**1. Course Number: EDLD 7526/7520**

**EDLD 7520/7526**

Leadership and the Learning Organization

**FALL 2020**

Synchronous Zoom Meetings

Aug 22 (9AM-3PM)

Sept 19 (9AM-3PM)

Oct 24 (9AM-3PM)

**EFLT**

College of Education

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***Set an appointment with me at***

[***https://lisakensler.youcanbook.me/***](https://lisakensler.youcanbook.me/)



**Course Title: Leadership and the Learning Organization**

**Credit Hours: 3 Semester Hours**

**Prerequisites: None**

**Corequisites: None**

**2. Syllabus Revised: August 2020**

**3. Texts/Required Resources:**

Goleman, D., & Senge, P. M. (2014). *The Triple Focus: A New Approach to Education*. Florence, MA: More Than Sound, LLC.

Kensler, L. A. W., & Uline, C. L. (2017). *Leadership for Green Schools: Sustainability for Our Children, Our Communities, and Our Planet*. New York: Routledge, Taylor & Francis Group.

Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). *Schools that learn (updated and revised): A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Crown Business.

*\*\*\*If you use the e-book version, see the page listings with section titles at the end of this document*.

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author. Available free here: <http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf>

Vogt, E. E., Brown, J., & Isaacs, D. (2003). *The art of powerful questions*. Mill Valley, CA: Whole Systems Associates. Available here: <http://www.theworldcafe.com/store.html> (You may also wish to Google this resource for other availability)

**4. Course Description:**

Leading schools as learning organizations; issues related to student wellbeing, learning and achievement through attention to organizational components.

**5. Course Objectives:**

This course is based upon Instructional Leadership Standards of the Alabama State Department of Education 290-3-3-.48 (2)(a) through (2)(j), with a particular focus on (e) Community of Care and Support for Students. These standards are based on the Professional Standards for Educational Leaders.

(e) Community of Care and Support for Students.

Effective instructional leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Prospective instructional leaders will be prepared and able to:

1. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

2. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5. Cultivate and reinforce student engagement in school and positive student conduct.

6. Infuse the school’s learning environment with the cultures and languages of the school’s community.

**6. Course Content and Schedule:**

**Please note**: You are expected to complete all of the readings during (or prior to) the week listed.

*TTF* = Goleman, D., & Senge, P. M. (2014). *The Triple Focus: A New Approach to Education*. Florence, MA: More Than Sound, LLC.

*LGS* = Kensler, L. A. W., & Uline, C. L. (2017). *Leadership for Green Schools: Sustainability for Our Children, Our Communities, and Our Planet*. New York: Routledge, Taylor & Francis Group.

