

EDLD 8210

Educational Leadership: Theory and Practice

Fall 2014

2435 Haley Center

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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 2014</p>

Class Time: Two weekends: August 22, 23, 24 and October 10, 11 (ropes course), 12

Friday: 5pm – 9pm

Saturday: 9am - 5pm

Sunday: 1pm – 5pm

Location: 2435 Haley Center

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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 Aug 2014

3. **Special Accommodations.**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)

4. Required Texts:

Northouse, P. G. (2012). *Leadership: Theory and practice* (6th Edition). Thousand Oaks, CA: Sage Publications.

Kowalski, T. J. (2011). *Case Studies in Educational Administration* (6th 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 August 22	5pm – 9pm	READ prior to Weekend 1: Northouse Chapters 1 (read carefully) Kowalski Cases: Introduction (read carefully) Knowledge in Brief: Connecting Leadership to Learning (read carefully) Bring to class each day: Textbooks (Northouse, Kowalski, Knowledge in Brief article) Tablet or laptop, if possible Notebook & pen
Saturday August 23	9am – 5pm	Activities: Course Introduction What is Leadership? Leadership for Learning Setting Directions-Developing People-Redesigning Organizations
Sunday August 24	1pm – 5pm	Leadership and Storytelling (Brand, Structure, Authenticity, Vulnerability, Trust, Wellbeing) Life timeline/journey/story Fall Institute Success – Teams/Outcomes
Monday Sept 1	DUE by 9am	Northouse ch 2 (Trait) and Kowalski case #20
Monday Sept 8	DUE by 9am	Northouse ch 3 (Skills) and Kowalski case #6
Monday Sept 15	DUE by 9am	Fall Institute Success – Team Action Plan Northouse ch 4 (Style) and Kowalski case #2
Monday Sept 22	DUE by 9am	Northouse ch 5 (Situational) and Kowalski case #3
Monday Sept 29	DUE by 9am	Northouse ch 6 (Contingency) and Kowalski case #7
Monday Oct 6	DUE by 9am	Northouse ch 7 (Path-Goal) and Kowalski case #8
Friday October 10	5pm – 9pm	Be prepared to share during Weekend 2: My Leadership Story presentation (5 minutes) Bring to class each day: Textbooks (Northouse, Kowalski, Knowledge in Brief article) Tablet or laptop, if possible Notebook & pen
	9am –	

Saturday October 11	5pm	Activities: My Leadership Story Presentations (5/day) Ropes Course – Sat @8AM-noon *see below* Facilitating Learning Conversations World Café (class/gender/race)
Sunday October 12	1pm – 5pm	
Monday Oct 13	DUE by 9am	My Leadership Story presentation (upload file to Canvas) Northouse ch 8 (LMX) and Kowalski case #11
Monday Oct 20	DUE by 9am	Ropes Course Reflection Northouse ch 9 (Transformational) and Kowalski case #1
Monday Oct 27	DUE by 9am	Northouse ch 10 (Servant) and Kowalski case #5
Monday Nov 3	DUE by 9am	Northouse ch 11 (Authentic) and Kowalski case #4
Monday Nov 10	DUE by 9am	Northouse ch 12 (Team) and Kowalski case #23
Monday Nov 17	DUE by 9am	Northouse ch 13 (Psychodynamic) and Kowalski case #17
Monday Nov 24	DUE by 9am	Northouse ch 14 (Gender) and Kowalski case #18
Monday Dec 1	DUE by 9am	Northouse ch 15 (Culture) and Kowalski case #21
SATURDAY, December 6	TBD	Fall Institute – Facilitate Fall Institute Success
MONDAY, December 8	DUE by 9am	Fall Institute – Implementation Assessment (Post to Canvas)

Ropes Course Information:

We will meet by 7:30AM in the parking garage near the stadium/Haley (second floor, near the elevators. We will then caravan to the ropes course.

Please wear: Closed-toe shoes (for example: sneakers rather than stiff hiking boots), comfortable clothing (Check the weather and layer if the morning will be cooler! Lighter-weight pants are more comfortable than jeans. Sweat/yoga pants are perfect.)

Please bring: Water bottle (water will also be available), snacks (if you want them), and your lunch. We will debrief and discuss our lessons learned over lunch.

8. **Course Requirements and Evaluation:**

A. Weekly Leadership Case Analysis: Each week, students will write a 250-500 word discussion post in Canvas.

In the *analysis*, students will use **key concepts** from that week's Northouse chapter to analyze **the Kowalski case assigned for that week**. In addition, students will use the Northouse leadership concepts to propose a solution or make recommendations for next steps in the Kowalski case. In other words, students will use the theory (Northouse) to analyze and "solve" the problem of practice they read about in the related case (Kowalski text). Students will post their responses in Canvas and provide substantive responses to other student posts. Each analysis post is worth 2 points and each response post is worth 2 points. By the end of the semester, each student should have posted at least 10 weekly analyses and at least 10 substantive responses to other students' posts. *Discussion posts will be available for posting no more than one week.* **The Leadership Analysis assignments are due each Monday. See Course Schedule for assigned readings and dates.**

