**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. All distance education students are expected to complete the field experience for this course.

**SYLLABUS**

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

**Fall, 2013**

**AUBURN UNIVERSITY**

**Department of Educational Foundations, Leadership & Technology**

**Instructor Contact Information:**

**Dr. Linda Searby**

**4075 Haley Center**

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**Office Hours: W, TH from 10 – 3, or by appointment**

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

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

**Credit Hours:** 3 semester hours; Educational Specialist program

**Prerequisites:** None

**Corequisites:** None

**2. Date Syllabus Prepared: August, 2013**

1. **Texts or Major Resources:**

Patterson, J. (2003). *Coming Even Cleaner About Organizational Change*. American Association of School Administrators.

Johnson, A. (2012). *A Short Guide to Action Research, 4th Edition*. Pearson.

Latta & Downey *(1994)Tools for Achieving TQE*.Corwin Press.

Selected Articles posted in Canvas Modules will also be required reading.

**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 Plan-Do-Check-Act cycle of continuous school improvement/Action Research approach to solving problems. |
| 1. Demonstrate the problem solving and action research approach to improving the school through the use of Quality Tools to gather and display data leading a team of school-based educators. |
| 1. Use data and research to improve relationships with community stakeholders, and communicate positively with them. |
| 1. Use data to document future trends within the community which will impact the schools and the school district. |
| 1. Use data to build relationships and share leadership with members of the school community. |
| 1. Learn to lead change in schools by understanding individual and organizational responses to change. |
| 1. Present action research results in various educational/professional venues, such as journals, newsletters, and community meetings. |

1. **Course Content Outline:**

**See Appendix for Course Outline of Assignments and Due Dates.**

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 Canvas 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, Canvas 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 Canvas discussion boards; (c) the technology will allow students to engage with the course content via their personal Internet connection, engage with their peers over Canvas, and allow for personalized support from the instructor via email; (d) there will be some face to face meetings for the class.

**7. Assignments/Projects:**

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

1. **Check Ins and Assignment Submission.** Three check-ins are to be posted to Canvas for 5 points each. These are based on the weekly reading assignments and class discussions. There are assignments every week which are to be submitted on Canvas in the Assignments section. The assignments and their point values are outlined in detail below.
2. **Stakeholder Involvement Plan.**

One of the AL Standards for Leadership covered in this course is the Parent/Community/Stakeholder Involvement Standard.

For this assignment, write a 1 1/2  to 2 page plan for how you will involve or communicate with parents, the community, or other stakeholder groups this upcoming year, in a DIFFERENT way than you have always done. To prepare for this assignment, search websites or journals for ways that other schools have involved or communicated with stakeholders successfully, and highlight at least one idea that you will borrow to implement in your school. Whether you are a teacher or a principal, this assignment can be tailored to your need or situation. Include the following in your write-up:

1.  What is the current problem or current state of affairs when it comes to communicating with or involving the stakeholder group you are targeting?

2.  Explain what has been done in the past, whether effective or ineffective, and why you want to do something different this year,

3. State the idea you want to try and where you borrowed it from.

4.  Outline your plan of action to implement this new idea, including how you will monitor the implementation throughout the year.

5. What are your worst fears and best hopes for this plan?

[Please cite the reference where you retrieved your idea.  Put it in APA 6th edition format at the end of the paper] 15 points.

1. **Field Experience & Problem Based Project:** Each student will identify a school-based problem that needs to be solved or a situation that needs improving and participate in the Plan-Do-Check-Act process, using Quality Tools to address the problem, using a team approach. Step by step explanations will be given for the project, and the project will be conducted/implemented over 6-8 weeks in incremental stages, with 5 points given for each part as it is submitted on Canvas on the date assigned. A power point summary of the entire project overview will be presented in the last night of class. 6 parts for 5 points each, for a total of 30 points. Power Point of Change Initiative written up – 30 points.
2. **Literature Review and Scholarly Journal Article**: Write a scholarly journal article for an action research journal. It will include a literature review section, which will be handed in separately before the whole article is written. Guidelines will be given in class. Actual submission of the article to a journal is encouraged. If you choose to do this, Dr. Searby will assist you with editing and submission and will be listed as the second author. 40 points

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

Check Ins 3@ 5 points 15 points

Stakeholder Involvement Plan 15 points

Field Experience:Planning for Change Project Parts 6 @5 points 30 points

Journal Article which includes Lit. Review 40 points

Final Power Point of Change Initiative Project 30 points

Total 130 points

**EVALUATION:**

A = 90-100 %

B = 89-80 %

C = 79-70 %

D = 69-60 %

F = Below 59 %

**9. Class Policy Statements:**

1. Class Attendance/Absences:Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Student eHandbook found at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) 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.** **Assignments turned in late on Canvas will result in a loss of points (10% per every day late).**

**ANY STUDENT WHO REQUESTS AN INCOMPLETE GRADE FOR THE SEMESTER CANNOT EARN A GRADE HIGHER THAN “B” WHEN THE WORK IS COMPLETE.** The only exception to this would be a written verification from a physician or employer that clearly documents a valid reason for the student being unable to complete course expectations on time.

