

## EDLD 7520

### Leadership and the Learning Organization

**Spring 2014**

Jan 25,26; Feb 22, 23; April 5,6

**EFLT**

College of Education

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## COLLEGE OF EDUCATION



### *Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

### *Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

### *Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



**AUBURN**  
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

**1. Course Number: EDLD 7520**

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

**Credit Hours: 3 Semester Hours**

**Prerequisites: Admission to AESG Master's Program**

**Corequisites: None**

**2. Syllabus Revised: Jan 2014**

**3. Texts/Required Resources:**

Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B. J., Dutton, J., & Kleiner, A. (2013, 2<sup>nd</sup> Ed.). *Schools that learn: A fifth discipline fieldbook*. New York: Doubleday.

Hagstrom, D. (2004). *From outrageous to inspired: How to build a community of leaders in our schools*. San Francisco: Jossey-Bass.

Ropes course fee – approximately \$25.00

**Please Download** from Canvas.

Vogt, E. E., Brown, J., & Isaacs, D. (2003). *The art of powerful questions*. Mill Valley, CA: Whole Systems Associates.

**Related Articles:**

Cate, J. M., Vaughn, A., & O'Hair, M. J. (2006). A seventeen-year case study of an elementary school's journey: From traditional school to learning community to democratic school community. *Journal of School Leadership, 16*, 86-111.

Kensler, L. A. W. (2010). Designing Democratic Community for Social Justice. *International Journal of Urban Educational Leadership*.

Kensler, L. A. W., et al. (2009). The ecology of democratic learning communities: Faculty trust and continuous learning in public middle schools. *Journal of School Leadership, 19*(6), 680-734.

Smyth, J. (2006). 'When students have power': Student engagement, student voice, and possibilities for school reform around 'dropping out' of school. *International Journal of Leadership in Education, 9*(4), 285-298.

Tschannen-Moran, M. (2009). Fostering teacher professionalism in schools: The role of leadership orientation and trust. *Educational Administration Quarterly, 45*(2), 217-247.

Wheatley, M. (1999). What do we measure and why? Questions about the uses of measurement. *Journal for Strategic Performance Measurement, 3*(3).

Accessed <http://www.margaretwheatley.com/articles/whymeasure.html>,  
June 14, 2009.

#### **Optional Resources:**

- Collinson, V. & Cook, T. (2007). *Organizational learning: Improving learning, teaching, and leading in school systems*. Thousand Oaks, CA: Sage Publications.
- DuFour, R. & Eaker, R. (1998). *Professional Learning Communities at Work*. Alexandria, VA; Association for Supervision and Curriculum Development.
- Green, R. L. (2009). *Practicing the Art of Leadership*. New York: Allyn & Bacon.
- Hord, S. & Morrissey, M. (2000). *Professional learning communities (PLC) publications bundle*. Austin, Texas: Southwest Educational Development Laboratory (SEDL).

#### **4. Course Description:**

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

**5. Course Objectives:** based upon standards of knowledge (K), and ability (A)  
Alabama State Department of Education Instructional Leadership Standards 290-3-3-.48  
(2)(a) through (2)(h).

Upon completion of the course, the student will be able to:

- a. **(K, A)** demonstrate understanding that the learning organization is authentically engaged with the broader community and responds intelligently to diverse social, economic, and political conditions **(2)(e)1(i-ii), (2)(e)2(i-viii), (2)(h)**;
- b. **(K, A)** demonstrate knowledge of a learning organization as an “open” or “closed” system sensitive to the external environment and all stakeholders **(2)(g)1(i-vi), (2)(g)2(i-vi)**;
- c. **(K, A)** compare theories and models of organizations **(2)(g)1, (2)(g)2**;
- d. **(K, A)** understand types and dynamics of organizational culture and how they relate to school settings **(2)(g)1(i-vi), (2)(g)2(i-vi)**;
- e. **(K, A)** understand and promote diversity and tolerance in the learning organization **(2)(d)1(i-v), (2)(d)2(i-v)**;
- f. **(K, A)** understand how personal and organizational philosophy relate to student achievement and organizational growth **(2)(a)1, (2)(b)2, (2)(c)2(i-xi)**;
- g. **(K, A)** describe norms of leaders and followers in a learning organization: reflective practice, focused on the vision and mission of student learning, using data to drive organizational results, trusting, involvement in decision making, collegiality and experimentation **(2)(c)2(i-xi), (2)(h)1(i-v)**;
- h. **(K)** understand how to use interpersonal and group processes to make the school organization a more cohesive culture **(2)(c)2(i-xi)**;

