

EDLD 7526/7520

Leadership and the Learning Organization

Spring 2015

Saturday face-to-face sessions:
Jan 24, 31; April 25

EFLT

College of Education

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And by appointment

COLLEGE OF EDUCATION



A Keystone in Building a Better Future for All



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Auburn University is an equal opportunity educational institution/employer.

1. Course Number: EDLD 7526/7520

Course Title: Leadership and the Learning Organization

Credit Hours: 3 Semester Hours

Prerequisites: none

Corequisites: None

2. Syllabus Revised: Jan 2015

3. Texts/Required Resources:

Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B. J., Dutton, J., & Kleiner, A. (2013, 2nd 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.

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

Ropes course fee – approximately \$25.00

Related Resources (optional):

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>

- 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:

1. **(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);**
2. **(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);**
3. **(K, A)** compare theories and models of organizations **(2)(g)1, (2)(g)2;**
4. **(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);**
5. **(K, A)** understand and promote diversity and tolerance in the learning organization **(2)(d)1(i-v), (2)(d)2(i-v);**
6. **(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);**
7. **(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);**
8. **(K)** understand how to use interpersonal and group processes to make the school organization a more cohesive culture **(2)(c)2(i-xi);**
9. **(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);**

10. **(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);
11. **(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);
12. **(A)** delegate tasks clearly and appropriately to accomplish organizational goals
(2)(a)2(viii);
13. **(A)** implement a systems approach to developing and delegating tasks to members of the organization **(2)(a)2(viii);**
14. **(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);**
15. **(A)** demonstrate a knowledge of decision making models and apply those to various school settings **(2)(h)3;**
16. **(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);**
17. **(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);
18. **(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:

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

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

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

Week	Topic	Readings & Assignments
1 – Jan 14 Meet at AU Haley Center, 4 th Floor Conference Room – 6PM	Orientation	
2 – SATURDAY Jan 24 9AM – 5PM Face-to-face Haley 2435	Course Introduction Learning Organizations Personal Mastery, Shared Vision, Mental Models, Team Learning	Complete readings prior to class meeting: <i>Schools That Learn (STL)</i> pp. 3-69 <i>STL</i> pp. 70-123
3 – SATURDAY Jan 31 9AM – 5PM Face-to-face Haley 2435	Systems Thinking	Complete readings prior to class meeting: <i>STL</i> pp. 123-156
4 – Feb 1	EXPLORE Mental Models	Readings: <i>FOTI</i> Part 1, pp. 1-68 <i>STL</i> pp. 177-188; 329-340; 414-420; 396-404; 369-371 Project Implicit (https://implicit.harvard.edu/implicit/) – choose and take at least 3 different IATs (tests) either as a registered user or as a guest user. Use your results to reflect on mental models. Assignment: Respond to Canvas Discussion 1

5 – Feb 8	PRACTICE Mental Models	#1 Portfolio Assignment (Mental Models)
6 – Feb 15	EXPLORE Personal Mastery	<p>Readings: <i>FOTI</i> Part 2, pp. 69-106 <i>STL</i> pp. 209-216 Wheatley's <i>Disturb Me, Please!</i> article available here: http://www.margaretwheatley.com/articles/pleasedisturb.html</p> <p>Watch: Brene Brown's The Power of Vulnerability on TED available here: http://www.ted.com/talks/brene_brown_on_vulnerability?language=en</p> <p>Assignment: Respond to Canvas Discussion 2</p>
7 – Feb 22	PRACTICE Personal Mastery	#2 Portfolio Assignment (Personal Mastery)
8 – Mar 1	EXPLORE Team Learning	<p>Readings: <i>FOTI</i> Part 3, pp. 107-156 <i>STL</i> pp. 159-175; 258-264; 479-486 <i>The Art of Powerful Questions</i></p> <p>Assignment: Respond to Canvas Discussion 3</p>
9 – Mar 8	PRACTICE Team Learning	#3 Portfolio Assignment (Team Learning)
10 – Mar 15	EXPLORE Shared Vision	<p>Readings: <i>FOTI</i> Part 4, pp. 157-172 <i>STL</i> pp. 341-350; 381-395; 445-456</p> <p>Assignment: Respond to Canvas Discussion 4</p>
11 – Mar 22	PRACTICE Shared Vision	#4 Portfolio Assignment (Shared Vision)
12 – Mar 29	EXPLORE Systems Thinking	<p>Readings: Waters Foundation WebEd (modules: 1-3) http://www.watersfoundation.org/webed/main/index.htm <i>STL</i> pp. 123-156; 275-292</p> <p>Assignment: Respond to Canvas Discussion 5</p>

13 – Apr 5	EXPLORE Systems Thinking	<p>Readings: Waters Foundation WebEd (modules: 4-6) http://www.watersfoundation.org/webed/main/index.htm <i>STL</i> pp. 372-380; 545-548</p> <p>Assignment: Respond to Canvas Discussion 6</p>
14 – Apr 12	PRACTICE Systems Thinking	<p>Readings: Waters Foundation WebEd (modules: 8) http://www.watersfoundation.org/webed/main/index.htm <i>STL</i> pp. 126-132</p> <p>Assignment: Prepare for Portfolio Assignment #5</p>
15 – Apr 19 Saturday April 25 7:30AM – 3:00PM	ROPES COURSE	See Canvas Calendar for details
16 – Apr 26	Final Project	#5 Portfolio Assignment (Systems Thinking)

7. Course Requirements/Evaluation:

A. Portfolio Assignment #1 (Mental Models)

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** to Canvas Assignments for Portfolio Assignment #1:

1. Write a description of the situation. Describe the who, what, where, when details. Include everything you think is important to the situation. Be thorough.
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. 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!

