

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



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

1. **Course Number:** EDLD 7560
Course Title: Educational Systems and Communities
Credit Hours: 3 Semester Hours
Prerequisites: Admission to the Instructional Leadership Program
Corequisites: None
Meetings: May 19, 26, June 2, 9, 16, 23, 30; July 15, 16, 17
We will meet at Auburn City Schools Central Office from 4:45-8:00 pm; weekend hours to be determined at first class meeting but will also meet at the Auburn City Schools Central Office.
2. **Date Syllabus Prepared:** Spring, 2011
3. **Texts or Major Resources:**

You will need a laptop with internet capabilities at every session.

Alabama State Board of Education. (2007). *IMPACT: Alabama Technology Plan 2007-2012*. (AVAILABLE FOR DOWNLOAD at: <ftp://ftp.alsde.edu/documents/61/IMPACT2007.pdf> - PLEASE Download for yourself!)
- International Society for Technology in Education. *NETS for Students 2007, NETS for Teachers 2008, NETS for Administrators 2009*. (AVAILABLE FOR DOWNLOAD at: <http://www.iste.org/standards.aspx> PLEASE download)
- US Department of Education. *National Education Technology Plan 2010*. (AVAILABLE FOR DOWNLOAD at: <http://www.ed.gov/technology/netp-2010> - PLEASE download)
4. **Course Description:** Topics include: systems theory and continuous improvement in school organizations, connections to global communities, diversity, technology, forecasting and future trends analysis.

Leaders must think more and more in the space between the present and future. Major shifts, new concepts, and driving forces that will shape our future context of education become the new knowledge base. New modes of work, socializing, and group connectivity and community learning through networking are developing. Media rich and pervasive learning is already occurring. Along with trends, major dilemmas are requiring new strategies that go beyond either-or thinking. This new knowledge economy and globalization will continue to challenge the basic traditional assumptions upon which schools function. Therefore, new frameworks must be created for exploring innovations and new solutions. This course will focus on the directions of change, forecasting, trend analysis, and technology.

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 the course objectives the student will be able to:

1. Demonstrate understanding 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)
2. 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)
3. Demonstrate knowledge of systems change as it relates to school organizational structures and elements(2)(b)1(i-iii);(2)(b)2(i-xiii)
4. Understand types and dynamics of systems, living systems, and sustainability(2)(g)1(i-vi); (2)(g)2(i-vi)
5. Understand and promote diversity and tolerance in schools as learning organizations(2)(d)1(i-v); (2)(d)2(i-v)
6. 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)
7. 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)
8. Understand the need for developing mental models of adaptive schools in a quantum universe(2)(a)1(i-v); (2)(a)2(i-xv)
9. 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)
10. 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)
11. 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. Develop and implement a school technology plan (2)(f)2(i,ii);(2)(f)1(i,ii)
13. (K, A) provide support for teachers to increase the use of technology already in the school/classroom (2)(f)2(vi)
14. (K) respond to legal and ethical concerns of using technology in the school community (2)(h)2
15. (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)
16. Develop communication structures and feedback using various technologies to further the organizational mission(2)(f)1(i-ii); (2)(f)2(i-vii)

6. Course Content and Outline:

Week 1 Introductions, Course Syllabus, requirements. Introduction to trends analysis and technology for leaders. (May 19)

Readings: NONE

Activities: NONE

Due: NONE

Week 2 Technology Standards: National and Alabama Educational trends and technology (May 26)

Readings: *NETS for Students 2007, NETS for Teachers 2008, NETS for Administrators 2009*

Activities: Class Discussion

Due: Check-In Reflection

Week 3 Technology Plans and Standards (June 2)

Readings: US Department of Education. *National Education Technology Plan 2010.*

Activities: Class Discussion

Due: Check-In: Reflection

Week 4 Online Exposure for school leaders; Guest Speaker; Interactive session (June 9)

Readings: Alabama State Board of Education. (2007). *IMPACT: Alabama Technology Plan 2007-2012*

