



AUBURN UNIVERSITY
COLLEGE OF EDUCATION

**Principal Leadership
EDLD 7500
3 Credit Hours
Summer 2016**

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Course Description

This is a master's level course designed to serve instructional leaders in the K-12 setting concerning dispositions and leadership theory important to promoting student success and achievement.

Required Texts

Robbins, P & Alvy, H. B. (2009). *The Principal's Companion: Strategies for Making the Job Easier 4th Edition*. Corwin/SAGE.

Harris, J (2008). *The Principal's Office*. Rowan & Littlefield

Class Meetings

This class is scheduled for the first mini-semester on Mondays/Wednesdays from May 19 – June 24 with a hybrid format being followed. Please follow schedule listed in the syllabus for specific class meeting details.

Course Objectives

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

Knowledge (K) or Ability (A); OBJECTIVE; Alabama Instructional Leadership Standard
a. (K) demonstrate moral leadership and be an appropriate role model for faculty, children and community stakeholders (2)(e)1(i)
b. (K,A) demonstrate use of instructional, moral, value added, and transformational leadership (2)(h)1(i-v); (2)(d)2(i-v)
c. (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
d. (K, A) (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)
e. (K, A) develop a thorough understanding of organizational culture and its relationship to leadership and student success (2)(a)1;(2)(a)2
f. (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
g. (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)
h. (K) collaborate and establish partnership 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)
i. (K) identify values, beliefs, and commitments in the organization and the community (2)(d)1(i-v); (2)(e)1(i-ii)
j. (A) understand how community values and needs should influence the design of curriculum (2)(e)2(i-viii)
k. (K, A) provide appropriate leadership to foster interaction and collaboration between school and community (2)(e)1(i-ii); (2)(e)2(i-viii)
l. (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)
m. (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)
n. (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)
o. (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)
p. (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)
q. (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)

r. (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, 4) structuring the organization with linkages to the environment (2)(a)1; (2)(a)2; (2)(c)1; (2)(c)2
s. (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)
t. (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(ii); (2)(b)2(iiii)

Course Content and Schedule (Mini-Semester)

Weeks/ Sessions	Topics	Reading/Preparation Assignments for Tonight	Due Tonight
1a – May 23	Getting Acquainted; Syllabus Overview; Intro to Canvas; Text Coding groups; Vision for Leadership; Will & Won't Book		
1b – May 25	Please secure your textbooks if you have not already done so. Refer to Module 1 in Canvas: Topic: Management vs. Leadership Read “Difference Between Management & Leadership” article in Canvas (Module 1) – Text Code it (following Text Coding document in Module 1) Participate in Discussion #1, responding to the prompt – due Monday, May 30, midnight. Buy a 9.5” x 6” spiral notebook for your Will and Won't Book		
2a- May 30 [online]	Self-Assessments/ Leadership Theories Strengths and Weaknesses of Leadership	Do Everything in Module 2; Read pp. 1 – 42 in Harris- Spiritual Balance; Read pp. 111-122 in Robbins/Alvy (4 th Ed)	
2b- June 1	Physical Balance; The Principal Story video/discussion- Guest Professor: Dr. Linda Searby DISC Personality Assessment; Animal Personality Assessment	Read Robbins & Alvy pp.310 – 346 (4 th)	Journal Entry; Discussion #2 – over the Harris and Robbins/Alvy reading for this week.

