**1. Course Number: EDLD 7526/7520**

**EDLD 7520/7526**

Leadership and the Learning Organization

**SUMMER 2019**

Face-to-face sessions:

May 18 (9AM-5PM, 2435 Haley)

June 22 (7:30AM-4PM, AU Challenge Course)

July 13 (9AM-5PM, 2435 Haley)

**EFLT**

College of Education

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**Course Title: Leadership and the Learning Organization**

**Credit Hours: 3 Semester Hours**

**Prerequisites: none**

**Corequisites: None**

**2. Syllabus Revised: May 2019**

**3. Texts/Required Resources:**

Goleman, D., & Senge, P. M. (2014). *The Triple Focus: A New Approach to Education*. Florence, MA: More Than Sound, LLC.

Kensler, L. A. W., & Uline, C. L. (2017). *Leadership for Green Schools: Sustainability for Our Children, Our Communities, and Our Planet*. New York: Routledge, Taylor & Francis Group.

Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). *Schools that learn (updated and revised): A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Crown Business.

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author. Available free here: <http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf>

Vogt, E. E., Brown, J., & Isaacs, D. (2003). *The art of powerful questions*. Mill Valley, CA: Whole Systems Associates. Available here: <http://www.theworldcafe.com/store.html> (You may also wish to Google this resource for other availability)

AU Challenge Course fee – approximately $35.00

**4. Course Description:**

Leading schools as learning organizations; issues related to student wellbeing, learning and achievement through attention to organizational components.

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

Upon completion of the course, the student will be able to:

1. **(K, A)** demonstrate understanding that the learning organization is authentically engaged with the broader community and responds intelligently to diverse social, economic, and political conditions; **2b(1), 2e(2), 2h(1,2,6-10)**
2. **(K, A)** demonstrate knowledge of a learning organization as an “open” or “closed” system sensitive to the external environment and all stakeholders; **2e(4), 2h(1-5)**
3. **(K, A)** compare theories and models of organizations; **2e(1-2)**
4. (K, A) understand types and dynamics of organizational culture and how they relate to school settings; **2e(1-3)**
5. **(K, A)** understand and promote diversity and tolerance in the learning organization; **2c(1-8), 2e(4)**

f.  **(K, A)** understand how personal and organizational philosophy relate to student achievement and organizational growth; **2e(1-3)**

g. **(K, A)** describe norms of leaders and followers in a learning organization: reflective practice, focused on the vision and mission of student learning, using data to drive organizational results, trusting, involvement in decision making, collegiality and experimentation; **2b(1-6)**

1. **(K)** understand how to use interpersonal and group processes to make the school organization a more cohesive culture;2 **2e(1-6)**
2. **(K, A)** understand the need for a shared mental image (vision) of what is important to the individuals and the organization; **2a(6)**
3. **(K, A)** create organizational norms which foster continuous improvement and a widely shared vision or sense of purpose towards student learning and achievement; **2b(1-6)**
4. **(A)** incorporate collaborative team processes such as democratic governance structures, collective learning, dialogue, empowerment and other group dynamics; **2g(7)**
5. **(A)** delegate tasks clearly and appropriately to accomplish organizational goals; **2a(6-7), g(2)**
6. **(A)** implement a systems approach to developing and delegating tasks to members of the organization; **2a(6-7), 2g(2)**
7. **(K, A)** develop communication structures and feedback using various technologies to further the organizational mission; **2g(3-7)**
8. **(A)** demonstrate a knowledge of decision making models and apply those to various school settings; **2b(1-2)**
9. **(K, A)** demonstrate knowledge of the change process as it relates to school organizational structures and elements; **2a(3-6)**
10. **(K, A)** create a climate of democratic participation by all constituents in the school i.e. administration, faculty and staff, students, parents and the business community; **2b(4), 2e(4), 2h(2)**
11. **(A)** study various group and team concepts such as: mentors, study groups, committees, action research groups; conference, research and presentation groups; peer observation groups; curricular teams; school improvement task forces**; 2f(2-7), 2g(5-8).**

**6. Course Content and Schedule:**

**Please note**: You are expected to complete all of the readings during (or prior to) the week listed.

*TTF* = Goleman, D., & Senge, P. M. (2014). *The Triple Focus: A New Approach to Education*. Florence, MA: More Than Sound, LLC.

*LGS* = Kensler, L. A. W., & Uline, C. L. (2017). *Leadership for Green Schools: Sustainability for Our Children, Our Communities, and Our Planet*. New York: Routledge, Taylor & Francis Group.

