**Course Number: EDLD 7500**

**Course Title: Principal Leadership**

**Credit Hours: 3 Semester Hours**

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

**Corequisites: None**

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**Date Syllabus Prepared: Summer, 2010**

**Texts:**

Marzano, R.J., Waters, T. & McNulty, B.A. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development.

Mortenson, G. & Relin, D.O. (2006). *Three cups of tea: One man’s mission to fight terrorism and build nations-one school at a time.* New York, NY: Penguin Books.

**Optional Texts: I keep these in my office and allow them to be checked out.**

Cunningham, W. & Cordeiro, P. (2003). *Educational leadership: A problem-based approach*. Boston: Pearson Publishing.

*Jossey-*Bass (2007). *The jossey-bass reader on educational leadership 2nd ed.* San Francisco, CA: Jossey-Bass.

Wren, T. (1995). *The leaders companion.* New York, NY: The Free Press.

**Optional reading and texts:**

Gray, D. & Smith, A. (2007). *Case studies in 21st century school administration: Addressing challenges for educational leadership*. Thousand Oaks, CA: Sage Publications.

Jazzar, M. & Algozzine, B. (2007) *Keys to Successful 21st Century Educational Leadership.*  Boston, MA:Pearson Education, Allyn & Bacon.

Sergiovanni, T. (2007). *Rethinking leadership: A collection of articles.* Thousand Oaks, CA: Corwin Press.

**Course Description:** Designed to serve instructional leaders in K-12 settings concerning leadership dispositions and leadership theory important to promoting student success and achievement.

**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 this course students will be able to:

**(K)** demonstrate moral leadership and be an appropriate role model for faculty, children and community stakeholders **(2)(e)1(i)**

**(K, A)** demonstrate use of instructional, moral, value added, and transformational leadership **(2)h)1(i-v); (2)(d)2(i-v)**

**(K, A)** use instructional, moral, value added, collegial, democratic teachers, servant leaderships, participative, and transformational leadership to improve organizational effectiveness **(2)(a)1; (2)(d)1(i-v); (2)(d)2(i-v); (2)(h)1**

**(K, A)** develop a comprehensive vision of what contemporary leadership should be and translate the vision into an action plan **(2)(a)1;(2)(c)2(ix)**

**(K, A)** develop a thorough understanding of organizational culture and its relationship to leadership and student success **(2)(a)1;(2)(a)2**

**(K, A)** describe organizational culture and other appropriate leadership environments when defining the organization as a community of learners **(2)(a)(1); (2)(a) 2**

**(K, A)** understand and value diversity in the immediate context of their organization as well as the larger community **(2)(a)2(i); (2)(b)1(i); (2) (d) 2)(iii)**

**(K)** collaborate and establish partnerships and networks with community stakeholders such as families, businesses and other members of the public to gain resources for their organization **(2)(e)1(i); (2)(e)1(ii)**

**(K)** identify values, beliefs, and commitments in the organization and the community **(2)(d)1(i-v); (2)(e)1(i-ii)**

**(A)** understand how community values and needs should influence the design of curriculum **(2)(e)2(i-viii)**

**(K, A)** provide appropriate leadership to foster interaction and collaboration between school and community **(2)(e)1(i-ii); (2)(e)2(i-viii)**

**(K, A)** connect the vision, mission, and objectives of the organization to student learning and communicate the school program to organizational members, parents, and other stakeholders **(2)(a)1(i-v);(2)(a)2(i-xv)**

**(A)** develop their own leadership skills, traits and behaviors appropriate to use within their organization **(2)(c)2(ii); (2)(c)2(iv); (2)(c)2(x)**

**(A)** develop organizational members leadership skills, traits and behaviors so that leadership becomes a shared and collaborative exercise **(2)(c)2(iii); (2)(c)2(vii-x); (2)(c)2(xi)**

**(A)** demonstrate important leadership dispositions that are needed to accomplish goals of the organization. These include: dialogue, reflection, fluent communication skills, decision-making skills, problem-solving skills, and critical thinking skills **(2)(c)2(ii); (2)(c)2(iv); (2)(c)2(viii-x)**

**(K)** demonstrate knowledge of how contingency leadership theory can assist in moving the organization towards improvement efforts **(2)(a)1(i); (2)(b)1(i)**

**(K, A)** work collaboratively with members of the organization to determine organizational and individual staff development and in-service needs **(2)(c)1(i-iv);**

**(2)(c)2(i);(2)(d)1(iii);(2)(d)2(iv-v)**

**(K, A)** understand how to frame important school issues: 1) be an advocate for children and schools 2) communicate the vision 3) empowerment of others and 4) structuring the organization with linkages to the environment **(2)(a)1;(2)(a)2;(2)(c)1;(2)(c)2**

**(K, A)** create organizational teams which will share in responsibilities of managing the learning organization **(2)(a)1(iv);(2)(b)1(ii);(2)(c)2(i-xi)**

**(K, A)** guide others in action research projects by being able to gather, interpret, integrate and prioritize data from multiple sources **(2)(a)2(vii);(2)(a)2(ix-xiv);(2)(b)1(i-iii);(2)(b)2(i-iii)**

**Course Content and Schedule:**

**Week 1- Introduction/Overview of Principal Leadership**; administration of course requirements, topics for semester discussion and group selections.

