

**Principal Leadership**

**EDLD 7500/7506**

**3 Credit Hours**

**Summer 2018**

**Instructor: Dr. Jason C. Bryant**

**Office: Haley Center 4010**

**Office Phone: 334-844-3021**

**Cell Phone: 334-703-0339 (preferred)**

**Email:** [**jcb0023@auburn.edu**](mailto:jcb0023@auburn.edu)

**Office Hours: Tuesday/Wednesday/Thursday – 1:00 – 4:00;**

**Also by appointment**

**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**

Kohm, B. & Nance, B (2007). *Principals Who Learn: Asking the Right Questions, Seeking the Best Solutions.* ASCD, Alexandria, VA.

Marzon, R. J., Waters, T., & McNullty, B. A. (2005). *School Leadership that Works: From Research to Results.* ASCD, Alexandria, VA.

Northouse, P. G. (2018). *Introduction to Leadership: Concepts and Practice.* SAGE, Thousand Oaks, CA.

**Class Meetings**

This class is scheduled in a hybrid format with only four (4) face-to-face class meetings. It is imperative that you attend all face-to-face class meetings. Please refer to the attendance section with the syllabus and the Auburn University Student Handbook for specific information on attendance. This class is scheduled to meet on Friday, May 18 (Evergreen), June 22 (Auburn), July 13 (Evergreen), and July 27 (Auburn). Except for the first class meeting (5 pm – 9 pm), all classes will be held from 9 am until 5 pm.

During the weeks we are not meeting face-to-face, please refer to Canvas for your specific assignments for the week.

**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. Many of these standards are embedded in the readings and online discussions; therefore, it is imperative that you complete all readings and assignments with fidelity to the program.

|  |
| --- |
| 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) |

**Course Content and Schedule**

|  |  |
| --- | --- |
| **Week** | **Major Topics/Assignments** |
| **Intro**  **May 18**  **(face-to-face)**  **Evergreen**  **5 pm – 9 pm** | Getting acquainted; Syllabus overview; Intro to Canvas; Discussion Groups  Read “Difference Between Management and Leadership” article in Canvas prior to class |
| **Week 1**  **May 18-May 24** | **Reading:**  Northouse – Chapter 1, p. 1-17 – Understanding Leadership  Marzano – Chapters 2 & 5, p. 13-27; p. 65-75 – Some Theories and Theorists on Leadership; Two Types of Change  **Assignment due May 26 by 11:59 pm**  Group Discussion Post #1 |
| **Week 2**  **May 25 – May 31** | **Reading:**  Northouse – Chapters 4 & 2, p. 77-91; p. 21-38 – Understanding Philosophy and Styles; Recognizing Your Traits  **Assignment due June 2 by 11:59 pm**  Group Discussion Post #2 |
| **Week 3**  **June 1 – June 7** | **Reading:**  Kohm/Nance – Part 1: Listening to All Voices, p. 1-49  **Assignments due June 9 by 11:59 pm**  Group Discussion Post #3 |
| **Week 4**  **June 8 – June 14** | **Reading:**  Kohm/Nance – Part 2: Seeing Possibilities, p. 77-119.  Northouse – Chapter 8, p. 159-174 – Establishing a Constructive Climate    **Assignments due June 16 by 11:59 pm**  Group Discussion Post #4 |
| **Week 5**  **June 15 – June 21** | **Reading:**  Marzano – Chapter 7, p. 98-122 – A Plan for Effective School Leadership  Northouse – Chapter 6, p. 117-131 – Developing Leadership Skills  **Assignments due June 23 by 11:59 pm**  Complete Animal Personality and DISC Assessment Inventories (Canvas) |
| **June 22**  **(face-to-face)**  **Auburn University**  **9 am – 5 pm** | **Personality Styles and Assessments – Who are you as a leader?**   * **Animal Personality** * **DISC Assessment** * **Leadership Theories/Styles** |
| **Week 6**  **June 22 – June 28** | **Reading:**  Kohm/Nance – Part 3: Asking the Right Questions, p. 139-202  Marzano – Chapter 4, p. 41-64 – The 21 Responsibilities of the School Leader  **Assignments due June 30 by 11:59 pm**  Group Discussion Post #5  Field Experience #1 – Assistant Principal Interview |
| **Week 7**  **June 29 – July 5** | **Reading:**  Northouse – Chapter 7, p. 141-151 – Creating a Vision  **Assignment due July 7 by 11:59 pm**  Group Discussion Post #6  Personality Self-Assessment Reflection |
| **Week 8**  **July 6 – July 12** | **Reading:**  Kohm/Nance – Part 4; p. 203-263 – Creating Collaborative Cultures  **Assignment due July 14 by 11:59 pm**  Field Experience #2 – Principal Interview |
| **July 13**  **(face-to-face)**  **Evergreen**  **9 am – 5 pm** | **Continue discussion on Leadership Styles – 4 Frames of Leadership; Emotional Leadership Styles**  **Culture/Climate – Importance for School Leaders**   * What does it mean to be an Instructional Leader? * Review “Good Seeds Grow in Strong Cultures” Article * Celebrate the Discomfort of Growth |
| **Week 9**  **July 13 – July 19** | **Reading:**  Playmakers: How Great Principals Build and Lead Great Team of Teachers (Canvas)  **Assignment due July 21 by 11:59 pm**  Group Discussion Post #7  Four Frames of Leadership Reflection |
| **Week 10**  **July 20 – July 26** | **Reading:**  Northouse – Chapter 10 & Chapter 11, p. 217-233; 239-264 – Listening to Out-Group Members; Managing Conflict  **Assignments due July 28 by 11:59 pm**  Vision for Leadership Paper |
| **July 27**  **Face-to-Face**  **9 am – 1 pm** | **The First Faculty Meeting and Final Thoughts** |

