

EDLD 8210

Educational Leadership: Theory and Practice

Fall 2010

Auburn Junior High School
Media Center
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Auburn, AL

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By appointment

**Educational Foundations,
Leadership & Technology**

**Auburn University
College of Education**

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



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Auburn University is an equal opportunity educational institution/employer

<p style="text-align: center;">EDLD 8210 Educational Leadership: Theory and Practice Auburn University - College of Education Educational Foundations, Leadership, and Technology Department Fall 2010</p>

Class Time: Two weekends: October 8 – 10 and November 19 – 21

Friday: 4pm – 10pm

Saturday: 9am - 6pm

Sunday: 1pm – 6pm

Location: Haley Center 4009 - 4th Floor Conference Room

Instructor: Dr. Lisa Kensler

Cell: 484-554-2524

Work: 334.844.3020

Fax: 334.844.3072

E-Mail: lisakensler@auburn.edu or lisakensler@gmail.com

Website: <https://sites.google.com/site/drlisaawkensler/home> (this is a new and developing website... please make suggestions!)

Office Hours: By appointment (4002 Haley Center)

1. **Course Number:** EDLD 8210

Course Title: Educational Leadership: Theory and Practice

Credit Hours: 3 semester hours

Prerequisites: N/A

2. **Date Syllabus Prepared:** Updated Fall 2009

3. **Special Accommodations.** Any participant needing special accommodations should contact Dr. Kelly Haynes, Director of the Program for Students with Disabilities, located in 1244 Haley Center, Telephone: 334-844-2096 (Voice/TDD). Office Hours: 7:45 – 11:45 a.m. and 12:45 – 4:45 p.m.

4. **Required Texts:**

Northouse, P. G. (2010). *Leadership: Theory and practice, 5th Edition*. Thousand Oaks, CA: Sage Publications.

Kowalski, T. J. (2008). *Case Studies in Educational Administration* (5th Edition).

Boston: Pearson.

5. **Course Description:** This course is designed to enable students to identify contemporary and classic theories of leadership, and to apply these theories to problems of practice in education-specific settings. The course emphasizes knowledge, analysis, and applications that draw from multidisciplinary perspectives, including organizational analysis, psychology, anthropology, and sociology. Course readings are supplemented with additional materials designed to facilitate individual and group understanding of concepts and to aid students in developing problem-solving skills.
6. **Course Objectives:** In meeting requirements for this course, the student *will develop knowledge and demonstrate the application* of the following:
- The use of trait theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions
 - The use of skills theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions
 - The use of style theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions
 - The use of situational theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions
 - The use of contingency theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions
 - The use of path-goal theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions
 - The use of Leader-Member Exchange Theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions
 - The use of transformational leadership theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions
 - The use of team leadership theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions
 - The use of psychodynamic theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions
 - An understanding of how educational leaders influence equity issues as presented in literature on women in leadership, ethical leadership, leadership for school improvement, and leadership for social justice
 - An understanding of how leadership influences the culture of organizations

7. Course Content/Calendar: The course contains various theoretical perspectives on educational leadership and examines the way that these theories can guide practice and research.

Date	Time	Description
Friday October 8	4pm – 10pm	READ for Weekend 1: Northouse Chapters 1 – 7 Kowalski Cases: Introduction, 1, 5, 7, 6, 14 CH1: Course Introduction CH2: Trait Approach (case 5) CH3: Skills Approach (case 14)
Saturday October 9	9am – 6pm	CH 4: Style Approach (case 1) CH 5: Situational Approach (case 9) CH 6: Contingency Theory (case 7)
Sunday October 10	1pm – 6pm	CH7: Path-Goal Theory (case 6)
Friday November 19	4pm – 10pm	READ for Weekend 2: Northouse Chapters 8-15 Kowalski Cases: 3, 4, 9, 10, 16, 18, 21, 24 CH8: LMX Theory AND CH9: Transformational Leadership (cases 4)
Saturday November 20	9am – 6pm	CH10: Authentic Leadership (case 18) CH11: Team Leadership AND CH12: Psychodynamic Approach (case 11) CH13: Women and Leadership (See additional Readings*)
Sunday November 21	1pm – 6pm	CH14: Culture and Leadership AND CH15: Leadership Ethics (cases 12)
MONDAY, December 6 8AM	---	FINAL PAPER: Case Development and Analysis ***OR*** Leadership Research Paper DUE