**Week 2- Theoretical Approaches of** Leadership to improve organizational effectiveness: instructional, transformational, moral, ethical leadership, servant, participative leadership

**Week 3- Leadership Preparation Programs:** Where have we been and where are we now

**Week 4- Leadership Navigation Tools:** Climate, Culture, Collaboration and Trust; connecting to the community and stakeholders

**Week 5- Leadership Environments:** The community and its culture; How to develop effective community partnerships and collaborations/ Guest Speaker

**Week 6- Leadership:** Portrait of a Leader; creating a vision and action plan

**Week 7- Leadership Styles and Strategies:** A developmental/contingency approach

**Week 8- The Mission of Leadership:** Student learning and instructional leadership

**Week 9- Case Study Presentations/Guest Speaker:** Focusing on student achievement

**Week 10- Effective Instructional Leadership:** Using data to improve student learning

**Week 11- Transformational Leadership**

**Week 12- Important Leadership Skills:** Communication, engaging the public, allocating human resources

**Week 13- Thematic Group Experience Projects**

**Week 14- Analyzing Trends of Leadership:** The global community, technology, diversity and full-service schools, staff development and mentoring

**Week 15-** Theory of Action Presentations

**Alternative structure of the class: 1) Two class meetings of approximately 4-5 hours each prior to the Leadership Institute. 2) The Leadership Institute is a 2 day event. 3) Two sessions as follow-up after the Leadership Institute. These sessions will last approximately 4-5 hours. 4) One session in the library to introduce students to important research tools for educational leaders and to assist in researching leadership topics outlined in the course objectives.**

**Course Requirements/Evaluation:**

**A. Thematic Group Experience:** Members of the class will participate in a thematic group exercise. In order to demonstrate application of important leadership theories and contexts, students will be expected to compile four posters. Each poster will encompass the 4 themes below. Artifacts can be included on the posters or as separate pieces of the puzzle. **Bring your cameras all summer!**

1. Major Categories and Themes of Leadership (5pts)

Instructional Leadership

Moral/Ethical Leadership

Transformational Leadership

Participative/Distributive Leadership

Contingency Leadership

Situational Leadership

Servant Leadership

Democratic Leadership

1. Leadership Dispositions i.e important navigation tools (5 pts)

Reflection

Dialogue

Fluent Communication Skills

Decision-making ability and skills

Problem-solving skills

Critical thinking skills

Collaboration and trust

1. The organization as a learning community (5 pts)

Climate and culture

Building learning communities

Bridges to the external community i.e. how to involve stakeholders

Advocacy for children, teachers and community

How leaders create meaningful staff development from data

1. Future Trends of Educational Leadership (5 pts.)

The Educational Leader Pool of Candidates-current statistics

Social justice and promoting access to education

Encouraging democratic community

Teacher Leadership

Gender and race issues in educational leadership

The group of 3- 4 members will work cooperatively to complete a class presentation of their 4 posters and artifacts. The presentation will last approximately 30 minutes and will highlight how this exercise has expanded student knowledge of school instructional leadership. The group’s class presentation report will provide extensive and thorough evidence to support research on these themes.  **See rubric 30 points Due \_\_\_\_\_\_\_\_\_\_\_\_**

**B. Case Study:** Case studies offer opportunities for aspiring principals to learn from real-life cases and develop an emerging theory of action based on inquiry questions that engage them in problem-solving experiences. Students will be asked to develop one case study as a result of some presentation, breakout session, formal or informal conversations from the Leadership Institute OR from some developing issue or experience from their internship/field experiences. If you follow the case study rubric you will have no problems. (See model case study and rubric provided by instructor). **See Rubric** **30 points**

**Due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**C. Theory of Action/Reflections:** Through reflection, dialogue, and experiences, students will identify the growth they experience throughout the course and plot changes with respect to their values, goals, intentions, expectations, and beliefs about school principalship. The third focus of learning will require each student to develop a theory of action (Argyris & Schon). Students will solicit feedback from professors, field-based coaches, and cohort peers and adjust their theory of action as needed. Students will complete 4 reflections on the topics developed by instructor. These will be posted on Blackboard (see handout on reflective practice). **See Rubric 20 points Due June 13, 20, 27 and July 4.**

**D. Attendance in class and Leadership Institute:** Students are responsible for being on time, in class and participating in all class activities. Participation in the Leadership Institute is mandatory and you must be there for the entire time. Failure to do so will mean a reduction or loss of the points for this portion of your grade. (**20 points** see University attendance policy below)

**E. Think Tank/Field Experience**: Given the focus on effective principals installing professional learning communities, students enrolled in this class will engage with principals in determining the extent to which they are establishing professional learning communities. They will provide principals with research-based tools that can be used to guide their work in building and maintaining professional learning communities. They will, in addition, offer their facilitative services to a core group of principals to assist in facilitating staff development for teachers to acquire skills and competencies in participating in professional learning communities (DuFour, DuFour, Eaker, & Many, 2006). **(See Internship Experiences for Semester I)**

**Grading:**

Thematic group presentation and poster session

(See Rubric for Group Presentation/Product)…………..30 points

Case study and presentation

(See Rubric for Case Analyses)…………………..……. 30 points Attendance………………………………….…………..20 points

Submission of a Theory of Action/Reflections (total of 5)

(See Rubric for Developing Reflections)……………..20 points

Think Tank/ Field Project …………………………… Pass/Fail

Total Points ………………………………………….100 points

**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. Class Attendance/Absences:Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub 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.** However, “time” can not be made-up. Because of the concentrated format of this class, if you miss class or portions of the Leadership Institute there will be a reduction of points from the attendance portion of your grade.

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 Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.

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. 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).

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

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

**9. Justification for Graduate Credit:**

This course is designed to provide discussion of important dispositions of educational leaders. Included in discussion are important leadership assumptions such as: leadership is critical to student learning, there are leaders and followers, leadership involves personality, knowledge and skills and an understanding of group dynamics, diversity and culture.