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 Student eHandbook found at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) . 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. The policy concerning accommodations can be found at <https://fp.auburn.edu/disability/faculty/syllabus.asp>. 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 eHandbook Rules and Regulations pertaining to Cheating will apply to this class. [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)
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 A

Course Assessment Map

EDLD 8946 Directed Field Experiences

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Objectives** | **Course Assessments**  **See #7 for descriptions of assignments/projects** | | | | |
| Check Ins | Stakeholder  Involvement  Plan | Harsh  Realities/  Culture Assessment | Literature  Review/  Journal  article | Field Experience |
| 1. Understand the Plan-Do-Check-Act cycle of continuous school improvement/Action Research approach to solving problems. | X |  |  | X | X |
| 1. Demonstrate the problem solving and action research approach to improving the school through the use of Quality Tools to gather and display data & leading a team of school-based educators. | X |  | x | X | X |
| 1. Use data and research to improve relationships with community stakeholders, and communicate positively with them. | 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. Learn to lead change in schools by understanding individual and organizational responses to change. | X |  | x | X | X |
| 1. Present school research in the educational, professional and local community organizations. |  |  |  | X | X |

**Appendix B**

**Project Course Outline**

|  |  |  |
| --- | --- | --- |
| **Week and Topic** | **Module to Do for Tonite** | **Assignment(s) Due Tonite** |
| **1**  **Aug. 21 – Face to Face**  **Intro to Quality Tools/ PDCA Cycle; Nominal Group Process Technique; Group Decision Making** | **Complete Module 1 in Canvas; Read Chs. 2, 3 in Johnson, Skim Ch. 1.** | **Complete Module 1 in Canvas; Read Chs. 2, 3 in Johnson, Skim Ch. 1.** |
| **2**  **Aug. 28- Face to Face**  **Literature Review Guidelines**  **Effective Decision –Making**  **Parent/Community Involvement** | **Complete Module 2 in Canvas; Read Chas. 4 & 5 in Johnson** | **Come with 2 possible choices for your Problem-Solving Project**  **Do Check In #1 on Canvas, Discussion Board** |
| **3**  **Sept. 4 – Online**  **Shared Decision –Making’ Teacher Leaders** | **Complete Module 3 in Canvas; Scan Chs. 6-7 in Johnson; Read Sharing the Lead article – Patterson; and Leading Professional Learning – Fullan (documents in Canvas)** | **Hold One Team Mtg. by tonight – do Plus/Delta**  **Do Check in # 2 on Canvas, Discussion Board**  **Stakeholder Involvement Plan Due** |
| **4**  **Sept. 11 – Online**  **Leading Through Conflict** | **Complete Module 4 in Canvas; Scan Chs. 9, 10, 11 in Johnson; Read Leading Through Conflict Article (found in Canvas)** | **Write up Part I, Sections 1a, 1b for your Problem Solving Project. Submit on Canvas under Assignments.**  **Team Mtg: Do FFA and Fishbone together** |
| **5**  **Sept. 18 – online**  **Leading Change** | **Complete Module 5 in Canvas; Scan Chs. 12, 13 in Johnson, Read Ch. 1 in Patterson; Read Resistance to Change article** | **Submit your Force Field Analysis and Fishbone Diagram in Canvas under Assignments;** |
| **6**  **Sept. 25- Online**  **School & District Culture** | **Complete Module 6 in Canvas; Scan Ch.s 14, 15 in Johnson, Read Ch. 2 in Patterson.** | **Submit your Analysis of Changes in Your District/School narrative on Canvas in Assignments** |
| **7**  **Oct. 2 – Online**  **Harsh Realities About People** | **Complete Module 7 in Canvas; Read Ch. 3 in Patterson** | **Submit your narrative on the Culture Questions on Canvas in Assignments** |
| **8**  **Oct. 9- online**  **Harsh Realities About**  **Organizations** | **Complete Module 8 in Canvas;**  **Read Ch. 4 in Patterson; Read Block Scheduling Case Study before class** | **None – be working on lit. review** |
| **9**  **Oct. 16 – Face to Face**  **Communicating with Stakeholders When Leading Change- Guest Speaker** | **Complete Module 9 in Canvas; Read Ch. 5 in Patterson;** | **Turn in your response to the Harsh Realities of People and Organizations assignment in Canvas under Assignments** |
| **10**  **Oct. 23 - online** | **Module 10**  **No reading or module – work on lit. review and journal article** | **None- be working on lit. review and journal article** |
| **11**  **Oct. 30- online** | **Module 11**  **No reading or module – work on lit. review and journal article** | **Submit your completed Literature Review in Canvas** |
| **12**  **Nov. 6- Face to Face**  **Leadership Resilience Amidst Change** | **Complete Module 12 in Canvas; Read Ch. 6 in Patterson. Take Leadership Resilience Inventory online;** | **Bring results of Resilience Inventory to Class** |
| **13**  **Nov. 13 – online** | **Complete Module 13** | **Turn in Journal Article draft #1** |
| **14**  **Nov. 20 - online** | **Open Discussion Board** | **Searby gives back Journal article edits; be wrapping up and preparing PPT on Action Research project.** |
| **Nov. 27** | **NO CLASS** | **THANKSGIVING** |
| **15**  **Dec. 4 – Face to Face** | **Complete Course Comments in Check in #3** | **Each person does a 10 - 15 slide PPt describing project.** |