George Mason University
Graduate School of Education
EDLE 610: Leading Schools and Communities
Loudoun Leadership Fellows
Course Syllabus—Spring 2006

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Office Hours: Tuesdays and Wednesdays, 9-11 AM & 1-3 PM
Class Meetings: Tuesdays, 4:30-7:30 PM, Site TBD

Textbooks:


Some additional readings as assigned by the instructor will be required

Course Description: This course examines the critical functions of school leadership and management, complex decision-making of school executives, and constructive relationships between schools and communities. There is an emphasis on leadership skill development, from the perspective of the ISLLC standards. Students will examine the standards and begin to apply leadership skills in authentic school settings

Student Outcomes: Participants in this course will:

1. Examine personal values and beliefs about American PK-12 education as a basis for understanding and appreciating the challenges and impact of diversity in American schools. TO DEMONSTRATE COMPETENCY: Students will reflect on and list personal values and beliefs about the educational roles of school leaders; and will discuss opinions and rationale with classmates during scheduled class activities.
2- Examine personal leadership strengths, challenges and preferred work habits. **TO DEMONSTRATE COMPETENCY:** Students will solicit feedback from supervisors, colleagues and classmates to assist in the identification of their individual strengths and weaknesses. They will develop a comprehensive internship plan which addresses professional growth and leadership development needs.

3- Assess school and community cultures and will develop an understanding of and appreciation for power structures and sources of influence in the school community. **TO DEMONSTRATE COMPETENCY:** Students will attend a minimum of one (1) local school board meeting, and will track, during the course of the semester, one specific school and/or community issue. Students will conduct an in-depth reflective analysis of this issue, to include an identification of the various stakeholders and their respective positions and/or beliefs concerning this issue. They will complete a written report **as a part of their internship** which includes an analysis of the political interactions which occur as the issue evolves, and will present a summary as to the range of possible conclusions to this matter and the ramifications of each of the conclusions.

4- Analyze and strengthen personal written and oral communication skills for successful school/community relations. **TO DEMONSTRATE COMPETENCY:** Students will practice communication skills through oral and written class activities and assignments. They will interact with colleagues and mentors during scheduled LLF meetings.

5- Develop an initial understanding of the change process, how individuals and groups react to change, and how to lead change. **TO DEMONSTRATE COMPETENCY:** Students will study and reflect on the change process, and will apply understandings to current reform-based changes which are occurring in PK-12 education. Class activities will focus on change as a necessary condition of leadership.

6- Study and develop an understanding of the major responsibilities of school leaders, with an emphasis on roles of principals and their assistants. **TO DEMONSTRATE COMPETENCY:** Students will engage in class discussions with the instructor and other students as school leader roles are identified and reviewed. Students will interact with several practicing school leaders during their semester in EDLE 610.

**Relationship of Student Outcomes to Program Goals:**

EDLE 610 is the introductory course in the Education Leadership master’s degree and licensure programs. As such, the major purposes of this course are to help students to:

1- Develop an initial understanding of the expected knowledge, performances and dispositions of school leaders

2- Identify research and theories on which effective educational practices are constructed

3- Provide opportunities for them to assess their leadership abilities and formulate their philosophy of education and leadership
Specific competencies which are addressed include the following:
VA DOE: 1d, 2a, 2b, 2d, 2e, 3a, 3b, 4a, 4b, 4c, 5a, 5b, 5c, 5d, 6a, 6c, 6d, & 6f. 
ISLLC: 1-K1, 1-K2, 1-K3, 1-K6, 1-P4, 1-P5, 1-P7, 1-P8, 1-P9, 1-P10, 1-P11, 1-P12-15, 2-K7-9, 2-K11, 2-P15, 2-P16, 3-K2, 3-P7, 3-P13, 3-P19, 4-K2-5, 4-P1-10, 4-P12, 4-P14, 5-K1-5, 5-P1, 5-P5, 5-P6, 5-P12, 6-K2, 6-K4-8, 6-P3 & 6-P6.

Program goals which are addressed include:
1- Service to communities
2- Reflective practice
3- Improvement of communication skills
4- Self-assessment and planning for personal growth

**Course Requirements:** Students will be required to attend class regularly, and to participate in class discussions. Each student will complete all required projects, and will finish all readings as scheduled. Late projects may be accepted by the instructor in extenuating circumstances, but will be subject to a minimum of a one grade penalty. Students may choose to submit projects in advance of the due dates for feedback from the instructor (it is the responsibility of the student to provide adequate time in advance of the due date, and to indicate in writing that feedback, as opposed to a final grade, is requested). It is required that students have regular access to a computer, the internet and e-mail for successful completion of this class. Students will be expected to demonstrate competent use of standard computer office software such as word processing, spreadsheets and presentation software. Blackboard will be used to complete one or more of the course requirements.