8. Course Requirements and Evaluation:

- A. Weekly Leadership Reflection and Analysis (individual):** Each week, students will write a 1-2 page, single-spaced (12 point Times New Roman font with one-inch margins) reflection and analysis. These assignments have two parts:
1. The *reflection* will discuss and reflect on their personal **results from that week's leadership inventories**. These appear at the end of each Northouse chapter.
 2. In the *analysis*, students will use **key concepts** from that week's Northouse readings to explain **certain aspects of the Kowalski cases they read for that week**. That is, they will use the theory to analyze the practice they read about in the related case studies (Kowalski text). **The Leadership Reflection and Analysis assignments are due each Sunday following the schedule below.**

NOTE: these assignments will not be accepted late (after 8am following the date listed).

August 29 → Northouse CH 1, 2 (Case 5)
September 5 → Northouse CH 3 (Case 14)
September 12 → Northouse CH 4 (Case 1)
September 19 → Northouse CH 5 (Case 9)
September 26 → Northouse CH 6 (Case 7)
October 3 → Northouse CH 7 (Case 6)
October 17 → Northouse CH 8, 9 (Case 4)
October 24 → Northouse CH 10 (Case 18)
October 31 → Northouse CH 11, CH 12 (Case 11)
November 7 → Northouse CH 13 (*see list of additional readings below* - note footnote 1 below for accessing the articles)
November 14 → Northouse CH 14, 15 (Case 12)

*Additional readings for Nov. 1:

Young, M. D. & McLeod, S. (2001). Flukes, opportunities, and planned interventions: Factors affecting women's decisions to become school administrators. *Educational Administration Quarterly*, 37: pp. 462 - 502.¹

Skrla, L., Reyes, P. & Scheurich, J. J. (2000). Sexism, silence, and solutions: Women superintendents speak up and speak out. *Educational Administration Quarterly*, 36: pp. 44 - 75.¹

Webb, L. D. & McCarthy, M. M. (1998). Ella Flagg Young: Pioneer of democratic school administration. *Educational Administration Quarterly*, 34: pp. 223 - 242.¹

¹ Students can access *Educational Administration Quarterly* in the "Members Only" section of www.ucea.org. Username: ucea; Password: qualityprep.

B. Cutting-Edge Leadership Concepts - Poster Session (groups of 2): The purpose of this assignment is to help you be more familiar with cutting-edge theories and concepts in educational leadership. This will help you think about theories you might employ in your own work and help teachers employ in their classrooms. You will investigate these theories and/or concepts individually or in pairs and create a poster and an accompanying Leadership Brief (See C Below). The poster must include **basics of the leadership concept, findings of some key studies, and implications for practice at the school and classroom levels.** On the first evening of the class, students will choose one of these topics:

1. Distributed Leadership
2. Trust and Educational Leadership
3. Critical Theories and Educational Leadership
4. Culturally Relevant Pedagogy and Educational Leadership
5. Educational Leadership for Social Justice
6. Teacher Leadership
7. Democratic Leadership
8. Systems Thinking and Leadership
9. “Green” or Sustainable Schools
10. Spirituality and Leadership
11. Leading with Action Research
12. Other topics? – Make a suggestion...