Activities: Class Discussion

Due: Check-In: Reflection

Week 5 School Technology Plans (June 16)

Readings: Alabama State Board of Education. (2007). *IMPACT: Alabama Technology Plan 2007-2012*

Activities: Class Discussion

Due: Check-In: Reflection

Week 6 Project work time for groups (June 23)

Readings: NONE

Due: NONE

Week 7 Complete Technology Plan is Due (June 30)

Activities: NONE

Due: NONE

Week 8
Week 9
Week 10
Week 11

} Weekend Trends poster presentation (July 15, 16, 17)

7. Assignments/Projects:

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

- A. **Check Ins.** Weekly check-ins are individual assignments which are to be posted to Blackboard. These are based on the reading assignments from the Alabama Standards and the NETS standards for teachers and administrators. Each student is to post a 2 page, double spaced reflection beginning Week 2 and ending Week 5. This is a total of 4 reflections. They are worth 5 points each for a total of 20 points. These must be posted to Blackboard by midnight the Tuesday before class.
- B. **Leadership Strands.** Each student will select a strand to investigate. A 15 minute poster presentation will be the product of your work. You may use any available resources to investigate your strand. These strands should be investigated from the viewpoint of an instructional leader. While I am not expecting a formal paper I am expecting to see a thorough job. I have provided experts in each strand to help get you started. The trends are as follows:

Professional Learning Communities- Richard DuFour, Robert Eaker, Shirley Hord, William Sommers

21st Century Skills- Ron Brandt, James Bellanca, William Ferreter, Adam Garry

Leadership- Robert Barr, Mardale Dunsworth, John F. Eller, Sheila A. Eller, Robert Marzano, Tim Waters

Assessment- Thomas Guskey, Douglas Reeves; Kay Burke, William James Popham- Brand new book called: *Everything school leaders need to know about assessment*.

Special Populations- Damian Cooper, Kim Davis, Sue Dixon, Douglas Fisher, Ricardo L. Garcia, Toby Karten, Nancy Frey, Carol Rothenberg

School Improvement- James Bellanca, Robert Barr, Dawn Billings; Richard DuFour, Robert Eaker, Shirley Hord, Robert Mancabelli, Richard Sagor

Instruction- James A. Bellanca, William Bender, Robin J. Fogarty, David A. Sousa

Literacy- William Bender, Margarita Calderon, Douglas Fisher, Alex Gonzalez, Timothy V. Rasinski

Principals- Richard DuFour, Robert Eaker, John F. Eller, Sheila A. Eller, Robert Marzano

Response to Intervention- William Bender, Kay Burke, Darlene Crane, Eileene Depka, Nancy Frey,

For more on these topics and other authors: <http://authorspeak2011.com/strands/>

These presentations will be due during the weekend class on the evening of July 15.

C. **Problem Based Project: Site Visit.** We will select a site to explore what school systems are doing with technology during our weekend session. You will be expected to participate.

D. **Field Experience: Technology Plan.** This is an in-depth creation of a Technology Plan for a school. Each group will be given a set of data and be expected to produce a technology plan for that school. As group members you will be given a set of school data to develop the technology plan. All of the information needed to complete this project will be given by the instructors. This includes readings and examples.

Problem: How can we translate many forms of data into an effective school technology plan?

Product: There are two products: 1) students will become accustomed to the big picture of all the elements and how these parts interrelate to make the whole in a technology plan 2) The student group will present the Technology Plan to A panel of expert principals. Students will post all materials in the Blackboard Assignment Dropbox. 35 points

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

Check Ins: 5 pts each X 4	20 points
Leadership Strands	35 points
Problem Based Project Site Visit	10 points
Field Experience- School Technology Plan	35 points

EVALUATION:

A = 90-100 points

B = 89 - 80 points

C = 79 – 70 points

D = 69 – 60 points

F = Below 59 points

9. 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
 - 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.