3a – June 6 [online]		Do Everything in Module 3; Read pp. 1 – 60 in Robbins/Alvy (4 th); Journal Prompt – see Canvas,	2 Journal Entries; Vision for Leadership Part 1 – Spiritual Balance due Discussion #3 over Robbins/Alvy pp 1-37
3b – June 8	12 Norms of School Culture; Stuck & Moving Schools;	Read Read Part II in Harris (Physical Balance); Read pp. 59 – 109 in Robbins & Alvy (4 th)	4 Frames & Strengths/Weaknesses Reflection (2 -3 pages)
4a- June 13 [online]		Do everything in Module 4; Read Part III in Harris (Intellectual Balance)	Vision for Leadership Part 2 – Physical Balance due; Journal Entry; Discussion #4 over articles in Module 4
4b- June 15	Human Resources; Hiring & Supervising Staff; Professional Development; Mentoring & Your Developmental Network;	Read pp. 123 – 194 in Robbins & Alvy (4 th); Read Part IV in Harris (Emotional Balance)	Vision for Leadership Part 3 – Intellectual Balance due; Journal Entry; Personality Self-Assessment Reflection due ;
5a- June 20 [online]		Do Everything in Module 5; Read pp. 231 – 310 in Robbins & Alvy (4 th)	Vision for Leadership, Part 4, Emotional Balance due Discussion #5 over pp. 153-238 in Robbins/Alvy and article in Module 5
June 22	Time Management; Emotional Balance; Perfectionism; School & Community Relationships		Field Experiences Due

Evaluation

- 1. Vision for Leadership:** You will create your Vision for Leadership on the topics of achieving Spiritual, Physical, Intellectual, and Emotional Balance. These will build on the Jan Harris text, *The Principal's Office*. The emphasis is on taking care of yourself as a leader, being proactive, and beginning the creation of your professional identity as an instructional leader. 4 parts @ 10 points each = **40 points**
- 2. Text Coding Discussion Groups:** Each week in the online class, you will be in a discussion group to process your text and article reading. Group members will take turns leading the discussions. You are to be prepared with your text and article reading "coded" and highlighted as explained in the first night of class. 8 points for each of the 5 online class sessions in which text coding discussions will take place = **40 points**
- 3. Four Frames of Leadership Reflection:** After learning about the four (4) frames of Leadership (Bolman and Deal) and taking the 4 Frames Assessment and a Strengths and Weaknesses Inventory, you will write a 2 – 3 page reflection describing your dominant leadership frame as well as subdominant frames, and analyze how this knowledge and your knowledge of strengths and weaknesses will affect your future leadership behaviors and preferences. **20 points**
- 4. Personality Self-Assessment Reflection:** After taking the DISC Personality Assessment and the Animal Personality Test (and perhaps others), you will write a 2 page reflection on what these mean for you as a leader, including recognizing what areas you will need to delegate to others so that you can grow your strengths and manage your weaknesses. **20 points**
- 5. Field Experience #1- Assistant Principal:** For this assignment, you will choose an outstanding assistant principal and conduct a semi-structured interview on the role of the assistant principal following the Interview Guidelines provided in class. You will analyze the results of the interview into themes and provide an overview of the data and compare that data with what other researchers have said about the role of the assistant principal. (It is encourage that you audio tape your interview!) **30 points**
- 6. Field Experience #2- Principal Interview:** For this assignment, you will choose an outstanding principal and conduct a structured interview (see Interview Guidelines in Module 4 in Canvas). You will write up a synthesis of this interview, synthesizing what the principal said were his/her leadership behaviors, school characteristics targeted, complexities of the work, advice for others wanting to enter that position, etc. (It is encourage that you audio tape your interview!) **50 points**

Grading Scale

A = 180 – 200 points

B = 160 – 179 points

C = 140 – 159 points

Class Policy Statements

Attendance: For EDLD 7500, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

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.

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.

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

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.*

ALL PAPER WRITING Guidelines:

1. You should follow the APA style of writing (6th edition).
 - Your paper should be double-spaced with 1" margins.
 - Please use an APA-approved, 12 pt. font (e.g., Times New Roman).
 - Include a title page and list your references separately. Your reference page is not included in the expected page limits. No abstract is needed.
 - Direct quotations should be followed by a page number.
 - It's better to over-cite than under-cite.
 - Ask if you have questions.
2. Your writing style and tone should be scholarly.
 - You should not use a conversational tone. Avoid rhetorical questions and trite phrases/colloquialisms.
 - Exhibit grammar and spelling appropriate to graduate-level study.
 - Do *not* overuse quotations.
 - Turn your paper in on time.
 - Do not use Wikipedia as a reference.
 - Plagiarism Tutorials:
<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>
<http://library.acadiau.ca/tutorials/plagiarism/>

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 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.