**Course Activities:**
1- Participation (20%)—Students will be expected to participate in class discussions, and to interact with the instructor and other students. It is expected that students will arrive on time, and will notify the instructor in advance when an unavoidable conflict prevents the student from either arriving to class on time, or attending a class. Maximum points for class participation will be earned by students who are on time and present for each class, and who are actively engaged in class activities. The completion of selected position papers, other written work (outside of major projects), and attendance at a local school board meeting will also be completed as required components of this course.
2- Design and Development of Internship Plan (25%)- Students will design and complete an internship plan based on the GMU Internship Manual. This plan will include a series of leadership activities and experiences which will be completed by the student during his/her course of study in the EDLE program. The plan will focus on the four leadership strands which are highlighted and explained in Appendix A of the manual. The due date for the plan will be April 4.
3- School-Community Issue Report (ung-610)--- Students will begin an in-depth reflective analysis of an issue of importance in the school community. This analysis will include the following sections: a- Introduction- describing the issue and its significance; b- Stakeholders- describing the key players by title and their positions (which may change) as to the issue; c- Timeline- describing the evolution of this issue over time and the political interactions which occur as the issue evolves; d- Alternative Solutions- describing the range of options which exist to bring this issue to closure; e- Student Recommended Course of Action- describing your suggested plan for bringing this issue to closure. This written report will be submitted with the collective record at the conclusion of EDLE 791.

4- Class Presentations (25%)--- Students will work in groups to research a selected topic, and to subsequently prepare and present a 50-60 minute report during class time. This report shall be interactive in nature, involving students in class in an authentic learning experience. The instructor will present a list of topics and presentation dates to the class no later than the second class meeting. Each individual student will be given a grade which reflects the performance of the group as a whole on this assignment. It is critically important, therefore, that this project be prepared and presented as a result of the collective effort of the group, as opposed to as a series of individual reports relating to the selected topic. A list of references must be submitted at the time of the presentation.

5- Data-Driven Decision Making Module(ung-610)--- Students will attend and participate in the DDDM module as a part of the Northern Virginia Leadership Initiative. An abbreviated syllabus with course expectations will be presented at the first class session on Friday February 10.

6- Phil/Standard Paper(30%)--- Students will complete a 6-8 page paper in which they connect their one page philosophy papers (submitted in December 2005) with one of the six ISLLC standards that provide the foundation for this introductory course. More specifically, each student will select one of the standards and explain how his/her philosophical beliefs will contribute to success in implementing the standard as a school leader. In this paper, students will demonstrate a thorough understanding of the selected standard and its significance for school leaders. Support for your conclusions will be demonstrated through a variety of sources, which should include, but not be limited to, the required readings for the class. This paper will be due at the last class meeting on May 2.
Grading Scale:

- **A+** -------------------100%
- **A** ------------------95-99%
- **A-** ------------------ 90-94%
- **B+** ------------------87-89%
- **B** ------------------83-86%
- **B-** ------------------80-82%
- **C** ------------------75-79%
- **F** ------------------ 0-74%

**The Internship and EDLE 610:** Although the internship is a separate course (EDLE 791), the GMU Education Leadership program has integrated internship activities throughout the course of study. During EDLE 610, students will develop an internship plan which will provide the foundation for the professional growth which is necessary for future work as school leaders. The following internship activities will be required and explained as a part of this (EDLE 610) course:

1- Completion of the internship plan
2- Beginning of the school community issue project

**Course Schedule: Spring 2006**

**January 24**

Introductions, Review of Syllabus, & Course Overview
Topics: Your Philosophy of Education
What makes a leader?
Power and Influence
Assignment for 1/31—Complete field activity on p.38 in text
(not necessary “to design a plan”)
Read Chapter 2

**January 31**

Topics: Today’s Principal…What does he/she look like?
Shared Vision
Guest Presenter: Janice Koslowski, Principal
Eagle Ridge Middle School
Assignment for 2/14—Chapters 3-4 in text
& “the Herzberg says” assignment
February 14  Topics: De-briefing the DDDM module
   Leading a learning organization
   What motivates us?
   Class Presentation: Group 1---Understanding Leadership
   Assignment for 2/21—Chapter 5 in text & read
   Pps 45, 47-48, 50-51, 53-54 & 56-57 in ETS Framework

February 21  Topics: Sustaining a Culture of Growth
   What is a good school?
   Class Presentation: Group 2---Effective Schools
   Assignment for 2/28—Chapters 6&7 in text

February 28  Topics: Balancing management & leadership
   Crisis Leadership
   Guest Presenter: TBD
   Assignment for 3/7—Chapter 8

March 7  Topics: Make a decision!
   Group input in shared decision making
   Group dynamics
   Class Presentation: Group 3
   Assignment for 3/21—Chapter 9 in text

March 14  Electronic Discussion---The Internship Plan
   (class meets electronically this week)

March 21  Topics: Working with the media
   Partnerships
   Guest Presenter: Wayde Byard, Dir of Community Relations
   Loudoun County Public Schools
   Assignment for 4/4—Read pps. 90-103 in ETS framework
   with emphasis on “inspiring integrity and ethical behavior in others”
   Internship Plans due on 4/4

March 28  Electronic Discussion---The Internship Plan
   (class meets electronically this week)
April 4  Topics: De-brief the DDDM Module  
Ethical leadership  
The Rotary Code of Ethics  
Class Presentation: Group 4  
Due Date: Internship Plans  
Assignment for 4/18—Chapter 10 in text. Locate the LCPS organizational chart. Review the job description for teachers and assistant principals, and prepare to discuss on 4/18

April 18  Topics: Understanding roles and responsibilities  
Changing expectations for tomorrow’s leaders  
Discussion: School Community Issue Reports for 791  
Class Presentation: Group 5  
Assignment for 4/25—pps 104-117 in ETS Framework with emphasis on “communicating with decision makers outside the school community” & Read Chapter 11

April 25  Topics: The political principal  
School Governance  
Assignment for 5/2—Final Class Activity (TBD)

May 2  Final Class Activity  
Due Date- Philosophy/Standard paper

Deleted: Design an internship plan. This plan will