**EDLD 8210/8216**

**Educational Leadership: Theory and Practice**

**Fall 2018**

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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 8210/8216**

**Educational Leadership: Theory and Practice**

**Auburn University - College of Education**

Educational Foundations, Leadership, and Technology Department

Fall 2018

**Class Meetings:** August 25, October 6, and November 10; 9 am – 5 pm

**Class Location:** 2461 Haley Center (subject to change)

**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/EDLD 8216

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

**Credit Hours**: 3 semester hours

**Prerequisites**: N/A

**2.** **Date Syllabus Prepared**: August 2018

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. (2019). *Leadership: Theory and practice* (8th 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. If there is a reason that you must submit an assignment late, please email me prior to the due date of the assignment.

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| **Week** | **Major Topics/Assignments** |
| Week 1  Aug 20 – Aug 25  **(face-to-face)**  **Saturday**  **9 am – 5 pm** | Reading:  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) |
| Week 2  Aug 26 – Sept 1 | Reading:  Northouse Chapter 2 – Trait Approach; Chapter 3 – Skills Approach  Kowalski Case #20  Assignment due September 4 by 9:00 am  Leadership Theory and Case Analysis #1 |
| Week 3  Sept 2 – Sept 8 | Reading:  Northouse Chapter 4 – Behavioral Approach; Chapter 5 – Situational Approach  Kowalski Case # 2  Assignment due September 11 by 9:00 am  Leadership Theory and Case Analysis #2 |
| Week 4  Sept 9 – Sept 15 | Reading:  Northouse Chapter 6 – Path-Goal Theory  Kowalski Case # 7  Assignment due September 18 by 9:00 am  Leadership Theory and Case Analysis #3 |
| Week 5  Sept 16 – Sept 22 | Reading:  Northouse Chapter 7 – Leader-Member Exchange Theory  Kowalski Case #8  Assignments due September 25 by 9:00 am  Leadership Theory and Case Analysis #4  Check-In “Follow the Leader” |
| Week 6  Sept 23 – Sept 29 | Reading:  Northouse Chapter 8 – Transformational Leadership  Kowalski Case #11  Assignment due October 2 by 9:00 am  Leadership Theory and Case Analysis #5 |
| Week 7  Sept 30 – Oct 6  **(face-to-face)**  **Saturday**  9 am – 5 pm  SRCEA Conference  (modify schedule) | Reading:  Northouse Chapter 9 – Authentic Leadership  Kowalski Case # 1  Assignments due October 9 by 9:00 am  Leadership Theory and Case Analysis #6 |
| Week 8  Oct 7 – Oct 13 | Reading:  Northouse Chapter 10 – Servant Leadership  Kowalski Case #5  Assignments due October 16 by 9:00 am  Leadership Theory and Case Analysis #7  My Leadership Story and Brand |
| Week 9  Oct 14 – Oct 20 | Reading:  Northouse Chapter 11 – Adaptive Leadership  Kowalski Case #4  Assignment due October 23 by 9:00 am  Leadership Theory and Case Analysis #8 |
| Week 10  Oct 21 – Oct 27 | Reading:  Northouse Chapter 12 – Followership  Kowalski Case #23  Assignment due October 30 by 9:00 am  Leadership Theory and Case Analysis #9 |
| Week 11  Oct 28 – Nov 3 | Reading:  Northouse Chapter 13 – Leadership Ethics  Kowalski Case #17  Assignment due November 6 by 9:00 am  Leadership Theory and Case Analysis #10 |
| Week 12  Nov 4 – Nov 10  **(face-to-face)**  **Saturday**  9 am – 5 pm  [Escape Zone Activity] | Reading:  Northouse Chapter 14 – Team Leadership  Kowalski Case #18  Assignment due November 13 by 9:00 am  Leadership Theory and Case Analysis #11 |
| Week 13  Nov 11 – Nov 17 | Reading:  Northouse Chapter 15 – Gender and Leadership  Kowalski Case #21  No Assignment due |
| Week 14  Nov 18 – Nov 24  Thanksgiving Holidays | Reading:  Northouse Chapter 16 – Culture and Leadership  Kowalski Case #3  Assignments due November 27 by 9:00 am  Leadership Theory and Case Analysis #12  Follow the Leader Reflection |
| Week 15  Nov 25 – Dec 1 | Reading:  None  Assignments due December 4 by 9:00 am  Escape Zone Leadership Reflection  Leadership Assignment (Poster and Leadership Brief) |

1. **Course Requirements and Evaluation:**
2. **Weekly Leadership Theory and Case Analysis:** Each week, students will write a 600-800 word discussion post in Canvas.In the *analysis*, students will present the **key concepts** from that week’s Northouse chapter(s), a **summary** of the case to include the problem at hand and your thoughts on how the situation was handled, and then using the leadership trait/theory from the reading, how would you “solve” the problem. The goal is for you to use the theory (Northouse) to analyze and “solve” the problem of practice you read in the related case (Kowalski). Students will post their responses in Canvas and provide a substantive responses to other student posts in the discussion section of Canvas.

Each analysis post is worth 5 points and your response to posts is work 5 points. By the end of the semester, each student should have posted at least 10 weekly analyses (12 are available) and at least 10 substantive responses (12 are available) to other students’ posts. *Discussion posts will be available for no more than one week*. **The Leadership Theory and Case Analysis assignments are due each Tuesday. See Course Schedule for assigned readings and dates. [Due each Tuesday 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 and to include your personal brand.** Please discuss with me the type of file that you will use to upload your Leadership Story and Brand. **[Due Tuesday, October 15 by 9 am]**

1. **Follow the Leader**

Social media has become a huge part of our leadership culture in schools across the country. For this assignment, you will identify a school leader (principal or superintendent) whom you admire and follow that person on social media through the semester (Twitter, Facebook, blog, etc.). Your assignment is to write a 5-page paper evaluating the effectiveness of the leader’s use of social media to promote his/her ideas. What advice would you give the leader on how to better motivate followers or use the capabilities of the medium (e.g., Twitter - - brevity, Facebook - - networking, visuals) to influence people toward a common goal? You should apply any of the leadership traits/theories that best fit the situation to analyze the leader’s use of social media. Also, feel free to give examples that you feel best represent the leadership style exhibited. **[Due Tuesday, November 27 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 StrengthsFinder assessment. The reflection should include insights related to your individual leadership and learning ALONG with insights related to your group’s team work. One question to include in your response is: 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 to include your group’s StrengthsFinder information as well. This reflection should be 3-4 pages in length. **[Due Tuesday, 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/concpets 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. **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 100 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 Tuesday, December 4 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 | 100 (10 pts, 10 posts/replies) |
| 1. My Leadership Story and Brand | 40 |
| 1. Follow the Leader Reflection | 30 |
| 1. Escape Zone Leadership Reflection | 30 |
| 1. Leadership Assignment (Poster and Leadership Brief) | 100 |
| **TOTAL** | **300** |

Final grades will be determined according to this scale:

**A 300 – 270 points**

**B 279 – 240 points**

**C 239 – 210 points**

**D 209 – 180 points**

**F 179 – 0 points**

1. **Class Policy Statements:**

A. Attendance: For EDLD 8210/8216, 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