

EDLD 8210
Educational Leadership:
Theory and Practice

Fall 2013

Dr. Frances Kochan

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**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.

EDLD 8210
Educational Leadership: Theory and Practice
Auburn University – College of Education
Educational Foundations, Leadership, and Technology Department
Fall 2013

Class Time: August 24-9:00–5:00 P.M., September 21- 9-5:00 P.M. October 18- 5:00- 9:00 P.M., October 19- 9:00-5:00 P.M., December 4, 5:00.–9:00 P.M., December 7- 9:00-2:00 P.M.
(NOTE: **STARTING AND ENDING TIMES AND DATES MAY CHANGE SLIGHTLY BASED ON THE SIZE OF THE CLASS AND THE HOURS NEEDED TO COMPLETE OUR WORK. THIS WILL BE DETERMINED BY A CLASS DISCUSSION AT THE FIRST CLASS. OUR FIRST CLASS WILL MEET AUGUST 24 FROM 9 A.M TO 5 P.M. IN AUBURN.**

Location: TBA

Instructor: Dr. Frances Kochan
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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 2013

3. **Special Accommodations.** Any participant needing special accommodations should contact Mr. Tracey Donald, 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. (2013). *Leadership: Theory and practice* (6th ed.). Thousand Oaks, CA: Sage Publications.

Kowalski, T. J. (2012). *Case Studies in Educational Administration* (6th ed.). 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:
- knowledge of the concept and development of theories
 - use of specific leadership theories as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions. Specific theories addressed are:
 - trait
 - style
 - situational
 - transformational leadership
 - team leadership
 - servant leadership
 - understanding of how educational leaders influence equity issues as addressed through women in leadership, ethics, school improvement, social justice
 - 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
 - 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. The class meets evenings and weekends as listed at the beginning of this syllabus.
8. **Course Requirements and Evaluation:**

A. EDLD 8210 –Syllabi Description

Overview-Reflection Journal—as part of your doctoral program, you will begin a reflective journal. This will be something that you will use to develop a personal development plan and to keep a personal record of your own growth in understanding. For this class, the reflections will focus upon leadership, theory, and practice. You will also reflect upon program aspects related to your personal and professional growth. This journal will be used throughout your program of study. We will discuss this as the semester progresses.

The journal will be worth 10 points. Due November 23

Process- you should make entries in your journal throughout the semester. You should be including an **entry at least once a week and may want to do it daily**. You do not need to deal with EACH issue weekly or daily, but you should be using the journal to really delve into your own thoughts and how or if your thinking has changed during the semester and

how and why that has happened. The reflections do not need to deal only with things that have happened in this class. They may deal with things that happened as a result of other class experiences, readings you may have engaged in on your own, work or life experiences. Think of this as a diary or your growth as you begin your program of doctoral studies and as you proceed through it. You should keep the journal in an online place where it is safe. You will be adding to it throughout your program of studies. **You will be expected to use your journal to share your growth and development as a formal part of your comprehensive examination when you present your dissertation proposal to your committee and become a formal doctoral candidate.**

The topics you will reflect upon this semester are:

- ▶ Your concept/definition of theory
- ▶ Your concept/definition of leadership- include people or experiences that influence your thinking.
- ▶ Your ideas about the relationship between theory and practice with some examples
- ▶ The most important “Aha” moments in your program of studies
- ▶ The program experiences, readings, or other elements that most influenced your thinking and how and why
- ▶ Ways in which your learnings or experiences could have been improved.
- ▶ Your research interests that may lead to a dissertation topic.

B. Leadership Reflections and Analysis

1. Leadership Readings, Reflections and Analysis (individual): Students will
Read Northouse: Chapter 1– Introduction AND Chapter 2–Trait Approach-and complete the self-assessment and bring it AND BOTH YOUR BOOKS to class on August 24. YOU WILL NEED FIVE OTHER PEOPLE TO COMPLETE THIS ASSESSMENT SO DO NOT WAIT TILL THE LAST MINUTE TO DO IT.
Read Kowalski- Chapter 6- Let the Committee Decide

Read Northouse Chapter 3–Skills Approach, Chapter 4–Styles Approach, and Chapter 5, Situational Approach AND complete assessments- BY September 20 and bring the completed assessments to class.
2. Students will write a 1–2 page, single-spaced (12 point Times New Roman font with

one-inch margins) reflection and analysis on 6 of the personal leadership assessments and the Kowalski cases in relationship to the Northouse chapters. These assignments have two parts:

- a. The *reflection* will discuss and reflect on your personal **results from that week's leadership inventories**. These assessments appear at the end of each Northouse chapter.
- b. In the *analysis*, you will use **key concepts** from that week's Northouse readings to explain **certain aspects of the Kowalski cases you read for that week**. That is, you will use the theory to analyze the practice you read about in the related case studies (Kowalski text).