*STL* = Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). *Schools that learn (updated and revised): A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Crown Business.

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| Week | Topic | Readings & Assignments |
| 1 – May 16  **MAY 18**  9AM-5PM  Face-to-face  2435 Haley | Face-to-face  Course Introduction  Learning Organizations  Personal Mastery, Shared Vision, Mental Models, Team Learning  ------------------------------  During the week:  EXPLORE Mental Models | **SATURDAY, MAY 18th**  FACE-TO-FACE – 2435 HALEY  **Readings:**  *STL –* Getting Started: Orientation & A Primer on the Five Disciplines  --------------------------------------------------------  **Readings**:  *TTF –* Introduction & Part One  *LGS –* Chapters 1, 2, 3  *STL -* pp. 177-188; 329-340; 414-420; 396-404; 369-371  Project Implicit (<https://implicit.harvard.edu/implicit/>) – choose and take at least 3 different IATs (tests) either as a registered user or as a guest user. Use your results to reflect on mental models.  **Assignment**:  Respond to Canvas Discussion #1 (MM)  DUE May 22rd @ 9AM |
| 2 – May 23 | During this week:  PRACTICE Mental Models  -----------------------------  EXPLORE Personal Mastery | **#1 Portfolio Assignment** (MM)  DUE May 29th @ 9AM  --------------------------------------------------------  **Readings**:  *TTF* – Part Two  *STL –* pp. 209-216  Wheatley’s *Disturb Me, Please!* article available here: <http://www.margaretwheatley.com/articles/pleasedisturb.html>  **Watch:**  Brene Brown’s The Power of Vulnerability on TED available here: http://www.ted.com/talks/brene\_brown\_on\_vulnerability?language=en  **Assignment**:  Respond to Canvas Discussion #2 (PM)  DUE May 29th @ 9AM |
| 3 – May 30 | PRACTICE Personal Mastery | **Assignment**:  **#2 Portfolio Assignment** (PM)  **AND Signed MOU**  DUE June 5th @ 9AM |
| 4 – June 6 | EXPLORE Team Learning | **Readings**:  *TTF –* Part Three  *LGS* – Chapters 8, 9  *STL* – pp. 159-175; 258-264; 479-486  *The Art of Powerful Questions*  **Assignment:**  Respond to Canvas Discussion #3 (TL)  DUE June 12th @ 9AM |
| 5 – June 13 | PRACTICE Team Learning | **#3 Portfolio Assignment** (TL)  DUE June 19th @ 9AM |
| 6 – June 20  **JUNE 22**  7:30AM – 3PM  Face-to-face  AU Challenge Course, Auburn University Campus | AU CHALLENGE/ROPES COURSE  CliftonStrengths  *See Canvas for details*  ---------------------------  EXPLORE Shared Vision | **SATURDAY, JUNE 22rd**  FACE-TO-FACE for AU CHALLENGE/ROPES COURSE  *See Canvas Calendar/Syllabus for details.*  **---------------------------------------------------------**  **Readings**:  *LGS* – Chapter 4  *STL* – pp. 341-350; 381-395; 445-456  Available with Discussion #4 on Canvas:  Sterrett, W. L., Kensler, L., & McKey, T. (2016). Greener on the Other Side. *Journal of Cases in Educational Leadership, 19*(4), 72-85. doi:10.1177/1555458916664764  **Assignment**:  Respond to Canvas Discussion #4 (SV)  AND  Ropes Course Reflection  DUE June 26th @ 9AM |
| 7 – June 27 | PRACTICE Shared Vision | **#4 Portfolio Assignment** (SV)  DUE July 8th @ 9AM |
| 8 – July 4 | EXPLORE Systems Thinking | **Readings**:  *TTF –* Part Four and Five  *LGS* – Chapters 5, 6, 7  *STL –* pp. 123-156; 275-292  Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: a review of the literature. *Review of Education, 3*(2), 103-135. doi:10.1002/rev3.3043  (This is a lot of reading… the same reading is assigned next week. Strive to complete this reading prior to our face-to-face session.)  **Assignment**:  Respond to Canvas Discussion #5 (ST)  DUE July 10th @ 9AM |
| 9 –July 11  **JULY 13**  9AM – 5PM Face-to-face | SYSTEMS THINKING  ----------------------------  EXPLORE Systems Thinking | **SATURDAY, JULY 13th FACE-TO-FACE**  **Complete readings prior to class meeting**:  *Bring a copy (electronic or paper) of the Kutsyuruba, et al. (2015) paper to class.*  **– posted in CANVAS – available for download from Discussion #5.**  ------------------------------------------------------  Readings:  *TTF –* Part Four and Five  *LGS –* Chapters 5, 6, 7  *STL* – pp. 372-380; 545-548  **Assignment**:  Respond to Canvas Discussion #6 (ST)  DUE July 17th @ 9AM |
| 10 – July 18 | Analyze a case | Readings:  *STL* pp. 126-132  (Case for analysis posted in Canvas Assignment Portfolio #5)  **Assignment:**  **#5 Portfolio Assignment** (Case Analysis)  DUE July 24th @ 9AM |
| 11 – July 25  Please note:  NO face-to-face class meeting on July 28th. | PRACTICE Systems Thinking | Readings:  Waters Foundation WebEd (modules: 8)  <http://www.watersfoundation.org/webed/main/index.htm>  *STL* pp. 126-132  **#6 Portfolio Assignment** (Systems Thinking)  DUE JULY 31st @ 9AM |