*STL* = Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). *Schools that learn (updated and revised): A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Crown Business.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Module (new)** | **Five Disciples** | **Assigned Reading**  **(articles available in Canvas)** | **Assignments Due**  **(DUE Wed’s of each week, dates listed in Canvas)** |
| 1  AUG 17 | 1-Whole School Sustainability (WSS)  Synchronous Zoom  9AM – 3PM on  August 22 | Mental models | LGS – Chapters 1& 2  TTF – Introduction & Part One  STL - Getting Started: Orientation & A Primer on the Five Disciplines - pp. 177-188; 329-340; 414-420; 396-404; 369-371 | Module #1 Discussion |
| 2  AUG 24 | 1-WSS | Personal mastery | LGS – Chapters 3 & 4  TTF – Part Two  STL – pp. 209-216; 341-350; 381-395; 445-456  Sterrett, W. L., Kensler, L., & McKey, T. (2016). Greener on the Other Side. Journal of Cases in Educational Leadership, 19(4), 72-85. doi:10.1177/1555458916664764 | Portfolio #1 Mental Models |
| 3  AUG 31 | 2-Partnerships |  | LGS – Chapters 5 | Module #2 Discussion  MOU |
| 4  SEP 7 | 3-Building as Teaching Tool |  | LGS – Chapter 6 | REMINDER: Complete CliftonStrengths assessment before our synchronous class next week.  See Portfolio #2 assignment – you will need this week and next to work on it! |
| 5  SEP 14 | 4-Energy  Synchronous Zoom  9AM – 3PM on  September 19 |  | LGS – Chapter 7 | Module #3/4 Discussion |
| 6  SEP 21 | 5-Culture wellbeing | Team learning | LGS – Chapter 8  STL – pp. 159-175; 258-264; 479-486  TTF – Part Three  *The Art of Powerful Questions* | Portfolio #2 Built Environments  REMINDER: Your portfolio #3 assignment requires bringing a group together for conversation – do not leave it until the last minute! |
| 7  SEP 28 | 5-Culture wellbeing |  | Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: a review of the literature. Review of Education, 3(2), 103-135. doi:10.1002/rev3.3043 |  |
| 8  OCT 5 | 6-C & I |  | LGS – Chapter 9 | Module #5 Discussion |
| 9  OCT 12 | 7-Family Engagement |  | Sebolt, S. (2018). Capitalizing on Funds of Knowledge to Support Family Engagement. *Kappa Delta Pi Record, 54*(3), 130-134. doi:10.1080/00228958.2018.1481660  Llopart, M., & Esteban-Guitart, M. (2016). Funds of knowledge in 21st century societies: inclusive educational practices for under-represented students. A literature review. *Journal of Curriculum Studies, 50*(2), 145-161. doi:10.1080/00220272.2016.1247913 | Portfolio #3 Team Learning |
| 10  OCT 19 | 8-Equity  Synchronous Zoom  9AM – 3PM  on  October 24 |  | Khalifa, M. A. (2014). Can Blacks be racists? Black-on-Black principal abuse in an urban school setting. *International Journal of Qualitative Studies in Education, 28*(2), 259-282. doi:10.1080/09518398.2014.916002  Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally Responsive School Leadership. *Review of Educational Research, 86*(4), 1272-1311. doi:10.3102/0034654316630383 | Module #6/7/8 Discussion |
| 11  OCT 26 | 9-Vision | Shared vision | LGS – Chapters 4 & 10 | Portfolio #4 Family Engagement and Equity |
| 12  NOV 2 | 10-Systems Thinking | Systems thinking | STL – pp. 123-156; 275-292 TTF – Four and Five  Mager, U., & Nowak, P. (2012). Effects of student participation in decision making at school. A systematic review and synthesis of empirical research. *Educational Research Review, 7*(1), 38-61. doi:10.1016/j.edurev.2011.11.001 | Module #9 Discussion |
| 13  NOV 9 | 10-Systems | Systems thinking |  | Module #10 Discussion |
| 14  NOV 16 | 11-The Action Plan |  |  | Portfolio #5 Systems Thinking-Case Analysis |
| 15  NOV 23 | Thanksgiving  (Last day of classes Nov 24) |  |  | Green Pathways Action Plan |
| 16  NOV 30 | Exam Week |  |  | Portfolio #6 Systems Thinking-Iceberg Conversation |

**Course Requirements/Evaluation:**

**Memorandum of Understanding**

Download the PDF form from the Canvas Assignment. Discuss the relevant assignments listed in the form (Portfolio #3 and #6) with your immediate supervisor and both of you sign the agreement. The purpose of this memorandum is to express our respect for your current supervisor. It is thoughtful to alert your school leaders to assignments that ask you to work with your colleagues. In your conversation with your supervisor, be sure to ask if there are specific topics of interest that they would like you to consider discussing. If your supervisor has any concerns about this assignment, please share my contact information. *If you have concerns about speaking with your supervisor about these assignments for any reason, please reach out to me. I will be happy to discuss.*

**Portfolio Assignment #1** (Mental Models - MM and Personal Mastery - PM)

For this assignment you will use personal reflection to examine your own mental models. You may choose to use either the Ladder of Inference (*STL* p. 101) or the Left-Hand Column (*STL* p. 110) to structure and guide your reflection.

You will need to choose a professional or personal situation to reflect upon… it can be helpful to choose a situation that challenged you in some way – Maybe a conversation that left you feeling unsettled; or an interaction that left you feeling very angry or critical of someone else. As you review the Ladder of Inference and the Left-Hand Column, opportunities for reflection will occur to you. Choose a complex/meaningful one!

 Do the following and SUBMIT your documentation as **one file (**Word or PPT are common choices) to Canvas Assignments for Portfolio Assignment #1:

1. Write a description of the situation. Describe who, what, where, when details. Include everything you think is important to the situation. Be thorough. You may protect the innocent by not using real names.
2. Document your structured reflection using either the Ladder of Inference or the Left-Hand Column. (Your documentation should be detailed and should align very closely to the structured purpose/application of the tool as described in *STL*.)
3. Write a 500ish word reflection about what you learned during your work in step 2. Focus on your learning related to mental models and the situation. How does personal mastery relate to this situation and your learning? If you did not learn much, then either you chose a situation that is too simplistic or not meaningful enough. Go back to the beginning and choose another situation. You’ve had good practice with the tool now and you should be able to dig into something messier!

