

EDLD 7520/6

Leadership and the Learning Organization

SPRING 2016

Face-to-face sessions:

Jan 16, Feb 27

(9AM-5PM, 4009 Haley)

April 9

(7:30AM-3PM, AU Challenge Course)

EFLT

College of Education

Dr. Lisa Kensler

Work: 334-844-3020

Fax: 334-844-3072

E-Mail: lisakensler@auburn.edu

Office Hours:
By appointment

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

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



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Auburn University is an equal opportunity educational institution/employer.

1. Course Number: EDLD 7520/7526

Course Title: Leadership and the Learning Organization

Credit Hours: 3 Semester Hours

Prerequisites: none

Corequisites: None

2. Syllabus Revised: Dec 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.

Leithwood, K., Harris, A., & Strauss, T. (2010). *Leading school turnaround: How successful leaders transform low-performing schools*. John Wiley & Sons.

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>

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.

TURN = Leithwood, K., Harris, A., & Strauss, T. (2010). *Leading school turnaround: How successful leaders transform low-performing schools*. John Wiley & Sons.

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

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.

Week	Topic	Readings & Assignments
1 – Jan 10 SATURDAY Jan 16 9AM – 5PM Face-to-face Haley 4009	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
2 – Jan 17	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 in Discussion #1. Assignment: Respond to Mental Models Canvas Discussion #1 DUE Jan 25 th @ 9AM
3 – Jan 24	PRACTICE Mental Models	#1 Portfolio Assignment (Mental Models) DUE Feb 1 st @ 9AM
3 – Jan 31	EXPLORE Personal Mastery	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 Watch: Brene Brown's The Power of Vulnerability on TED available here: http://www.ted.com/talks/brene_brown_on_vulnerability?language=en Assignment: Respond to Personal Mastery Canvas Discussion #2 -And- Signed MOU (Post to Canvas) DUE Feb 8 th @ 9AM
4 – Feb 7	PRACTICE Personal Mastery	#2 Portfolio Assignment (Personal Mastery) DUE Feb 15 th @ 9AM
5 – Feb 14	EXPLORE Team Learning	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> Assignment: Respond to Team Learning Canvas Discussion #3 DUE Feb 22 nd @ 9AM
6 – Feb 21 SATURDAY Feb 27 9AM – 5PM Face-to-face Haley 4009	FACE-TO-FACE Introduction for Systems Thinking	Complete readings prior to class meeting: <i>STL</i> pp. 123-156 AND O'Malley, M. P., Long, T. A., & King, J. (2015). "What Do You Do All Day?!" Navigating the Challenges of School Leadership as an Early Career Principal. <i>Journal of Cases in Educational Leadership</i> , 18(2), 107-121. (Available for download on Canvas)
7 – Feb 28	PRACTICE Team Learning	#3 Portfolio Assignment (Team Learning) DUE Mar 7 th @ 9AM
8 – Mar 6	EXPLORE Shared Vision	Readings: <i>FOTI</i> Part 4, pp. 157-172 <i>STL</i> pp. 341-350; 381-395; 445-456

		Assignment: Respond to Canvas Discussion 4 DUE Mar 21 st @ 9AM
Mar 13	SPRING BREAK	ENJOY
9 – Mar 20	PRACTICE Shared Vision	#4 Portfolio Assignment (Shared Vision) DUE Mar 28 th @ 9AM
10 – Mar 27	EXPLORE Systems Thinking	Readings: Waters Foundation WebEd (modules: 1-3) http://www.watersfoundation.org/webed/main/index.htm <i>STL</i> pp. 123-156; 275-292 Assignment: No discussion post due this week
11 – Apr 3	EXPLORE Systems Thinking	Readings: Waters Foundation WebEd (modules: 4-6) http://www.watersfoundation.org/webed/main/index.htm <i>STL</i> pp. 372-380; 545-548 Assignment: Respond to Systems Thinking Canvas Discussion #5 AU CHALLENGE COURSE REFLECTION DUE Apr 11 th @ 9AM
Saturday Apr 9th 7:30AM – 3:00PM	AU CHALLENGE COURSE	
12 – Apr 10	EXPLORE Systems Thinking	Readings: Waters Foundation WebEd (modules: 8) http://www.watersfoundation.org/webed/main/index.htm <i>STL</i> pp. 126-132 Assignment: Respond to Systems Thinking Canvas Discussion #6 DUE Apr 18 th @ 9AM
13 – Apr 17	PRACTICE Systems Thinking	#5 Portfolio Assignment (Systems Thinking case analysis) Available for download on Canvas: Mette, I. M., & Scribner, J. P. (2014). Turnaround, Transformational, or Transactional Leadership An Ethical Dilemma in School Reform. <i>Journal of Cases in Educational Leadership</i> , 17(4), 3-18. DUE Apr 25 th @ 9AM