**Course Requirements/Evaluation:**

1. **Memorandum of Understanding**

Download the PDF form from the Canvas Assignment. Discuss the relevant assignments listed in the form (Portfolio #3 and #6) with your immediate supervisor and both of you sign the agreement. The purpose of assignment is to express our respect for your current supervisor. It is thoughtful to alert your school leaders to assignments that ask you to work with your colleagues. In your conversation with your supervisor, be sure to ask if there are specific topics of interest that s/he would like you to consider discussing. If your supervisor has any concerns about this assignment, please share my contact information.

1. **Portfolio Assignment #1** (Mental Models - MM)

For this assignment you will use personal reflection to examine your own mental models. You may choose to use either the Ladder of Inference (*STL* p. 101) or the Left-Hand Column (*STL* p. 110) to structure and guide your reflection.

You will need to choose a professional or personal situation to reflect upon… it can be helpful to choose a situation that challenged you in some way – Maybe a conversation that left you feeling unsettled; or an interaction that left you feeling very angry or critical of someone else. As you review the Ladder of Inference and the Left-Hand Column, opportunities for reflection will occur to you. Choose a complex/meaningful one!

Do the following and SUBMIT your documentation as **one file (**Word or PPT are common choices) to Canvas for Portfolio #1:

1. Write a description of the situation. Describe the who, what, where, when details. Include everything you think is important to the situation. Be thorough. You may protect the innocent by not using real names ☺
2. Document your structured reflection using either the Ladder of Inference or the Left-Hand Column. (Your documentation should be detailed and should align very closely to the structured purpose/application of the tool as described in *STL*.)
3. Write a 500ish word reflection about what you learned during your work in step 2. Focus on your learning related to mental models and the situation. If you did not learn much, then either you chose a situation that is too simplistic or not meaningful enough. Go back to the beginning and choose another situation. You’ve had good practice with the tool now and you should be able to dig into something messier!
4. **Portfolio Assignment #2** (Personal Mastery - PM)

Personal Mastery is about knowing who you are and who you want to be. It is very much about living with the creative tension that exists when we examine our current reality relative to our aspirations. This tension is not often comfortable. Because of this, many people choose not to engage in reflecting on these topics. If you are new to considering these ideas, be patient with yourself and the process. Practicing Personal Mastery as a discipline means that we continuously engage in this thoughtful work.

As educational leaders, we need to practice personal mastery AND cultivate the conditions for others to practice personal mastery. This assignment asks you to reflect on (1) your practice of personal mastery and (2) the opportunities for students to practice personal mastery.

Submit the following to Canvas for Portfolio #2:

1. How do you go about practicing personal mastery? Using your readings and related course material as a guide, describe your current practices that support personal mastery (200 word minimum response). Considering your current practice, how might you expand your practice of personal mastery (100 word minimum response)? Describe a plan that you will commit to following - provide a detailed personal action plan.

2. How are the children in your school encouraged and supported to practice personal mastery (also known as, social and emotional learning, SEL)?

a, Provide a detailed description (200 word minimum response). Your description may be at the classroom level and/or school level. If your school has an SEL program of some type, name the program, and then focus your description on how personal mastery/SEL is cultivated, rather than program features.

b. Develop a one page flyer that introduces the concept of personal mastery to families and encourages them to cultivate personal mastery at home. Be creative! You may use a variety of programs to develop your flier, but please submit your flier as a PDF document, separate from the reflections.

