

1. Course Number: EDLD 7560**Course Title: Educational Systems and Communities****Credit Hours: 3 Semester Hours****Prerequisites: Admission to AESG Master's Program****Corequisites: None****2. Date Syllabus Prepared: September, 2007****3. Texts:**

Bennis, W. & Thomas, R. (2002). *Geeks and geezers: How era, values, and defining moments shape leaders*. Boston, MA: Harvard Business School Press.

Kozol, J. (1995). *Amazing grace: The lives of children and the conscience of a nation*. New York: HarperCollins.

Dimmock, C. & Walker, A. (2000). Globalisation and societal culture: Redefining schooling and school leadership in the twenty-first century. *Compare*, 30(3).

Additional Resources:

Van der Heijden, K. (2005). *Scenarios: The art of strategic conversation*. New York: John Wiley and sons.

Knowledge Works Foundation. (2006). *2006-2016 Map of future forces affecting education*. Palo Alto, CA: Knowledge Works Foundation. <http://www.kwfdn.org/map/>

4. Course Description:

Topics include: systems theory and continuous improvement in school organizations, connections to global communities, diversity, technology, forecasting and future trends analysis

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

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

a.(K, A) demonstrate understandings that are being shaped by the newly-identified social capital of the global community(2)(e)1(i-ii);(2)(e)2(i-viii);(2)(h)

b.(K, A) demonstrate knowledge of schools as open and living systems characterized by energy flow, diversity, flexibility, interconnectedness, and networks(2)(g)1(i-vi);(2)(g)2(i-vi)

c.(K, A) demonstrate knowledge of systems change as it relates to school organizational structures and elements(2)(b)1(i-iii);(2)(b)2(i-xiii)

d.(K, A) understand types and dynamics of systems, living systems, and sustainability(2)(g)1(i-vi);(2)(g)2(i-vi)

e.(A) arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations **(2)(d)2(ii)**

f.(K, A) understand and promote diversity and tolerance in schools as learning organizations **(2)(d)1(i-v);(2)(d)2(i-v)**

g.(K, A) understand how systems thinking and planning relate to student achievement and measures of success (e.g., preparedness for the future) **(2)(a)1;(2)(b)2;(2)(c)2(i-xi)**

h.(K, A) develop and implement a school technology plan **(2)(f)2(i,ii);(2)(f)1(i,ii)**

i.(K, A) provide support for teachers to increase the use of technology already in the school/classroom **(2)(f)2(vi)**

j.(K) respond to legal and ethical concerns of using technology in the school community **(2)(h)2**

k.(K, A) describe norms of leaders and followers in a learning organization: reflective practice, trust, collegiality, respect, and the valuing of partnerships **(2)(c)2(i-xi);(2)(h)1(i-v)**

l.(K, A) understand the need for developing mental models of adaptive schools in a quantum universe **(2)(a)1(i-v);(2)(a)2(i-xv)**

m.(K, A) understand the need for developing trend analysis techniques, futures mapping, and scenarios to move towards possible futures **(2)(a)1(i-v);(2)(a)2(i-xv)**

n.(K, A) create organizational norms which foster continuous improvement and a widely shared vision or sense of purpose to create students and professionals as global learners **(2)(a)1;(2)(a)2; (2)(b)1(i-iii)**

o.(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)**

p.(K, A) develop communication structures and provide feedback using various technologies to further the organizational mission **(2)(f)1(i-ii);(2)(f)2(i-vii)**

6. Course Content and Schedule:

Week 1- Overview and Introduction to the concept of global community; Course requirements and assignments

Week 2- Defining a global community: diversity and cultural influences; addressing the needs of students and families whose home language is not English to engage in school activities and communication through oral and written translations

Week 3- School Technology Plans: Alabama

Week 4- Community Partnerships and Diversity: Understanding the community, demographics, and socio-economic variables

Week 5- Collaborating with families, businesses, and community members

Week 6- Incorporating collaborative processes for the organization and the community it serves

Week 7- Planning and evaluating comprehensive home-school programs

Week 8- Future Trends in school communities

Week 9- Forecasting Trends: Technology Now and in the Future

Week 10- Futures presentation to partner schools

Week 11- Technology for schools and the community

Week 12- Collaborating and communicating with technology

Week 14- Group Project: Policy formulation for partner school

Week 15- Class presentations: Technology Plans

Course Requirements/Evaluation: The course will be framed around four double-loop learning episodes (Argyris & Schon).

