

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 19-20 9-5 pm Saturday; Sunday 1-5 pm.
July 3, 10, 17 & 24 4:45-8:45
We will meet in Haley Center, Room 1456
2. **Date Syllabus Prepared:** Summer, 2016
3. **Texts or Major Resources:**

You will need a laptop with Internet capabilities at every session. It is your responsibility to see to it that you know how to log on to the Internet using AU wireless connection. You may also use your own portable wireless connection (some people have a wireless modem via Verizon or other wireless services) Students will need to have access to Windows Power Point and Windows Movie Maker. If you do not have Movie Make installed you can download the file from Microsoft:

Windows 7 (<http://windows.microsoft.com/en-US/windows7/products/features/movie-maker>)

Windows Vista (<http://www.microsoft.com/en-us/download/details.aspx?id=34>)

**You will also need to bring a copy of your school improvement plan.
Download the following documents on to your laptop.**

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)

Instructor generated articles which are located in 21st century Skills folder in Canvas.

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(l-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(l-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:

Weekend of May 19-20 Introductions, Course Syllabus, requirements. Introduction to trends analysis and technology for leaders.

Readings: Anderson, R. E. (2008). Implications of the information and knowledge society for education. In J. Voogt & G. Knezek (Eds.), *International Handbook of Information Technology in Primary and Secondary Education*, 397-417. New York, NY: Springer International Handbooks of Education. doi: 10.1007/978-0-387-73315-9_24

Activities: Class Discussion/Small Group Work

Due: Presentations from the groups

Weekend of May 19-20 Instructor generated articles in regards to leadership of technology.

Readings:

Divide into groups and choose one of the following articles:

Dexter, S., (2011). School technology leadership: Artifacts in systems of practice. *Journal of School Leadership*, 21, 166-189.

Flanagan, L. & Jacobsen, M. (2003). Technology leadership for the twenty-first century principal. *Journal of Educational Administration*, 41(2), 124-142. doi: 10.1108/095782303104

Riel, M., & Becker, H. J. (2008). Characteristics of teacher leaders for information and communication technology. In J. Voogt & G. Knezek (Eds.), *International Handbook of Information Technology in Primary and Secondary Education*, 397-417. New York, NY: Springer International Handbooks of Education. doi: 10.1007/978-0-387-73315-9_24

Schrum, L., Galizio, L. M., & Ledesma, P. (2011). Educational leadership and

technology integration: An investigation into preparation, experiences, and roles.
Journal of School Leadership Journal of School Leadership, 21, 241-261.

Activities: Movie making group activity. Create presentations using Power Point.
Save as jpegs and import into Windows Movie Maker.
Establish an account with YouTube and upload video.

Due: End of class

Weekend of May 19-20 Technology Standards: National and Alabama Educational trends and technology

Readings: Alabama State Board of Education. (2007). *IMPACT: Alabama Technology Plan 2007-2012*, *NETS for Students 2007*, *NETS for Teachers 2008*, *NETS for Administrators 2009*

Activities: Creating and sharing your technology plan.

Creating:

Students will devise a plan using the four goals listed in the IMPACT 2007 plan. Students will Divide into groups and pick at least four objectives from Goal 1 (pages 10-12 of the IMPACT 2007 plan); pick one objective from Goal 2 (pages 13-14 of the IMPACT 2007 plan); choose one objective from Goal 3 (pages 15-16 of the IMPACT 2007 plan); and choose three objectives from Goal 4 (pages 17-19 of the IMPACT 2007 plan). For each objective explain in detail various means and opportunities for reaching your objective. If you can connect your technology plan with your school's Continuous Improvement Plan or SACS CASI Plan so much the better. Create your technology plan in a manner that is most conducive to sharing with your stakeholders.

Sharing: Brief instructor led presentation concerning wikis. Students will receive an email inviting them to join Wikispaces.com. Working together in groups, the students will create a series of web pages on their wiki. Students will need to include a table of contents and tags. You may also embed your video from your YouTube account

Due: End of class **Due June 26th**

Weekend of May 19-20 Online Exposure for school leaders; Guest Speaker; Interactive session

Readings: Alabama State Board of Education. (2007). *IMPACT: Alabama Technology Plan 2007-2012* Technology as a Tool for System-wide Transformation
The 21st Century Learning Initiative at Auburn City Schools

Activities: Class Discussion

Due: Questions for guest speaker

Weekly Sessions: May 22, 29, June 5, 12, 19, (June 26 Face to Face class meeting: Technology Plan Presentations)

School Technology Plans Group Project work time. Instructors will be available for consultation via email, telephone, Skype etc.

Readings: As needed

Activities: Group work time

Due: Technology Plan is due for presentation in class on June 26

Week 8
Week 9
Week 10
Week 11

} Trends poster presentation (Due July 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 Canvas. These are based on the reading assignments from the Alabama Standards and the NETS standards for teachers and administrators AS WELL AS the instructor generated articles we will distribute. Each student is to post a 2 page, double spaced reflection in Canvas on May 29, June 5, 12, 19. This is a total of 4 reflections. They are worth 5 points each for a total of 20 points. These must be posted to Canvas by midnight on the dates above.
- 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

Distance Learning – M.D. Roblyer, Tom H. Brown, Roumen Nikolov

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

Assistant Principals- Marshall & Hooley, 2006; Kaplan & Owings, 1999; Cranston, Tromans, & Reugebrink (2004); Carole Goodman and Christopher Berry; Denise E. Armstrong; Mathews and Crow; Jeffrey Glanz

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

International Preparation of School Leaders- Tony Bush, David Gurr, Michelle Anderson, Michelle Young, Stephan Gerhard Huber, Petros Pashiardis

These presentations will be due on the evening of July 24.

C. **Problem Based Project: Site Visit.** We will have guest speakers and research presentations and a site visit to explore what school systems are doing with technology. 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 Canvas Assignment Dropbox. 35 points Due June 26 at face-to-face class.

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.