1. **Portfolio Assignment #3** (Team Learning - TL) – **PLAN AHEAD**

You will facilitate a learning conversation among a group of trusted colleagues. Your conversation should last at least 45 minutes. Invite at least 3 trusted colleagues to meet you for a conversation about “Green Schools.” Your participants do not need to do anything special to prepare. They simply need to show up. Your job is to plan for and then facilitate a learning conversation that introduces green school concepts and then invites conversation about current green school practices and opportunities for expanding green school practices.

Be sure to do the following PRIOR to your meeting/conversation:

-Make sure your meeting space is welcoming and conducive to an open, comfortable conversation.

-Have paper and colored pens/pencils available for note taking. (Notes from the meeting will be part of your portfolio submission)

-Re-Read STL pp. 104-109; 159-175 and *The Art of Powerful Questions* as a guide to designing your conversation. You may also find it helpful to reference the U.S. Department of Education's Green Ribbon School sample application here (additional resources on this page may also be helpful): <https://www2.ed.gov/programs/green-ribbon-schools/applicant.html>

-Design an AGENDA and PLAN for your meeting (Again, you will need to submit this plan as part of your portfolio submission)

Your AGENDA should be an outline of your meeting and prepared as a handout for the participants. You may want to send this to them ahead of time.

Your PLAN is for you to follow and should include:

-Your expectations for the meeting/conversation

-Welcome and explanation for bringing the group together (write a summary of what you plan to say to get the conversation going)

-Outline your plan for the conversation… opening question, follow-up questions, activities (How will you facilitate the conversation? Will you use an activity or simply a list of questions? What will you as a group produce during your conversation? How will you guide the note taking?)

-How will you wrap up and close your conversation?

DURING your meeting/conversation, PLEASE take a few pictures and remember to record notes in whatever format fits the structure of your meeting/conversation.

SUBMIT the following to Canvas for Portfolio #3:

Please Note: In Canvas Assignments, submit 1-4 as a single Word or PowerPoint file.

1. Your AGENDA and PLAN for the meeting/conversation
2. Pictures of your meeting space and participants
3. Notes created during the meeting/conversation (pictures of these notes are fine - just be sure I can read them!)
4. Personal reflection (minimum of 500 words) about the conversation addressing the following:

* What went well? Why?
* What surprised you? Why?
* Where on the Advocacy/Inquiry Palette (STL 107) did you all spend most of your time? Explain.
* Based on your experience here, the next time you facilitate a meeting/conversation what will you be sure to do? What will you be sure not to do?

1. **Portfolio Assignment #4** (Shared Vision - SV) –

Cultivating a guiding shared vision is a critically important aspect of any school leader’s work. Every high performing school has a clear shared vision. Peter Senge reminds us, “A shared vision is not an idea...it is rather, a force in people's hearts...at its simplest level, a shared vision is the answer to the question 'What do we want to create?” In this assignment, you are going to design a process for cultivating a shared vision. Use your course readings and materials to support your efforts on this assignment.

*Imagine that you are a new assistant principal at a school where the previous administration did not really cultivate a shared vision. The principal has been there one year and now believes people are ready to engage in developing a shared vision.  Your principal is excited to work with you on this project and is especially interested in expanding efforts related to green schools. It is your first few weeks on the job and you are asked to design a process for developing a shared vision over the coming school year. In addition, your principal requests a PowerPoint presentation to kick off the process during the first teacher work day of the year.*

SUBMIT the following to Canvas for Portfolio #4 (You will be submitting **2 files**):

1. A detailed plan for cultivating a shared vision over the coming school year. Your plan should be broken down to at least each month, although you may have more than one related activity per month.

2. A PowerPoint presentation for kicking off the year long process.

1. **Portfolio Assignment #5** (Systems Thinking) – Case Analysis

Following the examples we demonstrated in class, use the Kutsyurauba, et al. (2015) paper to generate illustrations of systems thinking tools in action. After reviewing the article, reflect on your school context for at least the past year. You may consider a longer time horizon, if you wish. Then use the iceberg model to guide a structured analysis of student learning.