**Evaluation**

1. **Discussion Groups:** Each week, you will be in a discussion group to process your text and article readings. Group members will take turns leading the discussions. The Group Leader is responsible for guiding the conversation which includes a developing 2-3 questions that the group can answer and discuss as a part of the discussion. 10 points for each of the 7 online class sessions, **70 points**
2. **Personality Self-Assessment Reflection:** After taking the DISC Personality Assessment and the Animal Personality Test, you will write a 2 page reflection on what the results 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. **25 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. **25 points**
4. **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. Your assignment is to interview your assistant principal or another assistant principal in your district. This is a semi-structured interview, so you will need to ask follow-up questions based on their responses. Begin developing potential questions in your mind as you think about your perceived role of the assistant principal. You want to probe the assistant principal to dig deeper into the role they have in the school.

After you have conducted your interview, you will write a 2 page summary report (minimum) of your findings from the questions listed below. Also include in your report your perceived ideas of the role of the assistant principal and the role that the assistant principal has based on your interview. Lastly, describe how the role of the assistant principal different from that of the principal based on your interview. **50 points**

1. **Field Experience #2- Principal Interview:** For this assignment, you will choose an outstanding principal and conduct a structured interview (see Interview Guidelines in Canvas). You will ask them a series of questions (provided) that will help you gain insight into how administrators keep balance in their lives, while also leading continuous school improvement. This balance involves the leader’s physical, intellectual, emotional, and spiritual life. After you have conducted your interviews, you will provide the answers to the interview questions, summarize your key takeaway(s) from the interview, and create a handout titled “Tips for Success for New Principals” which highlights the top ten insights you gained from the principal. **50 points**
2. **Vision for Leadership:** For this assignment, you will reflect upon the various leadership styles discussed in the text to write a 5-7 page paper on your vision for leadership. Essentially, describe your vision when it comes to leading your school as an Instructional Leader. How do you see yourself building and leading a great team of teachers? What leadership traits are natural to you and which ones would you need to work more fully to develop? How will you share, if at all, leadership responsibilities in the school? How will you maintain a student-focused and teacher-focused environment in your school? And finally, how do you communicate this to your stake holders?

Take everything we have talked about this semester and use this assignment to help develop your philosophy of leadership. **80 points**

**Grading Scale**

**A = 270 – 300 points**

**B = 240 – 269 points**

**C = 210 – 239 points**

**D = 180 – 209 points**

**F = 179 points and below**

**Due Dates for Class Assignments (all assignments should be posted by 11:59 pm)**

* May 26 Group Discussion Post #1
* June 2 Group Discussion Post #2
* June 9 Group Discussion Post #3
* June 16 Group Discussion Post #4
* June 23 Complete Animal Personality and DISC Assessment Inventories (nothing to post)
* June 30 Group Discussion Post #5; Field Experience #1 – Assistant Principal Interview
* July 7 Group Discussion Post #6; Personality Self-Assessment Reflection
* July 14 Field Experience #2 – Principal Interview
* July 21 Group Discussion Post#7; Four Frames of Leadership Reflection
* July 28 Vision for Leadership

**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. Please remember that we only have 4 class sessions for the entire semester, so our face-to-face time is very valuable. If you have a conflict with a date or an assignment, please see me immediately.

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 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.