For the chapters below, you will complete Leadership Reflection and Analysis assignments on you own and submit them via CANVAS. They are due following the schedule below. NOTE: These assignments will not be accepted late (after 11:59 p.m.) on the date listed. Each reflection is worth 5 points. The total for these reflections is 30 points.

September 15

- ☐ **Northouse** Chapter 9 – Transformative Leadership
- ☐ **Kowalski** Chapter 14 – Let's Get Strategic

September 24

- ☐ **Northouse** Chapter 10 – Servant Leadership
- ☐ **Kowalski** Chapter 21– Let's Not Rap

September 29

- ☐ **Northouse** Chapter 12 – Team Leadership
- ☐ **Kowalski** Chapter 20–Illegal Drugs, In-School Suspension, and the Novice Principal

October 6

- ☐ **Northouse** Chapter 14 – Women and Leadership
- ☐ **Kowalski** Chapter 9 – Sally's Socialization

October 13

- ☐ **Northouse** Chapter 15 – Culture and Leadership
- ☐ **Kowalski** Chapter 7 – Old Culture and a New Principal

November 3

- ☐ **Northouse** Chapter 16 – Ethics and Leadership
- ☐ **Kowalski** Chapter 16 – Break the Rules and Pay the Price

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. **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 in written format and 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:

Section 1	Section 2	Section 3	Section 4
Literature Review	Situation	Best Practices	Resources
What are the top 5–10 things research says about this topic? What do we know and what do we need to know?	What is the situation in Alabama, in your district and/or school?	What are the best practices in the state, nation and world?	What are the resources available? Also include a reference list.

Leadership Brief Topics

- Accountability and Leadership
- Critical Theories and Educational Leadership
- Culturally Relevant Pedagogy and Educational Leadership
- Distributed Leadership
- Educational Leadership for Social Justice
- Democratic Leadership
- Green or Sustainable Schools
- Leadership and Management
- Leadership Assessment
- Leadership Development and Growth
- Leadership Preparation
- Mentoring and Leadership
- Spirituality and Leadership
- Systems Thinking and Leadership
- Servant Leadership
- Teacher Leadership
- **Other topics???** _ **Make a suggestion**

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 20 points. You will be assessed for the quality of each section in terms of both substance and utility.

If you prefer, you may write a research paper rather than a leadership brief.

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 if it is not on the list of topic. 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 3,000–5,000 words and must conform to APA Style (6th edition). The paper should be in 12 point Times Roman font. The Leadership Research Paper is worth 20 points; you will be assessed for the overall quality of the scholarship in this paper.

Due October 27.

Leadership Theory Poster (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. The topics are the same as those for the leadership briefs.

ALTHOUGH YOU CANNOT WRITE ON THE EXACT SAME TOPIC FOR BOTH ASSIGNMENTS, YOU CAN WRITE ON THE SAME GENERAL

THEME. For example if your poster is on mentoring, your research paper or leadership brief could be on mentoring and culture or mentoring and teacher education or the Alabama teacher or principal mentoring program. You will investigate this topic and/or concepts in groups of 2 or 3 and create a poster that captures the essence of the concepts inherent in the theory. The poster must include **basics of the leadership concept, findings of some key studies and implications for practice at the school and classroom levels.** You will submit a draft of the poster prior to presenting it to a group as described in the section, **Leadership Poster Presentation. The poster will count for 15 points. Due, December 7.**

Leadership Poster Presentation: Students will present the posters on DECEMBER 7 as a part of a conference which will include students from other classes who will present and serve as an audience. School system personnel will serve as part of the audience and as discussants for the presentations. **The presentation will be 15 minutes. An observer from the school setting will provide feedback on your presentation. There will be an opportunity for the audience to ask questions.** On the first or second weekend of the class, students will choose one of these topics or a topic they have agreed upon with the instructor. The poster will count for 15 points and the presentation will count for 15 points. Each person will be scored individually on the presentation. **Due, December 7.**

- C. 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 scale below. Please note that a person could earn points between two categories.
- 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. **(10 Points)**

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. **(7 Points)**

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. **(5 Points)**

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. **(0 points)**

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 **(-5 points)**.

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. **Points will be deducted for late assignments except for extenuating circumstances based on discussions with the professor. (*due dates are subject to change based on final class schedule)** As noted above, assignments will be weighted as follows in final grading:

Assignment	Points Possible	Due Date
A. Weekly Leadership Reflection and Analysis	30	(September 15–November 3)
B. Leadership Brief or Research Paper	20	October 27
C. Leadership Theory Poster	15	Final Draft: December 2
Leadership Theory Poster Presentation	15	December 7
D. Reflection Journal	10	November 23
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 for the entire time.** 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 if at all possible**. 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 kochafr@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, infirmary 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