**EDLD 8210/8216**

**Educational Leadership: Theory and Practice**

**Fall 2019**

**Jason C. Bryant, Ph.D.**

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**Office Hours:**

**Wednesdays; 1 pm – 4 pm**

**(please call or email to schedule an 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 2019

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

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

**Instructor:**

Dr. Jason C. Bryant

Haley Center 4010

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E-Mail: [jcb0023@auburn.edu](mailto:jcb0023@auburn.edu)

Office Hours: Wednesdays, 1 pm – 4 pm

**Teaching Assistant:**

James Slear

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Contact Hours: Thursdays, 7 am – 11 am; All other days, 7 am – 10 pm

**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 2019

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.

Northouse, P.G. & Lee, M. (2019). *Leadership Case Studies in Education* (2nd Edition). Thousand Oaks, CA: Sage Publications~~.~~

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 in-class activities 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:
3. The use of the 11 major leadership theories/skills an analytic tool for identifying problems of practice in educational leadership as a tool to assist in forming actionable solutions.
4. 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.
5. An understanding of how leadership influences the culture of organizations.
6. An understanding of how leadership influences policy, practice, and development within organizations and individuals.
7. **Course Requirements and Evaluation:**
8. **Weekly Leadership Theory and Case Analysis**

Each week, students will read an assigned chapter from the course text (Northouse) introducing a leadership theory or model and the corresponding K-12 case study (Northouse & Lee). By mid-week, students will respond to a writing prompt relating the case study to the chapter reading. Response length will vary week to week but should be approximately 300-600 words. After submitting their response, students will be assigned a peer paper to read and provide feedback. Rather than responding directly to the peer, students will edit their own papers, taking into consideration alternative viewpoints of their peers and specifically addressing these differences. Students will then exchange revised papers and together, using the discussion board, will *craft a shared statement* describing the extent to which their views are compatible and areas of disagreement that remain.

Each week’s discussion is worth a total of 5 points, broken down as follows: original response – 2 points; revised response – 2 points; shared statement 1 point. **Each student may elect to skip one week without penalty**. **Original posts are due Tuesday by 9 am**. Students will receive a peer’s paper to read not later than Tuesday at 11:59 pm. **Revisions are due by Friday at 11:59 pm** and **Shared statements are due by Sunday at 11:59 pm**.

**[See Course Schedule for assigned readings and dates. Please plan accordingly and be sure to communicate with your assigned peer to ensure all parts of the assignment are done on time and submitted accordingly.]**

This area aligns with course objectives a, b and d. Through your responses and weekly analysis, I am looking for connections and your level of understanding of each theory presented in the text.

1. **Weekly Contribution to Major Case Studies (Kowalski Case #8, #12 – found in Canvas)**

At the beginning of the semester and again at the midway point, students will be introduced to an educational leadership case study having significant complexity. Each week, students will be assigned one of five roles to fulfill (*facilitator, catalyst, search engine, summarizer*, or *participant*). The class will analyze the case and over a six week period, *identify* the central problem of the case, *describe* the desired end state, *develop* strategies for achieving the end state, and *apply* the lessons learned to their professional practice. Each case is explored in four distinct phases over a period of six weeks. The case study narrative will be posted to Canvas along with the student role assignment schedule, a detailed description of activities and outcomes for each phase, and detailed responsibilities of each role within each phase of analysis.

Students participate in 10 of the 12 weeks of discussion activity according to the assigned schedule. For this assignment, the start of the week is **Monday at midnight** and the end of the week is **Sunday at 11:59 pm**. Any student wishing to trade either of their 2 weeks off with another student may make arrangements to do so. Please notify the instructor and TA of the planned switch prior to the start of the week. Please check the course calendar for specific assignment details and information.