- i. **(K, A)** understand the need for a shared mental image (vision) of what is important to the individuals and the organization **(2)(a)1(i-v); (2)(a)2(i-xv);**
- j. **(K, A)** create organizational norms which foster continuous improvement and a widely shared vision or sense of purpose towards student learning and achievement **(2)(a)1; (2)(a)2; (2)(b)1(i-iii);**
- k. **(A)** incorporate collaborative team processes such as democratic governance structures, collective learning, dialogue, empowerment and other group dynamics **(2)(a)2(i-xv); (2)(e)2(i-viii);**
- l. **(A)** delegate tasks clearly and appropriately to accomplish organizational goals **(2)(a)2(viii);**
- m. **(A)** implement a systems approach to developing and delegating tasks to members of the organization **(2)(a)2(viii);**
- n. **(K, A)** develop communication structures and feedback using various technologies to further the organizational mission **(2)(f)1(i-ii); (2)(f)2(i-vii);**
- o. **(A)** demonstrate a knowledge of decision making models and apply those to various school settings **(2)(h)3;**
- p. **(K, A)** demonstrate knowledge of the change process as it relates to school organizational structures and elements **(2)(b)1(i-iii);(2)(b)2(i-xiii);**
- q. **(K, A)** create a climate of democratic participation by all constituents in the school i.e. administration, faculty and staff, students, parents and the business community **(2)(a)1;(2)(a)2; (2)(c)2(i-xi);**
- r. **(A)** study various group and team concepts such as: mentors, study groups, committees, action research groups; conference, research and presentation groups; peer observation groups; curricular teams; school improvement task forces **(2)(c)2(i-xi); (2)(e)2(i-viii).**

### 6. Course Content and Schedule:

Class Session	Topics	Readings and Assignments
<b>Saturday, Jan 25</b> 9:00AM – 5:00PM	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Norms &amp; learning styles</li> <li>• Factory Model of Schooling vs Living System Model of Schooling</li> <li>• <i>Art of Powerful Questions</i></li> <li>• Leading with inquiry</li> <li>• Introduction to 2 of 5 Disciplines               <ul style="list-style-type: none"> <li>-Mental Models</li> <li>-Personal Mastery</li> </ul> </li> </ul>	(Hagstrom, 2004, p 1-105) (Senge, et al., 2012, I: chapters 1-6) (Senge, et al., 2012, II chapters 1-7) (Senge, et al., 2000, XII: chapter 1, Leading Without Control) (Wheatley, 1999)  <i>Art of Powerful Questions</i> – READ, as well!
<b>Sunday, Jan 26</b> 9:00AM – 5:00PM	<ul style="list-style-type: none"> <li>• <b>DUE: Data Room/Use Reflection</b></li> <li>• Introduction to 3 of 5 Disciplines               <ul style="list-style-type: none"> <li>-Shared Vision</li> <li>-Team Learning</li> <li>-Systems Thinking</li> </ul> </li> <li>• Balancing Inquiry/Advocacy</li> <li>• Application: Improve Student Achievement Case Study</li> </ul>	<b>Submit your Data Room/Use Reflection to Canvas by 9am AND bring a paper copy to class</b>  (Senge, et al., 2012, V: chapter 1, Teaching Structural Tension) (Senge, et al., 2012, XI: chapter 1, No More ‘Drive-By Staff Development’) (Senge, et al., 2012, IX: chapter 1, A Shared Vision for Your School) (Senge, et al., 2012, V: chapter 6, Intelligent Behaviors) (Senge, et al., 2012, XI: chapter 3, Success to the Successful) (Senge, et al., 2012, X: chapter 4, Shifting the Burden) (Senge, et al., 2012, XVI: chapter 6, The Tragedy of the Commons)
<b>Monday, Feb 10</b> <b>***NO CLASS MEETING***</b>	<ul style="list-style-type: none"> <li>• <b>DUE: <i>This I Believe</i> Statement</b></li> </ul>	<b>Submit your <i>This I Believe</i> statement to Canvas by 9am</b>

