**Course Overview**

**EDLD 8940/8946 Directed Field Experiences in Educational Leadership**

Student learning outcomes for this course are based on and extend the Class A (master’s level) instructional leadership standards and also reflect the Class AA (specialist level) instructional standards specified by the Alabama State Department of Education. In brief, this course includes content and practical experiences related to action research and sharing leadership with school, parent and community stakeholders [3(a)- 3(c)]. The field experience component described in #7 Assignments/Projects more specifically describes how the course emphasizes shared leadership beyond the levels of observation and participation; engagement in alternative ways of thinking about educational settings and approaches to teaching to accomplish learning goals for student populations with ever changing needs; and working with all stakeholders to support improved student learning.

Action research can be defined as the process of studying a real school situation to understand and improve the quality of actions or instruction. It is a systematic and orderly way for teachers and leaders to observe their practice or to explore a problem and a possible course of action. It is also a type of inquiry that is preplanned, organized, and can be shared with others. It is practitioner research. Action research has a proven track record in teacher professional development, it has helped raise the voice of teachers in educational reform and it is a mechanism for expanding the knowledge base for teaching. While action research has a proven track record in teacher practices literature it is a fairly new application to administrators.

Class content and assignments are used to build knowledge (K) and ability (A) in regards to building stakeholder relationships through action research. Leaders of schools and school systems must have the necessary skills, knowledge and dispositions to advocate for educational organizations and the communities they serve. Content will emphasize the National board Certification for Educational Leaders (NBCEL) Core Propositions which are applicable to action research and school partnerships. This would touch on all aspects of the propositions to include: skills, applications and dispositions accomplished educational leaders are expected to be engaged in.

This course will be offered both as campus-based (EDLD 8400) and distance education (EDLD 8406). Details regarding distance education delivery are noted in the syllabus.

**SYLLABUS**

**AUBURN UNIVERSITY**

1. **Course Number:** EDLD 8940/8946

 **Course Title:** Directed Field Experiences in Educational Leadership

 **Credit Hours:** 3 semester hours

 **Prerequisites:** None

 **Corequisites:** None

**2. Date Syllabus Prepared: Spring, 2011**

1. **Texts or Major Resources:**

Schmuck, R.A. (2006). *Practical action research for change.* Thousand Oaks, CA: Corwin Press.

Epstein, J.A. (2008). School, family and community partnership: Your handbook for action. 3rd ed. Thousand Oaks, CA: Corwin Press.

Instructor prepared readings.

**Optional Text:**

Lazotte, L.W. & Snyder, K. M. (2010). *What Effective Schools Do: Re-Envisioning the Correlates.* Bloomington, IN: Solution Tree.

**4. Course Description:**

Problem solving, reflective practice and action research are used for continuous school improvement. Provides opportunities to engage in diverse field based research projects.

**5. Student Learning Outcomes (SLO’s):** SLO’s expand the standards for Class A Instructional Leadership [290-3-3-.48 (2)(a)-(h)] as well as reflect the content standards delineated in the Class AA Instructional Leadership analysis form [290-3-3-.53-301 3(c) 5-8 OR 5-9].

Upon completion of this course, students will be able to:

1. Understand the three faces of continuous improvement: reflective practice, problem solving and action research.
2. Demonstrate the problem solving and action research approach to improving the school.
3. Use data and research to improve relationships with community stakeholders.
4. Use data to document future trends within the community which will impact the schools and school district.
5. Use data to build relationships and share leadership with members of the school community.
6. Embed action research and problem solving to build and strengthen the school as a learning community.
7. Present school research in the educational, professional and local community organizations.
8. **Course Content Outline:**

**Week 1 (SLO)** Course overview, administration of course requirements, topics for semester discussion. Three Faces of Continuous Improvement: Reflection, Problem Solving and Action Research

**Readings:** Chapter 1& 2 Schmuck, R.A. (2006). *Practical action research for change.*

**Activities:** Lecture and Discussion

**Due:** Check In: Complete Know Thyself, Solitary Dialogue, Reflections, Seven Problem-Solving Steps.

**Week 2 (SLO)** Effective School Correlates: Working with parents

Readings: Instructor Prepared Reading and Chapter 7 Positive home-school relations from Lazotte, L.W. & Snyder, K. M. (2010). *What Effective Schools Do: Re-Envisioning the Correlates.* Bloomington, IN: Solution Tree and Payne, R. (2006). *Working with parents.* Highlands, TX: aha! Publishing.