15 – Apr 24	Final Project	#6 Portfolio Assignment (Systems Thinking iceberg model conversation) DUE May 2nd @9AM
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Course Requirements/Evaluation:

A. 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 assignment 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 s/he would like you to consider discussing. If your supervisor has any concerns about this assignment, please share my contact information.

B. Portfolio Assignment #1 (Mental Models - MM)

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 the 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. 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!

C. Portfolio Assignment #2 (Personal Mastery - PM)

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 Assignment Portfolio #2, 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. Your written responses to these questions should be thorough. You should consider 100 words/question as minimal responses.

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

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 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 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 1-4 as a single Word or PowerPoint file. Submit 5 as either a voice or video 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!)
4. Personal reflection (minimum of 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?
5. A 5 minute section of the voice or video recording. Be selective. Choose the most substantial and representative segment.

E. Portfolio Assignment #4 (SV) – PLAN AHEAD

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 the school's 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? (**Please note** – This is the culminating question of this assignment! Your response to this question should be a minimum of 250 words and should reference your readings related to cultivating a shared vision. Use in text citations (author last name, publication year, page number/s))

F. Portfolio Assignment #5 (Systems Thinking) – Case Analysis

You will practice using the ICEBERG MODEL by analyzing an actual case from the *Journal of Cases in Educational Leadership*. You may choose a case from the cases posted in the Canvas Assignment. Read the case. Think about/reflect on the case. Use the iceberg model to structure your reflection.

Please note: This is one of two culminating activities for this course. Please do not discuss the case or your analysis with your colleagues. Your assignment should reflect your work only.

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

- **ISSUE:** What is the main “issue” of the case? (tip of the iceberg) Briefly describe this issue. You can assume that I am familiar with the case. You do not need to rewrite the case in detail!
- **BOTGs:** What are the patterns and trends related to the “issue?” **WRITE** a summary of these trends and **DRAW 3-5 BEHAVIOR OVER TIME** Graphs that illustrate the important trends. If it makes sense to include 3-5 lines on one graph, then that is totally fine – just remember to use a key!
- **CLDs:** Choose what you believe to be the **MOST IMPORTANT TREND** in the case. **WRITE** a description of the trend and what you believe is causing this trend. Also **DRAW** a **CAUSAL LOOP DIAGRAM** that explains the trend. Be sure that the causal relationships you draw in your loop are actually causal relationships. Be sure that your loop closes. 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 #5 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 “issue” being an issue?
- **WHAT NEXT?** If you were the educational leader in this case, what would you do next? Write a response of at least 250 words explaining how you would lead into the future. It is appropriate to reference course readings with in text citations – (author last name, publication year, page number). No reference list is necessary.

G. Portfolio Assignment #6 (Systems Thinking) – PLAN AHEAD

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.*

Please note: This is the primary culminating activity for this course. Please do NOT include class members in your group of participants. Former students may be included in your group.

☺ 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 in the Canvas Assignment #6 description.
- 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 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 #6:

Please Note: In Canvas Assignments, please submit 1-4 as a single Word or PowerPoint file. Submit 5 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. 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:
 - 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.

5. A 5 minute section of the voice or video recording. Be selective. Choose the most substantial and representative segment.

H. Ropes Course Reflection

Write a meaningful and thoughtful reflection of your ropes course experience. Be sure to address what you learned about yourself, what you learned about your colleagues, and what you learned about leadership. Make specific reference to the different elements of the course that were included in our experience. 500 word minimum.

Grading and Evaluation

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.	12
Portfolio Assignments #1 - #6 will each be worth 10 points. See the description of each assignment above.	60
AU Challenge/Ropes Course Reflection	10
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

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/studentpolicies) (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/studentpolicies) (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/studentpolicies) (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.