<b>Saturday, Feb 22</b> 9:00AM – 5:00PM	<ul style="list-style-type: none"> <li>• Complete Systems Thinking Tools</li> <li>• Introduction of Group Case Study</li> <li>• Group work time in class – Group Case Study</li> </ul>	(Hagstrom, 2004, p 107-172) (Senge, et al., 2012, X: chapter 5, The Great Game of High School)
<b>Sunday, Feb 23</b> 9:00AM – 5:00PM	<ul style="list-style-type: none"> <li>• Democratic Learning Communities</li> <li>• Decision Making Models</li> </ul>	World Café Discussion of readings: (Cate, <i>et al.</i> , 2006) (Kensler, 2010) (Kensler, et al., 2009) (Tschannen-Moran, 2009) (Senge, et al., 2012, XVI: chapter 7, How do you Know Your Organization is Learning?)  Group Case Analysis work time
<b>Saturday, Apr 5</b> 7:30AM – 4:00PM	<ul style="list-style-type: none"> <li>• Ropes Course</li> <li>• Group Case Analysis work time</li> </ul>	Dress in comfortable clothes for the ropes course; bring water bottle, snacks, and lunch.  After lunch: Group Case Analysis work time at Kensler home (213 Kimberly Drive Auburn, AL)
<b>Sunday, Apr 6</b> 9:00AM – 5:00PM	<b>DUE: Group Case Analysis Presentations</b>	<b>Group Case Analysis: <i>Be prepared to present your analysis and your plan and post your group's presentation to Canvas Assignments</i></b>  Individual Case Analysis consulting time
<b>Monday, Apr 28</b> by 9:00AM ***NO CLASS MEETING***	<b>DUE: Final Individual Case Study Assignment</b>	<b>Submit final project to Canvas Assignments by 9:00AM</b>

## 7. Course Requirements/Evaluation: Grading and Evaluation

Assignment	Points Possible
<b>Data Room/Use Reflection</b> – As individuals, write a reflection of your school's use of data/evidence (approximately 1000-1500 words formatted as you wish). Pay special attention to describing the who, what, where, how, when, and why of your school's use of data/evidence. Your reflections may include diagrams, photos, etc. in addition to your prose.	20
<p><b><i>This I believe Statement</i></b> – Your leadership philosophy with particular focus on your fundamental beliefs related to education, learning, schools, communities, students, parents, teachers, etc.</p> <p>You may present this assignment in the format that best aligns with its message. You have the freedom to be creative here! Students in the past have written beautiful essays, stories, poems...</p> <p>I am particularly interested in assignments that reflect deep thought about your core, fundamental beliefs. This is not as easy as saying, "I believe all students can learn." If you do...tell me more! What does that mean to you? How does it show up in your practice? Etc.</p>	20
<p><b>Group Case Analysis</b> – In a group, develop a response to the assigned case. <i>Be prepared – as a group - to present your response to the class.</i></p> <p>*Rubric available on Canvas.</p>	20
<p><b>Individual Case Analysis</b> – In this assignment, you will further analyze and develop the "opportunity for change" that you discovered in your data reflection (or post-data reflection!). For this Final Paper, I. INQUIRE: describe an opportunity for change and the past/current patterns and trends using systems thinking tools (STTs); II. IMAGINE: What is your vision for how things could be? III. INNOVATE: How will you use STTs to move from where things are to where you would like them to be?; IV. IMPLEMENT: Describe your action plan.</p> <p>You will find additional details on Canvas. Please submit one document (PPT, Word, or PDF) to Canvas.</p> <p>*Rubric available on Canvas.</p>	30
<b>Class Participation</b> – class activities, including group and individual assignments, and discussion posts in Canvas will provide opportunities for earning participation points.	10
<b>TOTAL POINTS</b>	<b>100</b>

### Grading Scale:

**A = 90 – 100 points**

**B = 89 – 80 points**

**C = 79 – 70 points**

**D = 69 – 60 points**

**F = 59 points and below**

## 8. **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 \(www.auburn.edu/studentpolicies\)](http://www.auburn.edu/studentpolicies). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook \(www.auburn.edu/studentpolicies\)](http://www.auburn.edu/studentpolicies) for more information on excused absences.
  
- C. **Make-Up Policy:** Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
  
- D. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT



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

*Please note:*

- *Copying and/or pasting other individuals' work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*
- *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course's work.*

F. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

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

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

#### SKILLS

- Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
- Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
- Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

#### APPLICATIONS

- Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
- Accomplished educational leaders are committed to student and adult learners and to their development.
- Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

#### DISPOSITIONS

- Accomplished educational leaders model professional, ethical behavior and expect it from others.
- Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
- Accomplished educational leaders advocate on behalf of their schools, communities and profession.