**Course Overview**

**EDLD 8940/8946 Directed Field Experiences in Educational Leadership**

Student learning outcomes for this course are based on and extend the Class A (master’s level) instructional leadership standards and also reflect the Class AA (specialist level) instructional standards specified by the Alabama State Department of Education. In brief, this course includes content and practical experiences related to action research and sharing leadership with school, parent and community stakeholders [3(a)- 3(c)]. The field experience component described in #7 Assignments/Projects more specifically describes how the course emphasizes shared leadership beyond the levels of observation and participation; engagement in alternative ways of thinking about educational settings and approaches to teaching to accomplish learning goals for student populations with ever changing needs; and working with all stakeholders to support improved student learning. You will be learning how to lead change in your school and you will practice it as you lead a specific change initiative needed to improve student achievement.

Action research can be defined as the process of studying a real school situation to understand and improve the quality of actions or instruction. It is a systematic and orderly way for teachers and leaders to observe their practice or to explore a problem and a possible course of action. It is also a type of inquiry that is preplanned, organized, and can be shared with others. It is practitioner research. Action research has a proven track record in teacher professional development, it has helped raise the voice of teachers in educational reform and it is a mechanism for expanding the knowledge base for teaching. While action research has a proven track record in teacher practices literature it is a fairly new application to administrators.

Class content and assignments are used to build knowledge (K) and ability (A) in regards to building stakeholder relationships through action research. Leaders of schools and school systems must have the necessary skills, knowledge and dispositions to advocate for educational organizations and the communities they serve. Content will emphasize the National Board Certification for Educational Leaders (NBCEL) Core Propositions which are applicable to action research and school partnerships. This would touch on all aspects of the propositions to include: skills, applications and dispositions accomplished educational leaders are expected to be engaged in.

This course will be offered both as distance education (EDLD 8406). Details regarding distance education delivery are noted in the syllabus. All distance education students are expected to complete the field experience for this course.

**SYLLABUS**

**EDLD 8940/8946 Directed Field Experiences in Educational Leadership**

**Spring, 2015**

**AUBURN UNIVERSITY**

**Department of Educational Foundations, Leadership & Technology**

**Instructor Contact Information:**

**Dr. Linda Searby**

**4075 Haley Center**

**Office Phone: 334-844-7784; Cell 205-907-6285 (preferred)**

**Email:** [**ljs0007@auburn.edu**](mailto:ljs0007@auburn.edu)

**Office Hours: W, TH from 10 – 3, or by appointment**

1. **Course Number:** EDLD 8940/8946

**Course Title:** Directed Field Experiences in Educational Leadership

**Credit Hours:** 3 semester hours; Educational Specialist program

**Prerequisites:** Admission to the Ed.S. Degree/ Certification Program

**Corequisites:** None

**2. Date Syllabus Prepared: December, 2013**

1. **Texts or Major Resources:**

Patterson, J. (2003). *Coming Even Cleaner About Organizational Change*. American Association of School Administrators.

Bauer, S.C., & Brazer, S. D. (2013). *Using Research to Lead School Improvement: Turning*

*Evidence into Action*. Sage Publications.

Latta & Downey *(1994). Tools for Achieving TQE*. Corwin Press.

Selected Articles posted in Canvas Modules will also be required reading.

**4. Course Description:**

Problem solving, reflective practice and action research are used for continuous school improvement. Provides opportunities to engage in diverse field based research projects.

**5. Student Learning Outcomes (SLO’s):** SLO’s expand the standards for Class A Instructional Leadership [290-3-3-.48 (2)(a)-(h)] as well as reflect the content standards delineated in the Class AA Instructional Leadership analysis form [290-3-3-.53-301 3(c) 5-8 OR 5-9].