SUBMIT one Word or PowerPoint file to Canvas with detailed responses to the following 5 items:

* ISSUE: What do you notice about student learning at your school? (tip of the iceberg) Briefly describe some aspect of student learning that has captured your attention. (You might identify a rise/drop in scores, or a shift in student engagement in learning... or... some other aspect of student learning.)
* BOTGs: What are the patterns and trends related to the “aspect of student learning” you selected? WRITE a summary of these trends and DRAW at least 3-5 BEHAVIOR OVER TIME Graphs that illustrate the important and relevant trends. If it makes sense to include 3-5 lines on one graph, then that is totally fine – just remember to use a key!
* CLDs: Choose what you believe to be the MOST IMPORTANT TREND in the case. WRITE a description of the trend and what you believe is causing this trend. Also DRAW a CAUSAL LOOP DIAGRAM that explains the trend. Be sure that the causal relationships you draw in your loop are actually causal relationships. Be sure that your loop closes. Drawing causal loop diagrams correctly takes practice, time, thought, and a lot of revision. Invest time in this part of the assignment. It will prepare you for Portfolio #6 when you help others learn to do the same.
* MENTAL MODELS: What are some mental models that continue to perpetuate the causal relationships that produce the trends and result in this “aspect of student learning" that captured your attention?
* WHAT WILL YOU DO NOW? Based on your analysis of this aspect of student learning, what opportunities do you see for action? Write at least 250 words (minimum) to describe what you are inclined to do to further support student learning at your school.

1. **Portfolio Assignment #6** (Systems Thinking) – **PLAN AHEAD**

The ICEBERG MODEL is an integrative tool that can guide very powerful learning conversations. **This assignment integrates many aspects of this course and is the culminating activity**. When you want to better understand an event or issue, the Iceberg Model can help! Just like in Portfolio Assignment #3 you will need to bring together a group of colleagues for this assignment. You will facilitate an Iceberg Model conversation around a topic of interest to you and your colleagues. You might discuss bullying, or student behavior/discipline, or teacher morale, or parent involvement, or some critical event that happened recently. The possible topics are endless. It is important that you choose a topic that is meaningful to your group. Again, your participants do not need to do anything special to prepare. They simply need to show up. *You should plan for the conversation to last at least 45 minutes*.

☺ You, however, will need to prepare ☺ Be sure to do the following PRIOR to your meeting/conversation:

-Make sure your meeting space is welcoming and conducive to an open, comfortable conversation.

-Have paper and colored pens/pencils available for note taking. (Notes taken during the meeting will be part of your portfolio submission)

-Re-Read *STL* pp. 126-132 as a guide to designing your conversation.

-Download the Iceberg Model handouts in the Canvas Assignment #6 description.

-Design an AGENDA and a PLAN for your meeting (Again, you will need to submit these as part of your portfolio submission)

Your AGENDA should be an outline of your meeting and prepared as a handout for the participants. You may want to send this to them ahead of time.

Your PLAN should include:

-Your expectations for the meeting/conversation (Will you choose the topic/issue or will you do that as a group when you meet? What if the group has a difficult time deciding? How will you decide? Have a plan!)

-Welcome and explanation for bringing the group together (write a summary of what you plan to say to get the conversation going)

-Outline your plan for the conversation… opening question, follow-up questions, activities (How will you facilitate the conversation? Be very familiar with the Iceberg Model process. Have at least one large sheet of paper for recording your notes onto an “iceberg”)

-How will you wrap up and close your conversation?

-During your meeting/conversation, PLEASE take a few pictures. Also remember to record notes in an iceberg model type structure.

SUBMIT the following as Portfolio #6:

*Please Note*: In Canvas Assignments, please submit 1-4 as a single Word or PowerPoint file.

1. Your plan/agenda for the meeting/conversation
2. Pictures of your meeting space and participants learning together
3. Notes from the meeting/conversation including your iceberg model (pictures of these notes are fine!)
4. Personal reflection about the meeting/conversation addressing the following:
   1. What went well? Why?
   2. What surprised you? Why?
   3. What did you learn about your issue/topic?
   4. How did you use what you learned about facilitating conversations in Portfolio Assignment #3 in this assignment?
   5. Based on your experience here, the next time you facilitate a meeting/conversation what will you be sure to do? What will you be sure not to do?

*Your reflection should be at least 500+ words*.

1. **Ropes Course Reflection**

Write a meaningful and thoughtful reflection of your ropes course experience. Be sure to address what you learned about yourself, what you learned about your colleagues, and what you learned about leadership. Make specific reference to the different elements of the course that were included in our experience. 500 word minimum.

