

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDLR 6400 Fundamentals of Educational Leadership (2-2-3)

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Office Hours: 1:00 p.m.–4:30 p.m. (MTW)

Course Description This **performance-based** 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. & Alston, J. (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 candidates 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 candidates will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Candidates may Google Mozilla Firefox and download it to their computers.

Course Objectives The **performance-based** educational leadership program's goals and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, course content includes three dimensions: (1) **awareness**, defined as acquiring concepts, information, definitions, and procedures; (2) **understanding**, defined as interpreting knowledge and skills in context; and (3) **capability**, defined as applying knowledge and skills to specific problems of practice (ELCC).

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 Professional Development School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

Standard: Prepared

Disposition: To think critically about the process of teaching, learning and assessment.

Competencies: Candidates who are prepared will:

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.

Standard: Able

Dispositions: To be creative, challenging, and flexible in teaching/professional practices.

Competencies: Candidates who are able will:

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.

Standard: Responsive

Disposition: To act in a fair manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Competencies: Candidates who are responsive will:

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.

Program-Specific Standards addressed in this Course

ELCC Standard One

Georgia PSC Standard One

ISLLC Standard One

Method of Instruction

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

The performance-based educational leadership programs at Augusta State University offer candidates opportunities to apply knowledge and skills in real educational settings.

Course Schedule

Class One: Introductions, review of syllabus, overview of APA, lecture and class discussion
Your Assignments for Class One are

1. **Read** Chapter One in Gorton and Alston.
2. **Read** Chapter One (*Building on Strengths*) in Fullan and St. Germain.
3. Complete Case 22 in Gorton and Alston
4. Complete In-basket #1 p. 347 in Gorton and Alston

Class Two

Lecture and class discussion

Your Assignments for Class Two are

1. **Read** Chapter Two in Gorton and Alston.
2. **Read** Chapter Two (*Achieving Momentum Through Innovativeness*) in Fullan and St. Germain
3. Complete Case 21 in Gorton and Alston
4. Complete In-baskets #2 and #3 p. 347-348
5. Turn in write up of coach's response to In-basket #1

Class Three

Lecture and class discussion

Your Assignments for Class Three are

1. **Read** Chapter Three in Gorton and Alston
2. **Read** Chapter Three (*Linking Standardized Test Data to Teaching and Learning*) in Fullan and St. Germain
3. **Complete** Case 27 in Gorton and Alston
4. **Complete** In-basket #4 p. 348 in Gorton and Alston
5. Turn in coach's response to In-basket #2 & #3

Class Four

Lecture and class discussion

Your Assignments for Class Four are

1. **Read** Chapter Four in Gorton and Alston
2. **Read** Chapter Four (*Promoting Purpose and Community*) in Fullan and St. Germain.
3. **Complete** Case 33 in Gorton and Alston
4. Complete In-basket #5 and #9 p. 348-9 in Gorton and Alston
5. Turn in write up of coach's response to In-basket #4

Class Five

Lecture and class discussion

Your Assignments for Class Five are

1. **Read** Chapter Five in Gorton and Alston
2. **Read** Chapter Five (*Making Learning Accessible*) in Fullan and St. Germain.
3. Complete Case 25 in Gorton and Alston
4. Complete In-basket #10 and #12 p. 351 in Gorton and Alston
5. Turn in write up of coach's response to In-baskets #5 and #9

Class Six

Lecture and class discussion

Your Assignments for Class Six are

1. **Read** Chapter Six in Gorton and Alston
2. Complete Case 26 in Gorton and Alston
3. Complete In-basket #15 p.351 in Gorton and Alston
4. Turn in coach's write up for In-basket #10 and #12

Class Seven

Lecture and class discussion

Your assignments for Class Seven are

1. Read Chapter Seven in Gorton and Alston
2. Complete Case 65 in Gorton and Alston
3. Complete In-basket #17 and #18 p. 352 in Gorton and Alston
4. Turn in write up of Coach's response to In-basket #15

Class Eight

Your Assignments for Class Eight are

1. Turn in write up of Coach's response to In-basket #17 and #18
2. **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 exercise due, and Coach's response to In-basket #17 and #18

2. Performance Assessment Scoring

Field Experience Paper	30 points	In-baskets w/coach's response	10 points
Case Studies	20 points	Class Participation	10 points
Administrator Interview Paper	30 points		

FIELD EXPERIENCE REQUIREMENT Each candidate 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 in LiveText.

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 comprise 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 for 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.

- List the facts of the case
 - Describe the problem
 - Apply relevant theoretical models to diagnose the problem(s) more completely
 - Offer a prescription or plan to remedy the problem(s)
- **List** 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. 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 four 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.

IN-BASKET EXERCISES

Each candidate will be required to work with his/her principal, AP, or coach (building administrator) with the in-basket exercises assigned each week. The candidate will complete the exercise as assigned, and turn in the assignment as assigned. The candidate will then interview/discuss the in-basket with his/her administrator and specifically ask that person how they would handle the in-basket situation (it does not always have to be the same person interviewed each week). Then the candidate will turn in a write up of the interview and solution from the administrator as assigned. **Please do not use persons' names or school names.**

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 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.	The demographics present some data on the student population and the community served by the school 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.	The demographics present general data on the student population of the school and the 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.	The demographics present comprehensive, descriptive data on the student population of 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.
Composition student body				
Community served				
Vision/mission				
Annual goals/obj.				
Productivity Indicators				
School communicates with community				

Learning Places Rubric	Un-Satisfactory	In Progress	Proficient	Exemplary
Essential Question	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.	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.	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.	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.
Writing	There are three or more errors in APA style, grammar, spelling, or mechanics in the narrative.	There are two errors in APA style, grammar, spelling, or mechanics in the narrative.	There is one error in APA style, grammar, spelling, or mechanics in the narrative.	There are no errors in APA style, grammar, spelling, or mechanics in the narrative.
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
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	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 not identified.	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 identified, and their perspectives mentioned.	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 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.

GRADING

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 **six** 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 Unless otherwise instructed by the professor, 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.

LiveText

All candidate work for all field exercises in this course must be loaded into LiveText. Each candidate is expected to also load these field exercises into their respective personal LiveText portfolios. No permanent grade will be assigned to any candidate work in this course that is required to be loaded into LiveText and is not loaded into LiveText (i.e., the grade will be zero). LiveText submissions must be completed within one week after the due date for the assignment, unless otherwise instructed by the Instructor.

Academic Honesty Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2011–12 *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)

JagMail Students should check their JagMail account daily. Students are responsible for any assignments or deadlines sent to them via JagMail. If you have trouble accessing your JagMail 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.

THIS SYLLABUS CAN BE ALTERED ONLY BY THE INSTRUCTOR AND ONLY AFTER GIVING ALL CANDIDATES NOTICE NOT LESS THAN ONE WEEK PRIOR TO ANY CHANGE UNLESS SUCH CHANGE COMES DIRECTLY FROM AUGUSTA STATE UNIVERSITY OR THE COLLEGE OF EDUCATION. NOTICE WILL BE CONSIDERED AS HAVING BEEN GIVEN TO ALL CANDIDATES EITHER DURING CLASS OR VIA CAMPUS JAGMAIL.

References

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