This area aligns with course objectives a, b and d. Through your responses and weekly analysis, I am looking for connections and your level of understanding of each theory presented in the text

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 products may be in the medium of each student’s choice – written word, graphic, audio, film, or some combination. **The final products 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 29 by 9 am]**

This activity aligns with course objective d as you develop your brand as a leader and understand how that brand is communicated to others along with how you share your story with others. There are two components to this assignment; your leadership story and your leadership brand. Both of these should be reflective of your growth as a leader.

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. Superintendent, state department of education official, education advocate) 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. In your evaluation, describe the impact that the leader has through social media, give examples of their impact, and describe how their leadership style is exhibited through their actions (give specific examples). 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 26 by 9 am]**

This assignment encompasses all of the course objectives through your analysis of how effective this leader has been in utilizing social media as a platform to share their leadership style. Through your analysis, you will determine which key areas were represented from the theories presented, and how you best feel that leader exemplified them.

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 3 by 9 am]**

This assignment aligns to course objectives c and d as you reflect on the group dynamics and your individual leadership styles are exhibited as you reflect on your experience through the challenge.

1. **Leadership Assignment- Cutting-Edge Leadership Concepts – Leadership Poster and Leadership Brief (groups of 2 or individually)**

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/concepts 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 Leadership 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 their topic using the list below as potential ideas:

* + 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. Social Justice and Educational Leadership
    11. **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:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 (or your state/country), in your city and/or in your School and School District.  (How does your topic relate back to your situation?) | Page 3  What are some **best practices** nationally, in Alabama (your state/country), in local schools and/or districts?  (How should this look in our schools?) | Page 4  Additional Resources/  Information  Make sure they are practical!  (If needed, this could be used to add additional literature, charts, tables, etc.) | Page 5  References |

Leadership Briefs are to be single-spaced, typed in 12 point Times New Roman font, and exactly five (5) 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 3 by 9 am]**

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

This activity aligns with course objectives c and d based on the topic you are presenting as you relate this research-based assignment to the overall leadership provided in schools and/or your organization.

**Course Grading**

My goal is to have assignments graded with 48 hours and/or within the week of submission.

Students have the opportunity to submit assignments early for feedback prior to grading, but I do ask that you send me an email asking for feedback prior to the due date of the assignment. This should be done at least 2 weeks in advance of the due date.

For the discussion posts, James Slear (Graduate Teaching Assistant) will be your point of contact and is available if you need him at any point in the process!

**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** |
| 1. Weekly Leadership Analysis | 50 (5 pts, 10 posts/replies) |
| 1. Large Case Study Analysis | 50 (5 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 269 – 240 points**

**C 239 – 210 points**

**D 209 – 180 points**

**F 179 – 0 points**

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.

