**EDLD 8210**

**Educational Leadership: Theory and Practice**

**Fall 2017**

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**Office Hours:**

**Tuesday, Wednesday, Thursday**

**1:00 – 4:00;**

**or by appointment**

**Educational Foundations, Leadership & Technology**

**Auburn University**

**College of Education**



**EDLD 8210**

**Educational Leadership: Theory and Practice**

**Auburn University - College of Education**

Educational Foundations, Leadership, and Technology Department

Fall 2017

**Class Meetings:** August 27, September 24, and November 5; 9 am – 5 pm

**Class Location:** 2435 Haley Center

**Instructor:** Dr. Jason C. Bryant

Haley Center 4010

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Office Hours: 1:00 – 4:00 (T, W, Th) or by appointment

**1.** **Course Number**: EDLD 8210

**Course Title**: Educational Leadership: Theory and Practice

**Credit Hours**: 3 semester hours

**Prerequisites**: N/A

**2.** **Date Syllabus Prepared**: August 2017

1. **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)

1. **Required Texts**:

Northouse, P. G. (2012). *Leadership: Theory and practice* (7h Edition). Thousand Oaks, CA: Sage Publications.

Kowalski, T. J. (2012). *Case Studies in Educational Administration* (6th Edition). Boston: Pearson.

1. **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.
2. **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

1. **Course Content/Calendar:** The course contains various theoretical perspectives on educational leadership and examines the way that these theories can guide practice and research. Please be sure to review the calendar each week to be sure you are meeting the various deadlines.

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| **Date** | **Time** | **Description** |
| Sunday,  August 27 | 9 am – 5 pm | **READ prior to Weekend 1**:  Northouse Chapter 1 (read carefully)  Kowalski Cases: Introduction (read carefully)  [Knowledge in Brief: Connecting Leadership to Learning](http://www.wallacefoundation.org/knowledge-center/Documents/Investigating-the-Links-to-Improved-Student-Learning-Key-findings-from-wallace.pdf) (read carefully)  **Bring to class:**  Textbooks (Northouse, Kowalski, Knowledge in Brief article)  Tablet or laptop, if possible  Notebook & pen  **Activities:**  Course Introduction  What is Leadership?  Leadership for Learning  Setting Directions-Developing People-Redesigning Organizations  Leadership and Storytelling (Brand, Structure, Authenticity, Vulnerability, Trust, Wellbeing)  Life timeline/journey/story |
| Monday  Sept 4 | DUE by 9 am | Northouse Chapter 2 (Trait) and Kowalski case #20 |
| Monday  Sept 11 | DUE by 9 am | Northouse Chapter 3 (Skills) and Kowalski case #6 |
| Monday  Sept 18 | DUE by 9 am | Northouse Chapter 4 (Behavioral) and Kowalski case #2 |
| Sunday,  Sept 24 | 9 am – 5 pm | **Be prepared to share during Weekend 2**:  **My Leadership Story presentation** (5-7 minutes)  **Bring textbooks to class**  **Activities:**  My Leadership Story Presentations  StrengthsFinder Information  Review of Leadership Theories/Activities  Discussion of Leadership Briefs and Posters |
| Monday  Sept 25 | DUE by 9 am | Northouse Chapter 5 (Situational) and Kowalski case #3 |
| Monday  Oct 2 | DUE by 9 am | Northouse Chapter 6 (Path-Goal) and Kowalski case #7 |
| Monday  Oct 9 | DUE by 9am | Northouse Chapter 7 (LMX) and Kowalski case #8 |
| Monday  Oct 16 | DUE by  9 am | Northouse Chapter 8 (Transformational) and Kowalski case #11 |
| Monday  Oct 23 | DUE by 9am | Northouse Chapter 9 (Authentic) and Kowalski case #1 |
| Monday  Oct 30 | DUE by 9am | **My Leadership Story and Brand**  Northouse Chapter 10 (Servant) and Kowalski case #5 |
| Sunday, Nov 5 | 9 am – 5 pm | **Be prepared to share during Weekend 3**:  **Leadership Brief and Poster** (5 minutes) [You do not have to print your poster, you can share it via PowerPoint.]  **Bring textbooks to class**  **Activities:**  Leadership Brief and Poster Presentations (I know that these are not finalized projects, but I want you to share what you have at this point.)  Review of Leadership Theories  Leadership Activity – Auburn Escape Zone |
| Monday  Nov 6 | DUE by 9am | Northouse Chapter 11 (Adaptive) and Kowalski case #4 |
| Monday  Nov 13 | DUE by 9am | Northouse Chapter 12 (Psychodynamic) and Kowalski case #23 |
| Monday  Nov 20 | DUE by 9am | Northouse Chapter 13 (Leadership) and Kowalski case #17 |
| Monday  Nov 27 | DUE by 9am | Northouse Chapter 14 (Team) and Kowalski case #18 |
| Monday  Dec 4 | DUE by 9am | **Escape Zone Reflection**  Northouse Chapter 15 (Gender) and Kowalski case #21 |
| Monday,  Dec 11 | DUE by 9am | **Leadership Assignment (Poster and Leadership Brief)** |