Activities: Lecture and Discussion

Due: Check-In: Reflection

**Week 3 (SLO)** Action Research: Definitions, models, steps, and phases

**Readings:** Chapter 3 Schmuck, R.A. (2006). *Practical action research for change.* Thousand Oaks, CA: Corwin Press.

**Activities:** Lecture and Discussion

**Due:** Check-In: Reflections; Proactive Action Research; Responsive Action Research

**Week 4 (SLO)** Group organizational session for Field Experience

**Readings:** None

**Activities:** Organizing for Field Experience

**Due:** none

**Week 5 (SLO)** Historical Development of Action Research: Democratic group dynamics

**Readings:** Chapter 7 Group Dynamics and Chapter 9 Prominent authors on Action Research from Schmuck, R.A. (2006). *Practical action research for change*. Thousand Oaks, CA: Corwin Press.

**Activities:** Lecture and Discussion

**Due:** Interview Parent/Community Coordinator

**Week 6 (SLO)** continuation of Week 4

Historical Development of Action Research: Democratic group dynamics

**Readings:** Chapter 7 Group Dynamics and Chapter 9 Prominent authors on Action Research from Schmuck, R.A. (2006). *Practical action research for change*. Thousand Oaks, CA: Corwin Press; instructor prepared readings for Gap Analysis

**Activities:** Lecture and Discussion

**Due:** Check-In: Be Creative; Reflection Chapter 7 & 9

**Week 7 (SLO)** Effective School Correlates: Working with the community.

**Readings:** Chapter 1 A comprehensive framework. from Epstein, J. L (2010). *School, Family, and Community Partnerships: Your Handbook for Action.*  Thousand Oaks, CA: Corwin Press.

**Activities:** Lecture and Discussion

**Due:** Check-In: 6 Types of Involvement for continuous school improvement.

**Week 8 (SLO)** Creating an Action Team for continuous school improvement

**Readings:** Chapters 3 Take an Action Team Approach & Chapter 4 Conducting Workshops from Epstein, J. L (2010). *School, Family, and Community Partnerships: Your Handbook for Action.*  Thousand Oaks, CA: Corwin Press.

**Activities:** Group work

**Due:** Group workshop Activity

**Week 9 (SLO)** Research Methods

**Readings:** Chapter 4 Schmuck, R.A. (2006). Practical action research for change. Thousand Oaks, CA: Corwin Press.

**Activities:** Lecture and Discussion

**Due:** Check-In: Chapter 4 Reflection

**Week 10 (SLO)** Proactive Action Research and Responsive Action Research

**Readings:** Chapter 5 & 6 Schmuck, R.A. (2006). Practical action research for change. Thousand Oaks, CA: Corwin Press.

**Activities:** Lecture and discussion

**Due:** Check In: Pilot test a Proactive Action Research Project; Chapter 5 Reflection;Pilot test a Responsive Action Research Project; Chapter 6 Reflection

**Week 11 (SLO)** continuation of Week 7 Proactive Action Research and Responsive Action Research

**Readings:** Chapter 5 & 6 Schmuck, R.A. (2006). Practical action research for change. Thousand Oaks, CA: Corwin Press.

**Activities:** Lecture and discussion

**Due:** Check In: Pilot test a Proactive Action Research Project; Chapter 5 Reflection;Pilot test a Responsive Action Research Project; Chapter 6 Reflection

**Week 12 (SLO)** Types of Cooperative Action Research

**Readings:** Chapter 8 Schmuck, R.A. (2006). Practical action research for change. Thousand Oaks, CA: Corwin Press.

**Activities:** Lecture and Discussion

**Due:** School Pocket Speech

**Week 13 (SLO) continuation of Week 12** Types of Cooperative Action Research

**Readings:** Chapter 8 Schmuck, R.A. (2006). Practical action research for change. Thousand Oaks, CA: Corwin Press.

**Activities:** Lecture and Discussion

**Due:** School Pocket Speech

**Week 14 (SLO)** Group organizational session for Field Experience

**Readings:** None

**Activities:** Organizing for Field Experience

**Due:** none

**Week 15 (SLO) Field Experience Presentations**

**Readings:** None

**Activities:** presentations

**Due:** Field Experience Presentations

**Week 16 (SLO) Field Experience Presentations**

**Readings:** None

**Activities:** presentations

**Due:** Field Experience Presentations

For face to face class section the class will meet on a regular 16 week schedule and will include class discussions, lectures, guest speakers, field trips, DVD’s and presentations.