C. Leadership Brief (SAME pairs as in B): The purpose of this assignment is fourfold: **First**, it will allow you to investigate something that interests you (topics above!) and is relevant and important to your educational community. **Second**, it will allow you to begin synthesizing extant research literature on an aspect of educational leadership. **Third**, it will help you practice communicating research succinctly and clearly to a broad audience of interested and involved stakeholders. **Fourth**, it will give you an opportunity to develop a handout for your poster session (B.). Leadership Briefs will conform to APA style (6th edition!), and will adhere to the following format:

Page 1	Page 2	Page 3	Page 4
Literature Review What are the top five things we need to know about this topic?	The situation in Alabama, in your city and/or in your School and School District	What are some best practices Nationally, in Alabama, in local schools and/or districts?	Additional Resources. Make sure they are practical!

Leadership Briefs are to be single-spaced, typed in 12 point Times New Roman font, and exactly four pages in length. Keep in mind that the audiences for these Leadership Briefs are members of **your** educational community. This includes, but is not necessarily limited to, teachers, administrators, students, parents, community business leaders, building staff, etc. The Leadership Brief is worth 20 points; you will be assessed for the quality of each page in terms of both substance and utility.

D1.CASE DEVELOPMENT AND ANALYSIS (individual): Students will develop a “case” that relates to specific course concepts and explores an aspect of educational leadership that particularly interests them. Your case will include three parts: 1) Approximately five page (12 point Times New Roman font, single-spaced) narrative detailing the case; 2) A set of approximately 5 critical questions posed to the reader that prompt them to think deeply about certain course concepts and *one* of the theories, and; 3) Teaching Notes that detail relevant literature, theories and/or concepts that apply to the case (3-5 pages). A case of exceptional quality will have a rich, detailed, and engaging narrative, include teaching notes that draw from class resources and augment these with additional scholarly materials from peer-reviewed journals and other reputable sources, be free of grammatical errors, and adhere to APA style. Examples of cases written in this format may be obtained at www.ucea.org, where you can click on the “publications” link in the scrollbar and access the *Journal of Cases in Educational Leadership* (username: UCEA; password: qualityprep). The Case Development and Analysis assignment is worth 30 points; you will be assessed for the quality of the teaching notes and the richness of the narrative.

The topic of your case may come from your own experience OR you may choose a well covered educational leader/case from the media and center your case on their story (for example, see the PBS series on Michelle Rhee and Paul Vallas: <http://www.pbs.org/merrow/tv/leadership/dc/index.html>).

OR

D2.LEADERSHIP RESEARCH PAPER (individual): If you choose this assignment, you will explore a topic of your choice in a “traditional” research paper format. This paper can focus on any aspect of educational leadership you choose, but you must gain instructor approval before beginning your work. The Leadership Research Paper must include an abstract of approximately 150 words that clearly states the objectives and scope of the work. The paper should be approximately 2,500 words (10 pages) and must conform to APA Style (6th edition). The Leadership Research Paper is worth 30 points; you will be assessed for the overall quality of the scholarship in this paper.

E. Class Participation. I expect you to read all assigned materials and complete all assignments prior to the class session in which they are due. You will have opportunities in class to earn participation points – these opportunities will draw on your preparation. See the class policy statement related to Attendance for more detailed information.

Final Grade: The instructor will use rubrics based on the above-listed requirements to evaluate all assignments. Each assignment will be explained in greater detail during the first class meeting. As noted above, assignments will be weighted as follows in final grading:

Assignment	Points Possible	Due Date
A. Weekly Leadership Reflection and Analysis	20 (2/wk)	MONDAY 8AM of EACH week (see schedule)
B. Cutting-Edge Leadership Theory Poster Session	20	TBD
C. Leadership Brief	20	TBD
D. Case Development and Analysis ***OR*** Leadership Research Paper	30	Monday, 12/6 8AM
E. Class Participation	10	ongoing
TOTAL	100	

Final grades will be determined according to this scale:

A	100-90 points
B	89-80
C	79-70
D	69-60
F	59-0

9. **Class Policy Statements:**

- A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If class and/or assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed (student illness or family member's serious illness documented with doctor's verification; immediate family member's death with appropriate verification; religious holidays with written request; subpoena for court appearance; AU sponsored trips with pre-approval; professor-approved). Arrangement to make-up the work must be initiated by the student and *whenever possible, made in advance*. If assignments are missed due to illness, a doctor's statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance**. Unexcused absences will result in missed opportunities to earn participation points.
- B. Students are responsible for initiating arrangements for missed work due to excused absences. If arrangements for makeup work are not made prior to the student's absence, then the student must contact the professor to make arrangements within a week from the student's absence. Neglecting to contact the professor within a week to makeup missed work may result in a zero for the missed work.

