

**Educational Systems and Communities**

**EDLD 7560**

**3 Credit Hours**

**Summer 2016**

**Eufaula Master’s Cohort**

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**Course Description**

This is a master’s level course focused on addressing 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.

**Course Objectives**

Course objectives are based upon 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].

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| --- | --- |
| **AL Standards** | How the objectives will be measured. |
| **a. 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) | Critical Analysis Paper |
| **b. 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) | Critical Analysis Paper |
| **c. Demonstrate knowledge of systems change as it relates to school organizational structures and elements**  (2)(b)1(i-iii);(2)(b)2(i-xiii) | Strategic Plan Analysis and Communicating a Vision |
| **d. Understand types and dynamics of systems, living systems, and sustainability**  (2)(g)1(i-vi); (2)(g)2(i-vi) | Critical Analysis Paper |
| **e. Understand and promote diversity and tolerance in schools as learning organizations**  (2)(d)1(i-v); (2)(d)2(I-v) | Technology Plan |
| **f. 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) | Strategic Plan Analysis and Communicating a Vision |
| **g. 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) | Technology Plan |
| **h. Understand the need for developing mental models of adaptive schools in a quantum universe**  (2)(a)1(i-v); (2)(a)2(i-xv) | Strategic Plan Analysis and Communicating a Vision |
| **i. 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) | Strategic Plan Analysis and Communicating a Vision |
| **j. 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) | Strategic Plan Analysis and Communicating a Vision |
| **k. 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) | Grant Writing |
| **l. Develop and implement a school technology plan**  (2)(f)2(i,ii);(2)(f)1(i,ii) | Technology Plan |
| **m. (K, A) provide support for teachers to increase the use of technology already in the school/classroom**  (2)(f)2(vi) | Technology Plan |
| **n. (K) respond to legal and ethical concerns of using technology in the school community**  (2)(h)2 | Critical Analysis Paper |
| **o. (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) | Grant Writing |
| **p. Develop communication structures and feedback using various technologies to further the organizational mission**  (2)(f)1(i-ii); (2)(f)2(i-vii) | Grant Writing |

**Required Texts**

Horn, M.B. and Staker, H. (2014). Blended: Using disruptive innovation to improve schools. San Francisco, CA: Jossey-Bass.

Robinson, K. & Aronica, L. (2015). Creative Schools: The Grassroots Revolution That’s Transforming Education. New York, NY: Viking

**Evaluation**

Measurement of student growth will be assessed using five activities for a total of 500 points.

1. Participation in weekly class discussions and activities (100 points)
2. Critical Analysis Paper (100 points)
3. Technology Plan Analysis and Communicating a Vision (100 points)
4. Grant Writing (100 points)
5. Technology Plan (100 points)

**Description of Course Activities to be Evaluated**

1. **Participation in class**. You are expected to participate in each class session with the required reading completed and activities posted by midnight each Sunday. During class you are expected to be an active contributor to the discussions and activities in a constructive professional manner.
2. **Critical Analysis Paper.** There are various logistic and people issues that potentially impact integrating technology within any educational setting. Drawing on the class readings, current research, and other materials addressed in class, you will write an 8-10 page critical analysis of these issues, as well as, some possible recommendations for addressing the issues identified.

*Rationale:* As a school leader you will be faced with making decisions that balance the need to remain competitive in the global market with protecting the students and teachers. Making yourself aware of the possible hazards and issues will help you navigate through them. The integration of technology into the education system will only continue to grow, as will the issues surrounding the integration, therefore this is a skill you will need to continually improve upon.

**Paper Rubric:**

**Accuracy & Clarity of Writing (\_\_\_\_/10 points)** The paper reads smoothly from beginning to end with appropriate transitions between points. The paper does not contain grammatical & spelling mistakes. It is clear that the writer proofread!

**Issues are Identified and Supported (\_\_\_\_/40points)** The paper identified the several issues associated with integrating technology into schools and provides referenced support of the issues. The issues must include, but not limited to, logistic problems and user problems. The paper should also include school level issues and global issues.

**Possible Solutions to the Issues (\_\_\_\_/40 points)** The issued identified and supported should have thought-out realistic possible solutions. The solutions must be supported with evidence of effectiveness. This evidence can either be supporting documentation of effectiveness or creative “outside-the-box” solutions that include a rationale for the solution.