B. My Leadership Story & Brand

The ability to know yourself well and craft a compelling story and brand that clearly communicates who you are and how you want to be seen is a critical leadership capacity. Students will have the opportunity to develop a compelling and authentic leadership story that illustrates their brand. Many of the foundational exercises will be conducted in class. The final product may be in the medium of each student's choice – written word, graphic, audio, film, or some combination. **The final product must clearly communicate through story, who you are as a leader, your personal brand, and your purpose/vision for leading and must be submitted as a single file to Canvas. See Course Schedule for due date.**

C. Ropes Course Reflection

Each individual will write a substantial and meaningful personal reflection related to the ropes course experience (500 word minimum). The reflection should include insights related to your individual leadership and learning AND insights related to your cohort's team work. How will what you learned on the ropes course influence your work as a leader? Be detailed and specific in this reflection. **Post your reflection to Canvas assignments. See Course Schedule for due date.**

D. Fall Institute Success – Team Action Plan

Early in the semester, students will work collaboratively to identify critical aspects of the Fall Institute's success (For example: marketing plan, recruiting plan, agenda, etc.). Students will then form teams around these tasks and enact their leadership skills to successfully design and implement the Fall Institute. A detailed design and action plan for each team's work will be due in the first half of the semester. It will be graded for clarity, thoroughness, specificity, and team-

member involvement. Some class time will be provided, however, this assignment will require student collaboration outside of regular class meetings.

Each Action Plan should include:

- Introduction
- Description of team's contribution to the Fall Institute
- Scope of work for each team member
- Specific Indicators of Success
- Detailed Action Plan (Task, due date, responsible party, etc.)

E. Fall Institute – Implementation Assessment

Early in the semester, students will work collaboratively to identify critical aspects of the Fall Institute's success (For example: marketing plan, recruiting plan, agenda, etc.). Students will then form teams around these tasks and enact their leadership skills to successfully design and implement the Fall Institute. The students will work collaboratively to identify indicators of success for the day as a whole and their team's work specifically. My assessment of these criteria, along with YOUR personal assessment (posted in Canvas) will be used to determine an overall grade (5 points) and a team grade (10 points - individual/5 and team/5). Be sure to use the guiding rubric associated with this assignment (in Canvas) to inform your writing of this implementation assessment of the Fall Institute, including your personal contribution, your team's contribution, and the overall event. **You should type directly into the Canvas assignment window or copy/paste into the window. In other words, file uploads are not necessary (or permitted) for this assignment.**

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 class meetings. Due Dates are listed in the Course Calendar.

Assignment	Points Possible
A. Weekly Leadership Analysis	40 (4pts, 10 posts/replies)
B. My Leadership Story and Brand	20
C. Ropes Course Reflection	15
D. Fall Inst Success – Team Action Plan	10
E. Fall Inst Success - Implementation	15 (5-class / 10-team)
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. Attendance: For EDLD 8210, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.
- B. Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the [Student Policy eHandbook \(www.auburn.edu/studentpolicies\)](http://www.auburn.edu/studentpolicies). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook \(www.auburn.edu/studentpolicies\)](http://www.auburn.edu/studentpolicies) for more information on excused absences.
- C. Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
- D. Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT

- E. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook \(www.auburn.edu/studentpolicies\)](http://www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Please note:

- *Copying and/or pasting other individuals' work and then presenting it as your own (intentional or unintentional) 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.*
- *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course's work.*

- F. 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.

G. Professional Development Plan/ Written Comprehensive Exam for EDLD Ph.D. Students

Each Ph.D. candidate is to create a Professional Development Plan in the first semester of coursework. Guidance for this plan is given by faculty in the first semester, and it is the student's responsibility to continue to reflect and document progress toward the goals as each semester progresses. There is also space on the form for additional journaling as new learning takes place, new readings are discovered, etc. Please note that evidence should be provided to document growth, so work samples and other artifacts should be kept throughout the program. Each student should diligently add to the Professional Development form each semester. The faculty will hold a reflective conference with each student at a mid-point of coursework in each cohort schedule in which the student will prepare a presentation to report on progress made in the Professional Development Plan. Students will receive feedback on their progress from the Educational Leadership faculty at that time.

At the end of coursework, each student will be required to complete a written comprehensive exam. Guiding questions for the exam are provided to students in the first semester of coursework and are included in the syllabi of each core doctoral course. Students should give thoughtful attention to the questions throughout the program in order to be prepared to do written responses on the comprehensive take-home exam. Students will be notified of the due date for the exam well in advance. Students will prepare for and schedule their General Oral Exam (Comprehensive Exam) in consultation with their Chair.

Written Comprehensive Exam Questions:

- (1) What are your ideas about the relationship between theory and practice? (Please use appropriate citations and at least one specific example from your experience.)

- (2) What is your conception/definition of leadership and why? (Please use appropriate citations.)
- (3) What program experiences, readings, or other elements most influenced your thinking and personal growth? In other words, what were at least three of your personal “ahaa” moments during this program? Please explain where in the program they occurred, how and why. What have they meant to you since?
- (4) Using your professional growth plan (see Professional Growth and Development Plan Reflective Framework), where have you grown the most and where do you see continued opportunities for growth? Please provide evidence from your experience in your answer.
- (5) How might we improve the learning experiences in our program? Please offer at least three specific opportunities for us to improve.