|  |  |
| --- | --- |
| **Week** | **Major Topics/Assignments** |
| Week 1  Aug 19 – Aug 25 | Reading:  Northouse Chapter 1 (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) |
| Saturday, August 24  (face-to-face)  9 am – 5 pm | Class Activity Information to be Provided |
| Week 2  Aug 26 – Sept 1 | Reading:  Northouse Chapter 2 – Trait Approach; Chapter 3 – Skills Approach  Kowalski Case #8 (Major Case Study #1 – follow the format listed in syllabus/handout for detailed information; this case is posted in Canvas.)  Assignment due September 3 by 9:00 am  Northouse & Lee Case Study 1.1  Kowalski Case #8 – Phase 1 |
| Week 3  Sept 2 – Sept 8 | Reading:  Northouse Chapter 4 – Behavioral Approach; Chapter 5 – Situational Approach  Assignment due September 10 by 9:00 am  Northouse & Lee Case Study 3.1  Kowalski Case #8 – Phase 2, Week 1 |
| Week 4  Sept 9 – Sept 15 | Reading:  Northouse Chapter 6 – Path-Goal Theory  Assignment due September 17 by 9:00 am  Northouse & Lee Case Study 5.1  Kowalski Case #8 – Phase 2, Week 2 |
| Week 5  Sept 16 – Sept 22 | Reading:  Northouse Chapter 7 – Leader-Member Exchange Theory  Assignments due September 24 by 9:00 am  Northouse & Lee Case Study 7.1  Kowalski Case #8 – Phase 3, Week 1 |
| Week 6  Sept 23 – Sept 29 | Reading:  Northouse Chapter 8 – Transformational Leadership  Assignment due October 1 by 9:00 am  Northouse & Lee Case Study 8.1  Kowalski Case #8 – Phase 3, Week 2 |
| Week 7  Sept 30 – Oct 6 | Reading:  Northouse Chapter 14 – Team Leadership  Assignments due October 8 by 9:00 am  Northouse & Lee Case Study 14.1  Kowalski Case #8 – Phase 4 |
| Saturday, October 5  (face-to-face)  9 am - 5 pm  HC 2461 | Class Activity Information to be Provided  -I will be out of town for a conference this weekend; Dr. John Mehaffey will spend the day with you.  -Be prepared to share your topic and brief overview of your Leadership Brief and Poster (You do not have to provide any type of product for class!)  -Working Lunch (discuss with class members prior to class) |
| Week 8  Oct 7 – Oct 13 | Reading:  Northouse Chapter 9 – Authentic Leadership  Kowalski Case #12 (Major Case Study #1 – follow the format listed in syllabus/handout for detailed information; this case is posted in Canvas.)  Assignments due October 15 by 9:00 am  Northouse & Lee Case Study 9.1  Kowalski Case #12 – Phase 1 |
| Week 9  Oct 14 – Oct 20 | Reading:  Northouse Chapter 10 – Servant Leadership  Assignment due October 22 by 9:00 am  Northouse & Lee Case Study 10.1  Kowalski Case #12 – Phase 2, Week 1 |
| Week 10  Oct 21 – Oct 27 | Reading:  Northouse Chapter 11 – Adaptive Leadership  Assignment due October 29 by 9:00 am  Kowalski Case #12 – Phase 2, Week 2  My Leadership Story and Brand |
| Week 11  Oct 28 – Nov 3 | Reading:  Northouse Chapter 12 – Followership  Assignment due November 5 by 9:00 am  Northouse & Lee Case Study 11.1  Kowalski Case #12 – Phase 3, Week 1 |
| Week 12  Nov 4 – Nov 10  9 am – 5 pm | Reading:  Northouse Chapter 13 – Leadership Ethics  Assignment due November 12 by 9:00 am  Northouse & Lee Case Study 12.1  Kowalski Case #12 – Phase 3 Week 2 |
| Saturday, Nov 9  (face-to-face)  9 am – 5 pm  HC 2461 | -Be sure to have completed your StrengthsFinder assessment prior to class  -Escape Zone Activity (off-campus)  Additional activities TBA |
| Week 13  Nov 11 – Nov 17 | Reading:  Northouse Chapter 15 – Gender and Leadership  Assignment due November 19 by 9:00 am  Follow the Leader Reflection |
| Week 14  Nov 18 – Nov 24  Thanksgiving Holidays | Reading:  Northouse Chapter 16 – Culture and Leadership  Assignments due November 26 by 9:00 am  Northouse & Lee Case Study 15.1  Kowalski Case #12 – Phase 4 |
| Week 15  Nov 25 – Dec 1 | Reading:  None  Assignments due December 3 by 9:00 am  Escape Zone Leadership Reflection  Leadership Assignment (Poster and Leadership Brief) |

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. Communication: Auburn University email is an approved medium for communication among Auburn University employees and students. It is my goal to respond to all emails within a 24 hour period. If you send an email and I do not respond, please call or text me to let me know so that I may respond.

F. 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.*

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:

* + Engage in responsible and ethical professional practices
  + Contribute to collaborative learning communities
  + Demonstrate a commitment to diversity
  + Model and nurture intellectual vitality