A. Trends/Futures Scenario: The first will engage students in mastering the process (art) of using strategic conversations and scenario-based processes as a way of facing the uncertainties of the future. This will include identifying different plausible futures given major trends with respect to family and communities, kinetic learning environments, personal learning networks, new learning tools and practices, and other environmental shifts. Each student will be responsible for creating a futures scenario that is based on trend analyses of diversity and/or multicultural issues in a specific Alabama community and engaging other members of the class in planning and developing alternative courses of action.

B. Policy formulation and implementation to manage the needs of diverse learners: The second episode will enable students to master integrative and breakthrough thinking techniques by using student-developed scenarios that focus on working with families whose home language is not English. Groups of students will identify optional plans and strategic positioning/posturing stances for the partner school with which they are linked and formulate a recommended policy statement addressing one of these plans or

scenarios. Each group of students will also implement one of the plans in one school. The plan and its implementation will be evaluated for effectiveness in engaging these families in school activities and communicating through oral and written translations.

C. Technology Plan: The third episode will involve developing a technology plan which will include current needs of the partner school as well as inclusion of future trends. In addition to development of the plan, all students will implement and evaluate Item #9 of the plan, i.e., support for teachers to increase the use of technology already in the school/classrooms. The technology activity/ plan is as follows:

Technology Scenario

Your superintendent has asked you to develop a school technology plan for your annual performance review. Your school system is required to present a system-wide technology plan to the State Board of Education each year and each school in the system is required to have a school-wide technology plan as part of the system-wide plan. She/He will be examining the documentation for evidence of your understanding of the state technology requirements, technology teacher allotment, and how technology can best be integrated into your school curriculum. She/He has given you the following information to use when developing your plan.

This plan should encompass:

1. the creation of a technology committee for your school that consists of the principal, a teacher from each grade level, the media specialist, two parents, and two community liaisons
2. the integration of four goals, set by the state, and the strategies used to implement those goals. The four goals are: Technology Integration and Mastery of Standards; Expanding Opportunities Through Technology; Technology Professional Development; and Technology Infrastructure.
3. the introduction of each goal with the school's interpretation of the goal.
4. acquiring a copy of the state k-12 technology plan, IMPACT 2007, from the state website to view the strategies for each goal.
5. obtaining your school's data from the system Technology Coordinator that was collected for the system-wide technology plan and the information for how the data was collected and compiled.
6. reviewing school data and choosing at least 4 of the strategies for each goal, from the weakest areas, for your technology committee to approve that will help implement the technology integration.
7. obtaining information about the school infrastructure from the Technology Coordinator for Goal 4.
8. writing action plans for each strategy that will help incorporate the strategies into your school curriculum.
9. providing support for teachers to increase the use of technology already in the school/classrooms.
10. Providing a timeline for each strategy and action plan.
11. providing information concerning ethical and legal concerns of technology use in the school community.

D. Futures Presentation: Finally, the fourth learning episode will be the development of a Professional Theory of Action based on what schools need to do to position/posture themselves for possible futures. Several partner schools will be selected for analysis and findings will be presented to each school's leadership team. Emphasis will be placed on analyzing school issues using a systems model/approach. Major components of systems approach: inputs, throughputs, outputs, feedback and the school's level of connection to the community will be examined.

Field Experience:

The Course Requirement section provides opportunities for students to use the partner school/district as the laboratory for learning. These optional plans and strategic positioning/posturing stances will be presented by students to teams of administrators in partner schools/districts by students. After presenting, students will facilitate sessions that will help local administrators to draw implications to prepare for possible futures.

Grading:

Trends/futures scenario.....	20 points
Policy formulation and implementation for partner school (group project)...	20 points
Technology Plan.....	40 points
Futures Presentation to partner school.....	<u>20 points</u>
Total.....	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**.

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:

The purpose of this course is to prepare future educational leaders to think beyond today's issues and crises and to begin to purposefully assess current conditions with a mind towards being proactive for students. This course examines current trends such as global communities, diversity and demographics as well as technology and how these trends are driving forces for education locally, nationally, and globally.