 For distance education students the following technologies will support the distance learning delivery. Specifically, (a) timely and appropriate interactions between teacher and students will occur primarily through the Auburn University email system, and the Blackboard course site (discussion board and chat features); the instructor will be available for office hours each week and students may contact the instructor via telephone, email, Blackboard chat features, Adobe Connect or Skype; (b) students will engage with each week’s content (Narrated Power Point presentation, reading material, other posted links and articles) asynchronously; discussion among class members will take place primarily on the Blackboard Chat or Adobe Connect; (c) the technology will allow students to engage with the course content via their personal Internet connection, engage with their peers over Blackboard, and allow for personalized support from the instructor via email; (d) there will be some face to face meetings for individual students and for the class.

**7. Assignments/Projects:**

**See the course assessment map (Appendix) for alignment of assessments and student learning outcomes.**

1. **Check In.** Weekly check-ins are individual assignments which are to be posted to Blackboard. These are based on the reading assignments and class discussions.
2. **Interview Parent/Community Coordinator.**  In every school system there is an individual responsible for coordinating parent and community resources. When family needs are negatively impacting the child’s learning there are usually resources for the schools to use. Examples are a food bank, health department or community clothing store. You are to interview this person and complete a 5-7 page written report including the following: a) the official role and responsibilities of this person and why they do this work; b) resources that are available; c) how this person assists connecting the family and service needed; d) benefits of the services that are available; e) areas of need the community does not have and f) procedures and outcomes they would change if they had the power to do so. Follow APA format. Be prepared to give a 5 minute class presentation with PowerPoint.
3. **Pocket Speech.** Each student is to create a 5-6 minute pocket speech that they could use with almost any group. With only a few changes this pocket speech could be used with any educational, professional, parent or community group. It is geared to highlight the positives of your school and how you see the school in partnership with parents and community. Complete a written copy of the speech and video tape the speech in one setting. The speech will be given in class. You are limited to 5 minutes. This is due during weeks 11 and 12.
4. **Problem Based Project: Creating and Evaluating your Partnership Program.** Look at the data you have available concerning community partnerships. Determine the gaps between school and community relationships. Create a survey which can assist your school or school system in gathering data you need to strengthen your partnerships.
5. **Field Experience: Creating an Action Team and Community Presentation.** Students from the class will form small groups of 3-5 members who become an Action Team. Each group member is to assume the role of a critical Action Team stakeholder. The team will create a workshop appropriate for building school-community relations. The workshops will be evaluated by attendees and the field based mentor. This activity will need to take place in one school so the team will need permission from the school administrator to complete this assignment. It is strongly suggested that the school chosen give permission to create the workshop and permission to present the workshop to a community group. The presentation will be given in class as well.

**8. Rubric and Grading Scale:** The final grade for the course will be based on the following:

Check Ins 30 points

Interview Community Coordinator 10 points

Create a Pocket Speech 10 points

Creating & Evaluating your Community Partnership Programs:

 Community Survey Design 20 points

Field Experience Creating an Action Team Community Presentation 30 points

Total 100 points

**EVALUATION:**

A = 90-100 points

B = 89-80 points

C = 79-70 points

D = 69-60 points

F = Below 59 points

**9. Class Policy Statements:**

A. Class Attendance/Absences:Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed. Arrangement to make-up the work must be 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.**

B. Students are responsible for initiating arrangements for missed work due to excused absences.

C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.

D. 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. 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).

1. 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.
2. 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:
	* Engage in responsible and ethical professional practices
	* Contribute to collaborative learning communities
	* Demonstrate a commitment to diversity
	* Model and nurture intellectual vitality
* Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS

* Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
* Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
* Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS

* Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
* Accomplished educational leaders are committed to student and adult learners and to their development.
* Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS

* Accomplished educational leaders model professional, ethical behavior and expect it from others.
* Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
* Accomplished educational leaders advocate on behalf of their schools, communities and profession.

Appendix

Course Assessment Map

EDLD 8940 Directed Field Experiences

|  |  |
| --- | --- |
| **Course Objectives** | **Course Assessments****See #7 for descriptions of assignments/projects** |
| Check Ins | Interview of Parent Coordinator | Pocket Speech | Evaluating and Creating Partnership | Field Experience |
| 1. Understand the 3 faces of continuous improvement: reflective practice, problem solving and action research
 | X |  |  | X | X |
| 1. Demonstrate the problem solving and action research approach to improving the school.
 | X |  |  | X | X |
| 1. Use data and research to improve relationships with community stakeholders.
 | X | X | X |  | X |
| 1. Use data to document future trends within the community which will impact the schools and the school district.
 | X |  | X |  | X |
| 1. Use data to build relationships and share leadership with members of the school community.
 | X | X | X |  | X |
| 1. Embed action research and problem solving to build and strengthen the school as a learning community.
 | X |  |  | X | X |
| 1. Present school research in the educational, professional and local community organizations.
 |  |  |  | X | X |