Upon completion of this course, students will be able to:

|  |
| --- |
| 1. Understand the Plan-Do-Check-Act cycle of continuous school improvement/Action Research approach to solving problems. |
| 1. Demonstrate the problem solving and action research approach to improving the school through the use of Quality Tools to gather and display data leading a team of school-based educators. |
| 1. Use data and research to improve relationships with all stakeholders, and communicate positively with them. |
| 1. Use data to document trends within the community which will impact the schools and the school district. |
| 1. Use data to build relationships and share leadership with members of the school community. |
| 1. Learn to lead change in schools by understanding individual and organizational responses to change. |
| 1. Gain experience in presenting action research results in various educational/professional venues, such as leadership institutes, journals, newsletters, and community meetings. |

1. **Course Content Outline:**

**See Appendix for Course Outline of Assignments and Due Dates.**

For distance education students the following technologies will support the distance learning delivery. Specifically, (a) timely and appropriate interactions between teacher and students will occur primarily through the Auburn University email system, and the Canvas course site (discussion board and chat features); the instructor will be available for office hours each week and students may contact the instructor via telephone, email, Canvas chat features, Google Hangout or Skype; (b) students will engage with each week’s content (Narrated Power Point presentation, reading material, other posted links and articles) asynchronously; discussion among class members will take place primarily on the Canvas discussion boards and in face to face class sessions; Some sessions may be conducted synchronously using Scopia (c) the technology will allow students to engage with the course content via their personal Internet connection, engage with their peers over Canvas, and allow for personalized support from the instructor via email; (d) there will be some face to face meetings for the class.

**7. Assignments/Projects:**

**See the course assessment map (Appendix) for alignment of assessments and student learning outcomes.**

1. **Check Ins and Assignment Submission.** Three check-ins are to be posted to Canvas for 5 points each. These are based on the weekly reading assignments and class discussions. There are assignments every week which are to be submitted on Canvas in the Assignments section. The assignments and their point values are outlined in detail below.

C.**Harsh Realities of Leading Change**: One of your texts is Patterson’s *Coming Even Cleaner About Organizational Change.* In this book, Patterson leads you in exercises to assess and address the sometimes harsh realities of leading change, with particular emphasis on assessing your own school culture. This will require very thoughtful reflection, and will help you become sensitive to how change affects those whom you are leading. This is a written assignment following directions given in a Canvas module. **30 points.**

D. **Analysis of Changes in Your School/District:** Using Patterson’s text as a guide, describe and discuss examples of changes in your school and/or district: Pocket Change, Compliance Change, Event Change, and Culture Change. **[ 5 points – this is one of the Check Ins]**

**E.Field Experience & Problem Based Project:** Each student will identify a school-based problem that needs to be solved or a situation that needs improving and participate in the Plan-Do-Check-Act process, using Quality Tools to address the problem, using a team approach. Step by step explanations will be given for the project, and the project will be conducted/implemented over 6-10 weeks in incremental stages, with 5 points given for each part as it is submitted on Canvas on the date assigned. A power point summary of the entire project overview will be presented in the last 2 classes before the Institute. **6 parts for 5 points each, for a total of 30 points** + **Final Power Point of Change Initiative – 30 points.**

F. **Literature Review**: To support your project, you will want to make sure that your strategies are research-based. Therefore, you will conduct a literature review on the topic of your initiative, which will be handed in separately. Then, you will incorporate it into your Leadership Institute presentation power point. What you hand in will need to be 3 – 5 pages of summaries of research you found from various articles in peer reviewed journals or books, paraphrased, cited APA style, with an additional sheet of references in APA style. **30 points.**

**8. Grading Scale:** The final grade for the course will be based on the following:

Check Ins 3@ 5 points 15 points

Harsh Realities of Change/ Culture Assessment 30 points

Field Experience: Planning for Change Project Parts 6 @5 points 30 points

Literature Review on Change Initiative Topic 30 points

Final Leadership Institute Presentation 30 points

Total 135 points

**Bonus Points possible: 2 pts for each non-EDL guest you bring to the Institute!**

**EVALUATION:**

A = 90-100 %

B = 89-80 %

C = 79-70 %

D = 69-60 %

F = Below 59 %

**9. Class Policy Statements:**

1. Class Attendance/Absences/ Late Work:Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Student eHandbook found at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor’s statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance.** **Assignments turned in late on Late Work: Canvas will result in a loss of points (10% per every day late).**

**ANY STUDENT WHO REQUESTS AN INCOMPLETE GRADE FOR THE SEMESTER CANNOT EARN A GRADE HIGHER THAN “B” WHEN THE WORK IS COMPLETE.** The only exception to this would be a written verification from a physician or employer that clearly documents a valid reason for the student being unable to complete course expectations on time.