1. **Course Requirements and Evaluation:**
2. **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 4 points and each response post is worth 4 point. 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. [Due each Monday by 9 am]**

1. **My Leadership Story and 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. 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.** **[Due on Monday, October 30 by 9 am]**

1. **Escape Zone Reflection**

Each individual will write a substantial and meaningful personal reflection related to the escape room experience and information learned through your Strengths Finder assessment. 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 through the escape room and your Strengths Finder profile influence your work as a leader? Be detailed and specific in this reflection. This reflection should be 3-4 pages in length. **Post your reflection to Canvas assignments.** **[Due December 4 by 9 am]**

1. **Leadership Assignment- Cutting-Edge Leadership Concepts – Poster and Leadership Brief (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 that 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 Leadership Brief (explained below). The poster must include basics of the leadership concept, findings of some key studies, and implications for practice at the school and/or classroom levels. On the first day of class, students will choose one of their topic using the list below as potential 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
    9. “Green” or Sustainable Schools
    10. Spirituality and Leadership
    11. Leading with Action Research
    12. **Other topics? – Make a suggestion….**

The purpose of the Leadership Brief is fourfold: First, it will allow you to investigate something that interests you and is relevant and important to your educational community. Second, it will allow you to begin synthesizing existing 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. Fourth, it will give you an opportunity to develop a handout for your poster. Leadership Briefs will conform to APA style (6th edition), and will adhere to the following format:

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| Page 1  **Literature Review**  What are the top five things we need to know about this topic?  Other key details to share? | Page 2  The **situation** in Alabama, in your city and/or in your School and School District | Page 3  What are some **best practices** Nationally, in Alabama, in local schools and/or districts? | Page 4  Additional Resources/  Information  Make sure they are practical! | Page 5  References |

Leadership Briefs are to be single-spaced, typed in 12 point Times New Roman font, and exactly four pages in length. Keep in mind that the audiences for these Leadership Briefs could be members of **your** educational community. This includes, but is not necessarily limited to, teachers, administrators, students, parents, community business leaders, building staff, etc. The Poster and Leadership Brief are worth 50 points; you will be assessed for the quality of each in terms of both substance and utility. Please refer to the handout in Canvas for the grading rubric. **[Due on Monday, December 11 by 9 am]**

Students are encouraged to submit a proposal to the Alabama Association of Professors of Educational Leadership Poster for presentation at the state conference in February. Additional details will be emailed later in the semester.

**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.

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| **Assignment** | **Points Possible** |
| 1. Weekly Leadership Analysis | 80 (8pts, 10 posts/replies) |
| 1. My Leadership Story and Brand | 40 |
| 1. Escape Zone Reflection | 30 |
| 1. Leadership Assignment (Poster and Leadership Brief) | 50 |
| **TOTAL** | **200** |

Final grades will be determined according to this scale:

**A 200 – 180 points**

**B 179 – 160 points**

**C 159 – 140 points**

**D 139 – 120 points**

**F 119 – 0 points**

1. **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](http://www.auburn.edu/student_info/student_policies/) ([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](http://www.auburn.edu/student_info/student_policies/) ([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](http://www.auburn.edu/student_info/student_policies/) ([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.