**References (\_\_\_\_/10 points)** The paper uses APA citation form (e.g., quotes are accurately quoted and paraphrased ideas are properly cited).

**Total Points: /100**

**Sample Paper Organization:**

* Introduction Paragraph
  + Include thesis and organizational statement(s).
  + The purpose of this section is to inform reader about the main idea and organization of your paper.
* Statement of the Problem
  + Include topic sentence at beginning of section and transition sentence at end of section.
  + What is the problem?
  + Why is the problem significant?
* Review and Summary of the Relevant Literature
  + Include topic sentence at beginning of section and transition sentence at end of section.
  + What does the literature state about the problem?
* Recommended Solution(s)
  + Include topic sentence at beginning of section and transition sentence at end of section.
  + What should be done?
  + How it should be done?
  + What are the costs?
  + What are the anticipated negative and positive outcomes?
* Conclusion Paragraph
  + Restate thesis and do not provide any new information.
  + The purpose of this section is to reiterate to the reader what your main ideas were.
* References

1. **Technology Plan Analysis and Communicating a Vision.** First,locate and examine your school district’s technology plan and another AL public school’s Technology plan, with a focus on 21st century skills, the ISTE Standards, and the philosophy of transformational change. You will submit a comparison of these plans. Be sure to include specific examples of where each plan addresses the focused items, as well as where the gaps or faults are in each plan. Next, you will create and present a technology vision for your school. Using Animoto, or another dynamic media tool, create a visual that clearly and powerfully communicates your vision for transformational change related to strategic integration of digital technologies and how that will fit into your district’s plan. This visual should be something you could have scrolling in a digital frame in your school lobby.

*Rationale:* As a school leader you will only be able to lead your school to success if you have a vision of what that success looks like. You vision will and should modify as you move along, however you are responsible for effectively and concisely communicating what your vision for the school looks like. Then you can begin to develop a plan for moving toward that vision. As a building principal, your vision must align with the district’s vision. Understanding the districts vision will ensure everyone is working toward a similar goal.

**Presentation Rubric:**

**Focus Items (\_\_\_\_/15points)** Identifies the focus items for the comparison including, but not limited to, 21st century skills, ISTE standards, and the philosophy of transformational change.

**Comparison of the Strategic Plans (\_\_\_\_/15points)** Provides evidence of how each plan addresses the focus items

**Describes Gaps in the Strategic Plan (\_\_\_/30 points)** Provides evidence of the gaps or faults in the district plans and includes a rationale for the identification of the gap. An explanation of how and why a modification or addition is necessary.

**Effective Communication of Your Vision (\_\_\_\_/40 points)** The visual clearly and effectively communicates your vision for integrating technology into the schools and how that vision aligns with the standards and the districts vision.

**Total Points: 100**

1. **Grant Writing.** Based upon the vision you have established and the technology plan analysis, identify a source of funding to support moving your school toward the vision of integrating technology. Communicate your selection of funding source (grant) with me for approval, then complete and submit the grant application. You may want to contact your district office to connect with a grant specialist for advisement. I would communicate this project with your administration and take the opportunity to actually secure funds for your school.

*Rationale:* One of the biggest hindrances to integrating technology into the schools is the lack of discretionary funds. Seeking external funding to support your vision will be crucial in implementing your plan. Learning how to write and effective grant proposal will help you secure external funds.

**Grant Rubric:**

**Selecting an Appropriate Grant (\_\_\_\_/10 points)** The first hurtle is finding a grant that is aligned with your vision, in which you meet the eligibility for receiving the grant. Don’t waste your time applying for something you don’t qualify for.

**Building a Case for Need (\_\_\_\_/40points)** Persuasively convey your need for the grant, use literature to support your ideas effectiveness, and the impact the grant will have on the students.

**Effectively Address Every Aspect of the Grant Proposal (\_\_\_\_/40 points)** Each grant will require specific criteria for the proposal. Be sure to address each section and provide research-based evidence of effectiveness or necessity when appropriate. If a budget or timeline is required, be realistic.