**Portfolio Assignment #2** (Built Environments)

This portfolio assignment asks you to apply the information you learned in Modules #3 and #4 - Buildings as Teaching Tools and Energy.

Take what you have learned in these two modules and create a photo-tour of your school. You can use PowerPoint, Word, or another program to present your tour. At a minimum, highlight the following features on your tour with at least one photo per feature. *You may certainly highlight additional features!* For each photograph you include in your tour, write a brief description/explanation of the feature you are highlighting. Complete this assignment with the summary (IV) as described below.

I. The ways in which your school building serves the best interests of children (or not):

* ample access to daylight
* classroom acoustics
* thermal comfort
* access to nature

II. The ways in which your school building protects our children's future (or not):

* energy efficiency
* conservation of resources
* waste management
* habitat protection/restoration

III. At least five ways in which you do - or could - use your building as a teaching tool - Your descriptions for these five (or more!) photos may be a bit longer than for those in the previous two sections. Yes, you may use some of the same features from the previous two sections in this section, just duplicate the photo.

IV. Write a summary of your tour and reflect on the ways in which your school facility is being managed and used as a teaching tool well and ways in which there needs to be improvement and why. (Plan for this reflection to be at least 250 words, and longer is acceptable.)

**Portfolio Assignment #3** (Team Learning - TL) – **PLAN AHEAD**

*Make appropriate modifications for COVID-19, including holding this meeting over ZOOM.*

You will facilitate a learning conversation among a group of trusted colleagues. Your conversation should last at least 45 minutes. Invite at least 3 trusted colleagues to meet you for a conversation about “Green Schools.” Your participants do not need to do anything special to prepare. They simply need to show up. Your job is to plan for and then facilitate a learning conversation that introduces green school concepts and then invites conversation about current green school practices and opportunities for expanding green school practices at your school.

- Be sure to do the following PRIOR to your meeting/conversation:

-Make sure your meeting space is welcoming and conducive to an open, comfortable conversation.

-Have paper and colored pens/pencils available for note taking. (Notes from the meeting will be part of your portfolio submission)

-Re-Read STL pp. 104-109; 159-175 and The Art of Powerful Questions as a guide to designing your conversation. You may also find it helpful to reference the U.S. Department of Education's Green Ribbon School **sample application** here (additional resources on this page may also be helpful): [https://www2.ed.gov/programs/green-ribbon-schools/applicant.html  (Links to an external site.)](https://www2.ed.gov/programs/green-ribbon-schools/applicant.html)

-Design an AGENDA and PLAN for your meeting (Again, you will need to submit this plan as part of your portfolio submission)

Your AGENDA should be an outline of your meeting and prepared as a handout for the participants. You may want to send this to them ahead of time.

Your PLAN is for you to follow and should include:

-Your expectations for the meeting/conversation

-Welcome and explanation for bringing the group together (write a summary of what you plan to say to get the conversation going)

-Outline your plan for the conversation… opening question, follow-up questions, activities (How will you facilitate the conversation? Will you use an activity or simply a list of questions? What will you as a group produce during your conversation? How will you guide the note taking?)

-How will you wrap up and close your conversation?

-DURING your meeting/conversation, PLEASE take a few pictures and remember to record notes in whatever format fits the structure of your meeting/conversation.

 SUBMIT the following as Portfolio #3:

Please Note: In Canvas Assignments, please submit 1-4 as a single Word or PowerPoint file.

1. Your AGENDA and PLAN for the meeting/conversation
2. Pictures of your meeting space and participants
3. Notes created during the meeting/conversation (pictures of these notes are fine - just be sure I can read them!)
4. Personal reflection (minimum of 500 words) about the conversation addressing the following:
5. What went well? Why?
6. What surprised you? Why?
7. Where on the Advocacy/Inquiry Palette (STL 107) did you all spend most of your time? Explain.
8. Based on your experience here, the next time you facilitate a meeting/conversation what will you be sure to do? What will you be sure not to do?

**Portfolio Assignment #4** (Family Engagement and Equity)

Consider family engagement and equity at your school. How might you apply lessons from these modules (and this course) to your school for the purpose of expanding family engagement and equity efforts? Using the information provided in these two modules (#7 and #8), develop a PowerPoint (or some other program) presentation for your teachers that recognizes current efforts and engages them in understanding why and imagining how you might improve those efforts. You should plan for the presentation to be approximately one hour and it should include at least two opportunities for group conversation/active participation.