**Grading and Evaluation**

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| **Assignment** | **Points Possible** |
| **Memorandum of Understanding** | 3 |
| **Discussion Posts** will be worth 2 points per post. You may earn 1 point for a thorough and thoughtful response to the discussion prompt and you may earn up to 1 point for at least one thorough and thoughtful response to a peer’s post. | 12 |
| **Portfolio Assignments #1 - #6** will each be worth 10 points. See the description of each assignment above. | 60 |
| **Ropes Course Reflection** | 10 |
| **Class Participation** during face-to-face class sessions. You may earn up to 5 points per day during our face-to-face class meetings. If you have an approved absence (see Class Policy Statements), then you will have to earn your points via an alternative assignment. It is the students’ responsibility to request this alternative assignment. | 15 |
| **TOTAL POINTS** | **100** |

**Grading Scale:**

**A = 90 – 100 points**

**B = 89 – 80 points**

**C = 79 – 70 points**

**D = 69 – 60 points**

**F = 59 points and below**

**Class Policy Statements:**

A. Attendance: For EDLD 7520, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

B. 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.

C. 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.

D. 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

E. 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.*

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.

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| **Course Objectives, followed by**  **reference for ASLDE Instructional Leadership Standards** | Discussion Posts | Portfolio Assignments | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. **(K, A)** demonstrate understanding that the learning organization is authentically engaged with the broader community and responds intelligently to diverse social, economic, and political conditions; **2b(1), 2e(2), 2h(1,2,6-10)** | x |  |  | x |  | x | x |
| 1. **(K, A)** demonstrate knowledge of a learning organization as an “open” or “closed” system sensitive to the external environment and all stakeholders; **2e(4), 2h(1-5)** | x |  |  | x |  |  |  |
| 1. **(K, A)** compare theories and models of organizations; **2e(1-2)** | x |  |  |  |  |  |  |
| 1. (K, A) understand types and dynamics of organizational culture and how they relate to school settings; 2e(1-3) | x |  |  | x |  | x | x |
| 1. **(K, A)** understand and promote diversity and tolerance in the learning organization; **2c(1-8), 2e(4)** | x | x |  |  |  |  |  |
| 1. **(K, A)** understand how personal and organizational philosophy relate to student achievement and organizational growth; **2e(1-3)** | x |  | x |  |  |  |  |
| 1. **(K, A)** describe norms of leaders and followers in a learning organization: reflective practice, focused on the vision and mission of student learning, using data to drive organizational results, trusting, involvement in decision making, collegiality and experimentation; **2b(1-6)** | x | x | x |  | x |  |  |
| 1. **(K)** understand how to use interpersonal and group processes to make the school organization a more cohesive culture;2 **2e(1-6)** | x |  |  | x |  |  |  |
| 1. **(K, A)** understand the need for a shared mental image (vision) of what is important to the individuals and the organization; **2a(6)** | x | x |  |  | x |  |  |
| 1. **(K, A)** create organizational norms which foster continuous improvement and a widely shared vision or sense of purpose towards student learning and achievement; **2b(1-6)** | x |  |  | x |  |  |  |
| 1. **(A)** incorporate collaborative team processes such as democratic governance structures, collective learning, dialogue, empowerment and other group dynamics; **2g(7)** | x |  |  | x |  |  |  |
| 1. **(A)** delegate tasks clearly and appropriately to accomplish organizational goals; **2a(6-7), g(2)** | x |  |  | x | x | x | x |
| 1. **(A)** implement a systems approach to developing and delegating tasks to members of the organization; **2a(6-7), 2g(2)** | x |  |  | x |  | x | x |
| 1. **(K, A)** develop communication structures and feedback using various technologies to further the organizational mission; **2g(3-7)** | x |  |  |  |  | x | x |
| 1. **(A)** demonstrate a knowledge of decision making models and apply those to various school settings; **2b(1-2)** | x |  |  |  |  | x | x |
| 1. **(K, A)** demonstrate knowledge of the change process as it relates to school organizational structures and elements; **2a(3-6)** | x |  |  | x |  | x | x |
| 1. **(K, A)** create a climate of democratic participation by all constituents in the school i.e. administration, faculty and staff, students, parents and the business community; **2b(4), 2e(4), 2h(2)** | x |  |  | x |  |  |  |
| 1. **(A)** study various group and team concepts such as: mentors, study groups, committees, action research groups; conference, research and presentation groups; peer observation groups; curricular teams; school improvement task forces**; 2f(2-7), 2g(5-8).** | x |  |  | x |  |  |  |