

EDLD 8210

**Educational Leadership:
Theory and Practice**

**Fall 2011
TBA**

DR. FRANCES KOCHAN

**Cell: 334-332-8619
Office: 334.844.5038
Fax: 334.844.3072**

**Office Hours:
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



**AUBURN
UNIVERSITY**

Auburn University is an equal opportunity educational institution/employer.

EDLD 8210
Educational Leadership: Theory and Practice
Auburn University - College of Education
Educational Foundations, Leadership, and Technology Department
Fall 2010

Class Time: Two weekends: Weekend Friday, October 7th, 4:30 -10 pm; Saturday, October 8th, 9 am – 6 pm; Sunday, October 9th, 1 pm – 6 pm [Location:TBA]

Weekend II Friday November 11th, 4:30 - 10 pm; Saturday, November 12th, 9 am – 6 pm; Sunday, November 13th, 1 pm – 6 pm [Location:TBA]

Location: TBA

Instructor: Dr. Frances Kochan
Cell:334 332 8618
Work: 334.844.5038
Fax: 334.844.3072

Email kochafr@auburn.edu

Office Hours: By appointment (4084 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 2011

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 –1145 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.
Assignments are based on this edition.

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 7	4pm – 10pm	READ for Weekend 1: Northouse Chapters 1 – 7 Kowalski Cases: Introduction, 1, 5,7,6,12,14, 21 CH1: Course Introduction CH2: Trait Approach (case 5) CH3: Skills Approach (case 14)
Saturday October 8	9am – 6pm	CH 4: Style Approach (case 12) CH 5: Situational Approach (case 1) CH 6: Contingency Theory (case 7)
Sunday October 9	1pm – 6pm	CH7: Path-Goal Theory (case 6)
Friday November 11	4pm – 10pm	READ for Weekend 2: Northouse Chapters 8-15 Kowalski Cases: 3,4, 9, 18). CH8: LMX Theory AND CH9: Transformational Leadership (cases 4,9)
Saturday November 12	9am – 6pm	CH 10: Authentic Leadership CH 11- Team Leadership (case 2 4) CH112 Psychodynamic Approach CH1 13 Women and Leadership (See additional Readings*) (cases, 9, 18,)
Sunday November 13	1pm – 6pm	CH14: Culture and Leadership (12) CH15: Leadership Ethics (cases 13)
MONDAY, December 5 noon	---	Leadership Brief 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: **THERE ARE 11 cases. You should turn in 10 of them. That means you have one case you do not need to write on BUT you should read the book chapter and the case so that you are familiar with it and can discuss it.**

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 Monday following the schedule below.**

NOTE: these assignments will not be accepted late (after 8 A.M. on the day 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 12)
September 19 → Northouse CH 5 (Case 1)
September 26 → Northouse CH 6 (Case 7)
October 3 → Northouse CH 7 (Case 6)
October 17 → Northouse CH 8, 9 (Case 4, 9)
October 24 → Northouse CH 11 (Case 2, 4)
October 31 → Northouse CH 12, CH 13 (Case 9, 18) see additional readings below *
November 7 → Northouse CH 14, (Case 12) CH 15 (Case 13)

*Additional readings for October 31:

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 in pairs and create a poster and an accompanying 4-8 page paper (double-spaced). The poster and poster must include **basics of the leadership concept, findings of some key studies, and implications for practice at the school and classroom levels.** **Posters will be displayed the second weekend of the class and students will formally share them with the class. The presentation will be 10-15 minutes.** The paper should be submitted to the professor. They should include references. 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 (): The purpose of this assignment is threefold: **First**, it will allow you to investigate something that interests you (topics above or any other topic you are interested in) and is relevant and important to your educational community. **The topic you select should NOT be the same one you used in developing the poster session.** **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. Leadership Briefs will conform to APA style (6th edition!), and will adhere to the following format:

<p>Section 1 Literature Review What are the top five things we need to know about this topic? What is the literature telling us?</p>	<p>Section 2 The situation in Alabama, in your city and/or in your School and School District</p>	<p>Section 3 What are some best practices Nationally, in Alabama, in local schools and/or districts?</p>	<p>Section 4 Additional Resources. Make sure they are practical! Also include reference citations</p>
---	--	---	--

Leadership Briefs are to be double-spaced, typed in 12 point Times New Roman font, 10-15 pages. 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. However, it **MUST BE RESEARCH-BASED**. The Leadership Brief is worth 35 points;. You will be assessed for the quality of each section in terms of both substance and utility.

E. Class Participation. Students are expected 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. Class participation can earn 10 points. Participation will be evaluated using the following scale:

- **Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.
- **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
- **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
- **Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.
- **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

F. 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	MONDAY 8 A.M of EACH week (see schedule)
B. Cutting-Edge Leadership Theory Poster Session	20	Sat, 11/12
C. Presentation	15	Sat/Sun, 11/12/13
D. Leadership Brief	35	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). **Since this is a weekend class, except for extreme circumstances, students should be present at all sessions.** 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. 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