**THE LEADERSHIP INSTITUTE THIS SEMESTER IS YOUR CAPSTONE PROJECT FOR THE ED.S. IT IS ALSO A CLASS ASSIGNMENT. Of course, your attendance is required, as you are the program! However, you may earn 2 bonus points for every non-EDL student adult guest you bring (fellow teachers, administrators).**

B. Students are responsible for initiating arrangements for missed work due to excused absences.

C. Make-up exams will be given only for University-approved excuses as outlined in the Student eHandbook found at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) . Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance. WE DO NOT HAVE ANY EXAMS IN THIS COURSE.

D. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. The policy concerning accommodations can be found at <https://fp.auburn.edu/disability/faculty/syllabus.asp>. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

1. Honesty Code: All portions of the Auburn University Honesty Code and the eHandbook Rules and Regulations pertaining to Cheating will apply to this class. [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

You must be extremely careful not to plagiarize when doing your literature review. Cutting and pasting or copying word for word from online sources or printed materials, or paraphrasing by changing just a word or two in a sentence is considered plagiarism.

Not giving credit to original authors for their ideas is also plagiarism. Dr. Searby will be checking carefully for original wording in your literature reviews.

1. 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.

Appendix A

Course Assessment Map

EDLD 8946 Directed Field Experiences

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Objectives** | **Course Assessments**  **See #7 for descriptions of assignments/projects** | | | | |
| Check Ins | Project  Parts/  Quality  tools | Harsh  Realities/  Culture Assessment | Literature  Review for Project | Field Experience (Project & Institute) |
| 1. Understand the Plan-Do-Check-Act cycle of continuous school improvement/Action Research approach to solving problems. | X | x |  | X | X |
| 1. Demonstrate the problem solving and action research approach to improving the school through the use of Quality Tools to gather and display data & leading a team of school-based educators. | X | x | x | X | X |
| 1. Use data and research to improve relationships with community stakeholders, and communicate positively with them. | X | x | x |  | X |
| 1. Use data to document future trends within the community which will impact the schools and the school district. | X | x | x |  | X |
| 1. Use data to build relationships and share leadership with members of the school community. | X | x | x |  | X |
| 1. Learn to lead change in schools by understanding individual and organizational responses to change. | X | x | x | X | X |
| 1. Present school research in the educational, professional and local community organizations. |  | x |  | X | X |