**Organized & Professional Writing (\_\_\_\_/5 points)** The grant is written in a concise and professional, scholarly, and non-conversational manner. It is evident that the writer organized his/her thoughts prior to writing. For example, the author likely outlined the main sections of the paper prior to writing. The writer used topic sentences and organizational statements.

**References (\_\_\_\_/5 points)** The paper uses APA citation form (e.g., quotes are accurately quoted and paraphrased ideas are properly cited).

**Total Points: /100**

1. **Technology Plan.** Each student will use course readings, research, etc. to develop or redesign a School Technology Plan. This plan should include goals and strategies for improving student achievement, increasing student access to computers/smart boards/other technologies, and upgrading the integration of technologies in administration and instruction within a school or district during the next 3-5 years. The final product should be 10-15 pages double spaced, include at least 8 references, paper, adhere to APA 6 edition formatting. Students will also be required to deliver a presentation of their plan to the class. A template will be provided upon request.

*Rationale:* As a school leader, you have to know where you are leading your school. Creating a plan that includes stakeholder input throughout the process is essential for buy-in, however, having a clear vision you can bring to the table and a plan for how to get there will demonstrate your commitment to the task. Building this plan, will help you think through ideas and formulate a sound plan that can be used to move your school closer to your vision.

**Technology Plan Rubric (write up and presentation):**

**Summary of Current School/District Plan (\_\_\_\_/10 points)** The paper should summarize the plan currently in place at your school including a discussion of the current levels of access and uses of technology, the current professional development opportunities, and the current funding opportunities.

**Goals for Improving Achievement, Access, and Integration (\_\_\_\_/30 points)** Explanation of your goals for implementation and how they align with the ISTE standards. Your recommendations for a new or redesigned school Technology Plan that includes hardware, software, technology support personnel, professional development, and other needs.

**Budget and Timeline (\_\_\_\_/20 points)** Develop a timeline and budget for meeting your goals over the next several years of implementation.

**Accuracy & Clarity of Writing (\_\_\_\_/20 points)** The reaction reads smoothly from beginning to end with appropriate transitions between points. The response does not contain grammatical & spelling mistakes. It is clear that the writer proofread!

**Presentation (\_\_\_\_/20 points)** Your presentation to the class should be engaging and professional (as if you were presenting your proposal to your board) and include a brief summary of the current plan, the changes you would implement over the next 3-5 years to bring the school toward your vision, and the timeline to do so.

**Total Points: /100**

**Grading Scale**

**A = 400 – 500 points**

**B = 300 – 399 points**

**C = 200 – 299 points**

**D = 100 – 199 points**

**F = 99 points and below**

This calendar outlines important due dates and readings. Note: all weeks will have activities and discussions that are considered participation grades.

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| --- | --- | --- |
|  | **DATE** | **READINGS** |
| Week 1 | May 23 | **Face to Face Meeting**  Read: Technology Leadership Standards-  <http://www.iste.org/standards>  Chapters 1 and 2 of Horn Book |
| Week 2 | May 30 | Read: Chapter 3 and 4 of Horn Book  Activity: Tidbit |
| Week 3 | June 6 | **Face to Face Meeting**  Read: Chapter 5 and 6 of Horn Book  **Critical Analysis Paper Due** |
| Week 4 | June 13 | Read: Chapter 7, 8, and 9 of Horn Book  Activity: Tidbit |
| Week 5 | June 20 | **Face to Face Meeting**  Read Chapter 10 and 11 of Horn Book  **Strategic Plan Analysis and Communicating a Vision Due** |
| Week 6 | June 27 | Read Chapter 1 and 2 of Robinson Book  Activity: Horn Book Review |
| Week 7 | July 4 | Read Chapter 3 and 4 of Robinson Book  Activity: Tidbit  **Grant Writing Due** |
| Week 8 | July 11 | Read Chapter 5 and 6 of Robinson Book  Activity: Tidbit |
| Week 9 | July 18 | Read Chapter 7 and 8 of Robinson Book  Activity: Tidbits |
| Week 10 | July 25 | **Face to Face Meeting**  Read Chapter 9 and 10 of Robinson Book  Activity: Book Review  **Technology Plans are Due and Presentations** |

**Class Policy Statements**

Attendance: For EDLD 7560, 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/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://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/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://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/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://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.

1. 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 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.