SUBMIT:

1. Your presentation (PowerPoint or some other program)

2. Written description of your plan for the one hour meeting, opportunities for group conversation/active participation, and your reflective expectations for how the meeting will be received by your faculty. What will be needed to insure a positive response? (*Plan for this to be approximately 500 words*.)

**Portfolio Assignment #5** (Systems Thinking) – Case Analysis

Following the example case analysis we worked through in class, you will analyze YOUR SCHOOL as the case. Reflect on your school context (or organization) for at least the past year. You may consider a longer time horizon, if you wish. Then use the iceberg model to guide a structured analysis of student learning (or important issue to your organization). The readings throughout this course can be helpful to you here. Consider the issue that you will focus on and then select appropriate readings to support your analysis.

SUBMIT one Word, PowerPoint, or PDF file to Canvas with detailed responses to the following 5 items:

* ISSUE: What do you notice about student learning/experience at your school? (tip of the iceberg) Briefly describe some aspect of student learning or experience that has captured your attention and why you want to know more about this issue.
* BOTGs: What are the patterns and trends related to the “aspect of student learning/experience” you selected? WRITE a summary of these trends and DRAW at least 3-5 BEHAVIOR OVER TIME Graphs that illustrate the important and relevant trends. If it makes sense to include 3-5 lines on one graph, then that is totally fine – just remember to use a key! Remember to label your axes!
* CLDs: Choose what you believe to be the TWO MOST IMPORTANT TRENDS at your school. WRITE a description of the trends and what you believe is causing them. Also DRAW a CAUSAL LOOP DIAGRAM that explains each trend (two CLDs). Be sure that the causal relationships you draw in your loops are actually causal relationships. Be sure that your loops close. Drawing causal loop diagrams correctly takes practice, time, thought, and a lot of revision. Invest time in this part of the assignment. It will prepare you for Portfolio #6 when you help others learn to do the same.
* MENTAL MODELS: What are some mental models that continue to perpetuate the causal relationships that produce the trends and result in this “aspect of student learning" that captured your attention?
* WHAT WILL YOU DO NOW? Based on your analysis of this aspect of student learning (or other issue), what opportunities do you see for action? Consider yourself as the new principal OR an advisor to the current principal. In other words, write as an administrator, not as a teacher. Write at least 250 words (minimum) to describe what you are inclined to do to further support student learning at your school. Your recommendations should flow from your analysis. Connect your learning to your future actions.

**Portfolio Assignment #6** (Systems Thinking) – **PLAN AHEAD**

*Make appropriate modifications for COVID-19, including holding this meeting over ZOOM.*

The ICEBERG MODEL is an integrative tool that can guide very powerful learning conversations. **This assignment integrates many aspects of this course and is the culminating activity**. When you want to better understand an event or issue, the Iceberg Model can help! Just like in Portfolio Assignment #2 you will need to bring together a group of colleagues (and consider including students!) for this assignment. You will facilitate an Iceberg Model conversation around a topic of interest to your group. You might discuss bullying, or student behavior, or teacher morale, or parent involvement, or some critical event that happened recently. The possible topics are endless and yes, you may deepen/expand the conversation you had for Portfolio #2 and/or the issue you analyzed for Portfolio #5. It is important that you choose a topic that is meaningful to your group. Again, your participants do not need to do anything special to prepare. They simply need to show up.

You should plan for the conversation to last at least 45 minutes.

- You, however, will need to prepare - Be sure to do the following PRIOR to your meeting/conversation:

-Make sure your meeting space is welcoming and conducive to an open, comfortable conversation.

-Have paper and colored pens/pencils available for note taking. (Notes taken during the meeting will be part of your portfolio submission)

-Re-Read STL pp. 126-132 as a guide to designing your conversation.

-Download the Iceberg Model handouts [HEREPreview the document](https://auburn.instructure.com/courses/1307458/files/163534921/download?wrap=1).

-Design an AGENDA and a PLAN for your meeting (Again, you will need to submit these as part of your portfolio submission)

Your AGENDA should be an outline of your meeting and prepared as a handout for the participants. You may want to send this to them ahead of time.

Your PLAN should include:

-Your expectations for the meeting/conversation (Will you choose the topic/issue or will you do that as a group when you meet? What if the group has a difficult time deciding? How will you decide? Have a plan!)

