.	The analysis uses some relevant theories, research, or critique to provide evidence of critical thinking and attention to varying points of view. Most key players are	The analysis richly incorporates relevant theories, research, and critique providing exceptional evidence of critical thinking and attention to varying points of view. All key players are clearly

	Un-Satisfactory	In Progress	Proficient	Exemplary
	not identified.		identified, and their perspectives mentioned.	identified, and the significance of their perspectives is integral to the analysis of the problem.
ACTION (1, 20%)	The leader role is not identified. The actions are irrelevant for addressing the problem. There is no plan for implementation presented.	The role of the leader is not clear is responding to the problem. The proposed action does not fully address the problem. The implementation discussed fails to consider implications and necessary action by the leader.	The role of the leader is identified. It is unclear how the proposed action is related to the analysis. A discussion of actions to implement the solution is present. There is no justification for the response to the problem.	The role of the leader is clearly identified. The proposed action is clearly appropriate based on the analysis presented. A discussion of the actions to implement the solution is present, and justification of this response is strongly made and defensible.
WRITING (1, 20%)	Three or more errors in APA style, grammar, spelling, or mechanics.	Two errors in APA style, grammar, spelling, or mechanics.	One error in APA style, grammar, spelling, or mechanics.	No APA style errors. There are no errors in grammar, spelling, or mechanics.

Grades

90>	A
80 – 89.99	B
70 – 79.99	C
60 – 69.99	D
59.99<	F

Other Important Information

Attendance

Augusta State University requires class attendance. Roll will be taken each class. The Augusta State University Catalog allows a professor to withdraw a student from a class should a student be absent for more than 10 percent of the class time, regardless of the cause. In our case,

since we meet just eight times, a student can not miss more than ONE class. Given the rigor of graduate work, there are no excused absences in this course. Students are responsible for signing in at each class and for signing out if leaving before the class is concluded.

APA Style

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. General assistance with APA style is available online at

<http://owl.english.purdue.edu/owl/resource/560/01/>

Assignments

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30th, and you cannot attend; you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

BIBLIOGRAPHY

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