- C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance. You may call my cell phone at 484-554-2524 even minutes before class to report your unavoidable absence.
- D. Late work: Work for this class should be turned in on time. Without prior permission from the instructor to turn an assignment in late, a grade reduction of ten points per day late will be the consequence. Permission to turn in assignments late will be granted on very rare occasions.
- E. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail at lisakensler@auburn.edu . Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).
- F. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. *Please note that copying and/or pasting other individuals' work and then presenting it as your own is considered plagiarism and is in direct violation of the Honesty Code.*

Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.

*Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Author, year, page). If the material is paraphrased, (Author, year) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. Violations of the Auburn University Academic Honesty Code will be treated according to university policy. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else or work that you have submitted for another class to satisfy a requirement of EDLD 8210.***

From Tiger Cub:

Academic Honor Code Violations: *Violations of the Auburn University Academic Honesty Code are: (1) The possession, receipt, or use of any material or assistance not authorized in the preparation of any essay, laboratory report, examination, or class assignment, to be submitted for credit as a part of a course or to be submitted in fulfillment of a university requirement. The possession, receipt, or use of unauthorized material while an exam or quiz is in progress, or cheating, will be a violation of the Code; (2) knowingly giving assistance to another person in such preparation; (3) selling, giving, lending, or otherwise furnishing to any other person any material which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor; (4) the submission of themes, essays, term papers, design projects, theses and projects, similar requirements or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or project, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged. Plagiarism is a violation. In starkest terms, plagiarism is stealing - using the words or ideas of another as if they were one's own. For example, if another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes; (5) altering or attempting to alter an assigned grade on any official Auburn University record. This violation may also be subject to review and action by the University Discipline Committee; (6) an instructor may delineate in advance and in writing other actions he or she considers a violation of the Code. For example, the teacher may consider dishonest or unethical the submission of papers substantially the same in content for credit in more than one course, unless specific permission has been given in advance. Actions so delineated must be reasonable and in the spirit of the Student Academic Honesty Code; (7) altering or misusing a document (e.g., university forms, infirmity or doctor's excuse) for academic purposes. Associated violations may be referred by the Associate Provost for additional review and action by the University Discipline Committee; (8) knowingly submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor; and (9) serving as or enlisting the assistance of another as a substitute in the taking of examinations.*

SANCTIONS: *The following sanctions may be imposed for violation of the Student Academic Honesty Code by the Provost upon recommendation of the Academic Honesty Committee: (1) a grade of F in the course in which the violation occurs, with the notation "assigned for academic dishonesty" being placed on the transcript for a designated length of time, and the grade of F being reported to both the dean of the college or school in which the student is registered and the Office of the Provost; (2) a zero grade on the examination, project, paper, etc. with written notification to the dean of the college or school in which the student is registered; (3) suspension from Auburn University for a stated period of time during which the student will not be allowed to take any courses at Auburn University either in residence or by correspondence. Auburn University will not accept any credit for work earned at another institution during suspension. If the student has previously been subjected to sanctions for violations of the student academic honesty code, the minimum sanction will be suspension; and (4) expulsion from Auburn University.*

- G. Professionalism: As faculty, staff and students interact in professional settings; they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
- a. Engage in responsible and ethical professional practices
 - b. Contribute to collaborative learning communities
 - c. Demonstrate a commitment to diversity
 - d. Model and nurture intellectual vitality