-Welcome and explanation for bringing the group together (write a summary of what you plan to say to get the conversation going)

-Outline your plan for the conversation… opening question, follow-up questions, activities (How will you facilitate the conversation? Be very familiar with the Iceberg Model process. Have at least one large sheet of paper for recording your notes onto an “iceberg”)

-How will you wrap up and close your conversation?

-During your meeting/conversation, PLEASE take a few pictures of your setting, participants, and notes that you take.  Remember to record notes in an iceberg model type structure.

 SUBMIT the following as Portfolio #6:

Please Note: In Canvas Assignments, please submit 1-4 as a single Word, PowerPoint, or PDF file.

1. Your plan/agenda for the meeting/conversation
2. Pictures of your meeting space and participants learning together
3. Notes from the meeting/conversation including your iceberg model (pictures of these notes are fine!)
4. Personal reflection about the meeting/conversation addressing the following:
   1. What went well? Why?
   2. What surprised you? Why?
   3. What did you learn about your issue/topic?
   4. How did you use what you learned about facilitating conversations in Portfolio Assignment #3 in this assignment?
   5. Based on your experience here, the next time you facilitate a meeting/conversation what will you be sure to do? What will you be sure not to do?

Your reflection should be at least 500+ words.

**Green Pathways Action Plan** and **Vision Board**

To create your **Green Pathways Action Plan**, you will submit your responses through the Green Pathways Response Tool found within the models - complete these as you go! For multiple questions within a single prompt, you will click the Next button, and then the Submit button once you have answered all parts of the prompt. Upon submission, you will have the option to close this tool and go back to the course or view your work in progress. You will be able to resubmit your response which will overwrite your initial response. You will also be able to review and edit your responses on a Work-in-Progress page. At the end of the course, you will receive a formatted Microsoft Word document complete with all your responses and some additional background information for readers. The entire document will be editable once it has been downloaded. There is no word limit, so be thorough and thoughtful in your responses. Submit your final Green Pathways Action Plan in Canvas Assignments.

To create your **Vision Board**, you will submit your responses through the Vision Board Response Tool as you move through the modules - complete these as you go! You will be able to resubmit responses which will overwrite your initial response. You will also be able to review and edit your responses on a Work-in-Progress page. At the end of the course, you will receive a styled graphic that can be embedded in a document, presentation, website, etc. Remember - your responses are limited to 300 characters or less (think *Twitter* style) and prompts will not be included on the finished graphic. For that reason, you should phrase each response so that it can be read independently. Submit your final Vision Board in Canvas Assignments.

*Your submission will be two separate files*.

**Grading and Evaluation**

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| --- | --- |
| **Assignment** | **Points Possible** |
| **Memorandum of Understanding** | 3 |
| **Discussion Posts** will be worth 2 points per post. You may earn 1 point for a thorough and thoughtful response to the discussion prompt and you may earn up to 1 point for at least one thorough and thoughtful response to a peer’s post. You will notice that there are actually seven discussion posts – consider one a free miss! | 12 |
| **Portfolio Assignments #1 - #6** will each be worth 10 points. See the description of each assignment above and in Canvas. | 60 |
| **Green Pathways Action Plan** and **Vision Board** | 10 |
| **Class Participation** during Zoom class sessions. You may earn up to 5 points per day during our Zoom class meetings. If you have an approved absence (see Class Policy Statements), then you will have to earn your points via an alternative assignment. It is the students’ responsibility to request this alternative assignment. | 15 |
| **TOTAL POINTS** | **100** |

**Grading Scale: A = 90 – 100 points**

**B = 89 – 80 points**

**C = 79 – 70 points**

**D = 69 – 60 points**

**F = 59 points and below**

**Class Policy Statements:**

A. Attendance: For EDLD 7520, 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.

*Schools that Learn* e-book readings

Page       Section Title

3 - 123    The Remembered Moment

177 - 188  The Dignity of the Child

329 - 340  Schooling as an Ethical Endeavor

414 - 420  Leading without Control

396 - 404  No More Drive-by Staff Development

369 - 371  The $19,000 Question

209 - 216  Teaching Structural Tension

123 - 156  Systems Thinking

159 - 175  Creating Classrooms that Learn

258 - 264  Check-in

479 - 486  Reclaiming Citizenship through Conversations

341 - 350  A Shared Vision for Your School

381 - 395  The Great Game of High School

445 - 456  Creating a Core Learning Group

123 - 156  Systems Thinking

275 - 292  A Guide to Practice for Systems Thinking in the Classroom

372 - 380  Success to the Successful

545 - 548  The Tragedy of the Commons

126 - 132  The Iceberg Model (Systems Thinking section)