**Appendix B**

**Project Course Outline**

|  |  |  |
| --- | --- | --- |
| **Week and Topic** | **Module/Assignment to Do for Tonite** | **Assignment(s) Due Next Week** |
| **1**  **Jan. 15 – Face to Face in Auburn – stay tuned for time/place**  **Course & Assignment Overview/ Initial Class Activity** | **Be securing Your Bauer Text - need for reading next week** | **Complete Modules 1&2 in Canvas; Read Chs. 1 & 2 in Bauer; Do Activity 2.4 on pp. 31-32 before coming to class; Do Check In #1; Read Sharing the Lead and REACH articles – (documents in Canvas)** |
| **2**  **Jan. 22- Face to Face in Dadeville**  **Intro to Quality Tools/ PDCA Cycle; Nominal Group Process Technique; Group Decision Making** | **Bring Bauer text and TQM book; Complete Modules 1&2 in Canvas; Read Chs. 1 & 2 in Bauer; Do Activity 2.4 on pp. 31-32 before coming to class; Read Sharing the Lead article – Patterson and REACH article (documents in Canvas); Do Check In #1** | **Complete Module 3 in Canvas; Read Bauer Chs. 3 & 4;** |
| **3**  **Jan. 29 – Online**  **Shared Decision –Making’ Teacher Leaders** | **Complete Module 3 in Canvas; Read Bauer Chs. 3 & 4;** | **Hold One Team Mtg. by next week – Do Activity on p. 101 of Bauer with team, then do Plus/Delta chart w/ team. Write up Part I, Section 1a for your Problem Solving Project &Submit on Canvas under Assignments; Read Chs. 5 & 6 in Bauer; Complete Module 4 in Canvas;** |
| **4**  **Feb. 5 – Online**  **Gathering Data for your Project** | **Complete Module 4 in Canvas; Do Check in #2; Write up Part I, Sections 1a, for your Problem Solving Project. Submit on Canvas under Assignments; Read Chs. 5, 6 in Bauer.** | **Team Mtg: Do FFA and Fishbone together; Gather baseline data and Submit Part 1b of your project; Read Chs. 7 & 8 in Bauer;**  **Complete Module 5;**  **Do Check In #2 in Canvas.** |
| **5**  **Feb. 12 – Online – Synchronous in Scopia at 5:00 p.m.**  **Leading Change**  **And**  **Conducting Literature Reviews** | **Complete Module 5 in Canvas; Submit Part 1b of your project in Canvas; Read Ch. 1 in Patterson; Read Resistance to Change article; Check in #2** | **Submit your Force Field Analysis and Fishbone Diagram in Canvas under Assignments;**  **Read Chs. 9 & 10 in Bauer; Read Ch. 2 in Patterson; Complete Module 6** |
| **6**  **Feb. 19 - Face to Face**  **School & District Culture;**  **How to Avoid Plagiarism in your Lit. Review** | **Complete Module 6 in Canvas; Read Ch. 2 in Patterson.**  **Submit Part 2 of Project:Force Field Analysis & Fishbone Diagram (Interrelationship Diagram optional)** | **Complete Module 7 in Canvas; Read Ch. 3 in Patterson; Do Check In #3: (the Analysis of Changes in Your District/School and Culture Questions from Patterson).** |
| **7**  **Feb. 26 – Online** | **Complete Module 7 in Canvas; Read Ch. 3 in Patterson; Do Check In #3: the Analysis of Changes in Your District/School and Culture Questions from Patterson; Now plan 4 – 6 weeks of project implementation; start implementing THIS WEEK if you haven’t already!** | **Complete Module 8 in Canvas; Read Ch. 4 in Patterson; Submit Part 4 (DO) of Project – Check (this is the Action Planning Template, outlining what your team will be doing)** |
| **8**  **March 5 – Online**  **[Possible Synchronous in Scopia]**    **Communicating with Stakeholders When Leading Change** | **Complete Module 8 in Canvas;**  **Read Ch. 4 in Patterson;**  **Submit Part 4 of Project: DO (Action Planning Template – showing what you plan to do)** | **Complete Module 9; Read Ch. 5 in Patterson; be working on lit. review** |
| **9**  **March 12 - online** | **Complete Module 9 in Canvas; Read Ch. 5 in Patterson;** | **Complete Module 10; Turn in your response to the Harsh Realities of People and Organizations assignment in Canvas under Assignments; Take Leadership Resilience Inventory online** |
| **10**  **March 19 – Face to Face**  **Harsh Realities of Leading Change; Leadership Resilience**  **Possible Guest Speaker** | **Complete Module 10**  **Turn in your response to the Harsh Realities of People and Organizations assignment in Canvas under Assignments** | **Complete Module 11; be working on lit. review** |
| **Module 11: AUBURN SPRING BREAK MARCH 23 - 27** | | |
| **12**  **April 2 - online** | **Complete Module 12**  **No reading or module – work on lit. review** | **Submit your completed Literature Review in Canvas** |
| **13**  **April 9 – Face to Face** | **Complete Module 13 in Canvas; Read Ch. 6 in Patterson. Submit Lit. Review in Canvas; Submit Part 4 of project – Check (your results – displayed in trend run, histogram, or chart)** | **Complete Module 14; Half of the class does Power Point Presentations on Projects;**  **Prepare Part 5: Your team’s “next steps” in an Action Planning template and your reflection on the project** |
| **14**  **April 16 – Face to Face** | **Complete Module 14**  **Submit Part 5 of project – Next Steps template and your reflection** | **Half of the class does Power Point Presentations on Projects.** |
| **APRIL 18 – LEADERSHIP INSTITUTE – YARBROUGH ELEMENTARY – YOU’RE ON! Presentations 8 – 12:30** | | |
| **April 23 and 30**  **No class** | **Complete Check In #4** | **Thanks for all your hard work!** |