B. Portfolio Assignment #2 (Personal Mastery)

Personal Mastery is about knowing who you are and who you want to be. It is very much about living with the creative tension that exists when we examine our current reality relative to our aspirations. This tension is not often comfortable. Because of this, many people choose not to engage in reflecting on these topics. If you are new to considering these ideas, be patient with yourself and the process. It takes time for clarity to emerge. Practicing Personal Mastery as a discipline means that we continuously engage in this thoughtful work.

In this assignment, you will reflect on who you are, your core beliefs, and your aspirations for the future. You may find the guiding questions in *STL* p. 81-86 very helpful. Focus on the questions that are helpful, consider your own questions, and ignore the questions that don't help you! I encourage you to do this reflective work outside either sitting or walking. If not outside, then in a quiet, comfortable place where you are unlikely to be interrupted.

SUBMIT **one file** to Canvas with the following:

- A creative and thoughtful presentation of the following concepts:
 - Your personal purpose/mission (Why are you here?)
 - Your core values (How will you 'be' in this world?)
 - Your personal vision (What do you want for your future?)
 - A description of your current reality relative to your vision
 - A description of the choices are you inspired to make in order to serve moving toward your vision

As you develop this assignment, you may find including images or poetry helpful. Please feel free to allow creativity into this assignment and allow it to inspire and support your written descriptions.

C. Portfolio Assignment #3 (Team Learning)

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 "Creating Classrooms that Learn." Your participants do not need to do anything special to prepare. They simply need to show up.

☺ 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 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.
- Design a plan (or agenda) for your meeting (Again, you will need to submit this plan as part of your portfolio submission)

Your plan 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 voice RECORD your conversation and take a few pictures. Video is not necessary, but acceptable. Also 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, 2, 4, and 5 as a single Word or PowerPoint file. Submit 3 as either a voice or video file.

1. Your plan/agenda for the meeting/conversation
2. Pictures of your meeting space and participants
3. A 5 minute section of the voice or video recording. Be selective. Choose the most substantial and representative segment.
4. Notes from the meeting/conversation
5. Personal reflection (500 words) about the conversation addressing the following:
 - a. What went well? Why?
 - b. What surprised you? Why?
 - c. Where on the Advocacy/Inquiry Palette (*STL* p. 107) did you all spend most of your time? Explain.
 - d. 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?

D. Portfolio Assignment #4 (Shared Vision)

Cultivating a guiding shared vision is a critically important aspect of any school leader's work. Every high performing school has a clear shared vision. Peter Senge reminds us, "A shared vision is not an idea...it is rather, a force in people's hearts...at its simplest level, a shared vision is the answer to the question 'What do we want to create?'" In this assignment, you are going to explore the nature of your school's vision and the degree to which it is shared among students, teachers, staff, administration, and the community.

GATHER INFORMATION

1. Please ask at least three random representatives from each of the following groups this simple question: What do we at [School's Name] want to be? (or some version of that simple question that speaks to your school community)
 - Students
 - Teachers
 - Staff
 - Community members

Be sure to either **RECORD** their answers OR **TAKE EXCELLENT NOTES** so that you can share their quotes in the written assignment below.
2. Interview your principal. Use the following set of questions to guide your conversation with her or him. Again – either record the conversation or take excellent notes.
 - a. Explain why you are meeting... class project on school vision...
 - b. How would you explain our school district's vision?
 - c. How did that become our school district's vision? What was the process and who was involved? When did it occur?
 - d. How would you explain our school's vision?

- e. How did that become our school's vision? What was the process and who was involved? When did it occur?
3. Document evidence of your school's vision in action. Take at least 5 photos of different ways that people in your school are actively working towards a shared vision.

SUBMIT a written description of your school's vision. Please structure your description around these questions:

- What is your school's vision?
- How does it relate, if at all, to the district vision?
- How was your school's vision created? What was the process? Who was involved? When did it take place?
- How well is it shared across the school community? (Be sure to use a description of your conversations with students, teachers, staff, and community members here. Use quotes and pictures in this section!)
- Finally, if you were the school principal, what would you do to continue cultivating a shared vision in your school?

E. Portfolio Assignment #5 (Systems Thinking)

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 #3 you will need to bring together a group of colleagues for this assignment. You will facilitate an Iceberg Model conversation around a topic of interest to you and your colleagues. 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. 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 from 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 in the Canvas Assignment #5 description.
- Design a plan (or agenda) for your meeting (Again, you will need to submit this plan as part of your portfolio submission)

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 voice RECORD your conversation and take a few pictures. Video is not necessary, but acceptable. Also remember to record notes in an iceberg model type structure.

SUBMIT the following as Portfolio #5:

Please Note: In Canvas Assignments, please submit 1, 2, 4, and 5 as a single Word or PowerPoint file. Submit 3 as either a voice or video file.

1. Your plan/agenda for the meeting/conversation
2. Pictures of your meeting space and participants learning together
3. A 5 minute section of the voice or video recording. Be selective. Choose the most substantial and representative segment.
4. Notes from the meeting/conversation including your iceberg model
5. Personal reflection about the meeting/conversation addressing the following:
 - a. What went well? Why?
 - b. What surprised you? Why?
 - c. What did you learn about your issue/topic?
 - d. How did you use what you learned about facilitating conversations in Portfolio Assignment #3 in this assignment?
 - e. 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.

Grading and Evaluation

Assignment	Points Possible
Discussion Posts will be worth 2 points per post. There will be seven opportunities to post and to earn up to 10 total points during the semester. 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.	10
Portfolio Assignments #1 - #5 will each be worth 15 points. See the description of each assignment above.	75
Class Participation during face-to-face class sessions. You may earn up to 5 points per day during our face-to-face 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****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.