GEORGE MASON UNIVERSITY
CEHD EDUCATION LEADERSHIP PROGRAM
EDLE 610—LEADING SCHOOLS AND COMMUNITIES (3 CREDITS)
Fall 2004

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4400 University Dr., MSN 4B3
Fairfax, VA 22030-4444

Schedule Information

Location: Robinson B220

Meeting Times: Tuesdays, August 31 – December 7, 7:20 – 10:00 p.m. with the exception of October 12, a university holiday. All students are expected to attend every class session. If you have a personal problem that will prevent you from attending class, please contact me by telephone or e-mail.

Course Description

This course examines the critical functions of leadership and management, complex decision-making of school leaders, and constructive relationships between schools and communities. Students will be introduced to some historical, philosophical, and sociological foundations of American education and the relationships among organizational structure, reform, and student achievement. Leadership skill development is also emphasized.

Course Delivery

Class sessions will consist of brief lectures, discussions, problem-based learning, role-playing, and student presentations. Students should see themselves as my partners in creating a valuable and memorable educational experience.
Student Outcomes

At the conclusion of this course, successful students should be able to:

1. Apply principles of organization theory to practical problems in school administration.
2. Articulate the major roles and responsibilities of school-site administrators, distinguishing between management and leadership.
3. Assess the impact of school and community cultures and pressure groups.
4. Articulate personal philosophies of education and leadership.
5. Implement a practical and challenging Internship Plan.
6. Communicate more clearly and persuasively.

In addition to the student outcomes stated above, I have the following process goals for this course:

Teaching and Learning:

1. Each class will mirror as much as possible the real world of a school administrator and will reflect good management. I expect that we will:
   • start and end on time;
   • maintain and follow a written agenda for each class;
   • listen first to understand, then seek to be understood; and
   • work toward common goals in a professional and cordial manner.

2. Every student product will as closely as possible reflect what would be expected from a school administrator. Consequently, students will:
   • write short analyses, often in memo form;
   • present data in a clear, readable format;
   • run meetings that range in size from one-on-one to 30; and
   • participate in role playing and other interactive activities, consider the experience, and communicate about the experience.

3. Writing is a vital activity for any school administrator. Therefore, I will emphasize the process of writing so that students will achieve the following objectives:
   • Students will develop greater confidence in their ability to write expository, analytical and persuasive prose.
   • Students will learn how to review their own work and the work of others to eliminate errors and maximize clarity.
   • Students will produce written products immune to criticism from a skeptical public.
**Classroom Climate:**

Our classroom must be a place in which we can try out new ideas and take risks free from the fear of embarrassment. We must be able to look at each other’s work critically so that we may all receive valuable feedback that will help us to do our jobs better in the future. Therefore, I expect a commitment from all of us to:

1. be fully prepared for each class session;
2. respect and care about one another as human beings;
3. work toward a common purpose;
4. persevere through common challenges; and
5. affirm one another’s successes and help one another overcome weaknesses.

**Professional Development:**

I see this course in a context larger than the boundaries of its content. Therefore, it is important to keep in mind goals for each student’s administrative career. This course is part of a larger picture of administrator training that seeks to develop the student to be:

1. a thoughtful, wise administrator;
2. a careful, decisive decision maker;
3. the kind of person who can understand detail and the big picture simultaneously;
4. a supervisor, an assistant principal, a principal, and/or a superintendent capable of visionary school leadership; and
5. a strong colleague who will be a valued member of any team.

**Relationship of Course Goals to Program Goals**

This course serves as the first in the master’s and licensure sequences in Education Leadership and therefore orients students to the program’s course of study. All of the program goals are active, to a greater or lesser degree, in this course. Students will begin to:

- develop a perspective on education administration while learning about day-to-day school operations;
- create a personal philosophy of education and a personal vision;
- assess their leadership strengths and areas for development;
- understand the role of the principal as the instructional leader in settings characterized by diversity;
- use various social science perspectives as the foundation for advocacy and change;
- learn how to work with the larger community; and
- develop oral and written communication skills.
**Internship in Education Leadership—EDLE 791**

Although the internship is a separate course, the Education Leadership Program has integrated internship activities into its principal licensure courses. In this course, we will determine your internship site and complete your Internship Plan. **Note:** Your Internship Plan must be completed and approved by me for you to be eligible to register for the next course in the program. I will be your University Supervisor throughout the internship. I am also your academic advisor for the Education Leadership Program.

**Internship Seminar:** Beginning next semester, attendance at a minimum of one internship seminar per semester is required of all students. The date and content for next semester’s internship seminar will be announced later.

**Course Materials**

**Readings**


“Internship Protocol and Requirements for School Administrators and Supervisory Personnel”

This course may also involve readings from various journals that will be distributed in class.

**Classroom Materials**

I expect all students to maintain a binder that contains all readings, reading notes, class notes, student products, and class handouts. The binder will probably need to have at least 2-inch rings.

**Outside-of-Class Resources**

All students are required to use [http://blackboard.gmu.edu](http://blackboard.gmu.edu) as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time. This site will be particularly important if we experience school shutdowns because of the weather. Consequently, I expect all students to have access to a personal computer that is linked to the Internet and the ability to use word processing software.
**Grading**

Students’ grades are based on their proficiency with respect to the student outcomes stated above. Each outcome will have an oral (class participation) and/or a written component. The outcomes are weighted as described below:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>ORAL</th>
<th>WRITTEN</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will apply principles of organization theory to practical problems in school administration.</td>
<td>Students will engage in simulations that require organizational analysis to persuade others to implement a specific solution.*</td>
<td>Students will write a memo analyzing an actual decision from one or more organizational perspectives.</td>
<td>(10) + 15</td>
</tr>
<tr>
<td>Experience major roles and responsibilities of school-site administrators.</td>
<td>Students will engage in role-playing and/or discussion based on real-world scenarios.*</td>
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<td>(10)</td>
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<tr>
<td>Students will assess the impact of school and community cultures and pressure groups.</td>
<td>Students will participate in team discussions about pressure groups and how to respond to them.</td>
<td>Students will write school/community collaborative plans that addresses an authentic need at the school or division level.</td>
<td>(10) + 10</td>
</tr>
</tbody>
</table>

*Credit*
## OUTCOME

### ORAL

- Students will articulate personal philosophies of education and leadership.
- Students will engage in class discussion about core values most important to education.

### WRITTEN

1. Students will write critiques of their schools’ vision and/or mission statements.
2. Students will write a statement of their personal educational philosophy appropriate to an application for an administrative position.

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### Points

- Students will be ready to implement a practical and challenging Internship Plan.
- Students will write Internship Plans approved by the University Supervisor.

#### Points

- Students will communicate more clearly and persuasively.
- Students will engage in classroom activities during each class session.

#### Points

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<td>(5)</td>
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<td>Students will engage in classroom activities during each class session.</td>
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### Participation

- Class participation: 30 percent
- Writing assignments: 55 percent
- Internship Plan: 15 percent

### Participation

You should anticipate making at least one oral contribution in every class session. I expect each student to take an active role in discussion and/or role-playing whenever opportunities present themselves. I also expect every student to contribute to Blackboard discussions as they become available. If you are absent or miss part of a class session, you may lose participation points. **If you are absent for an oral activity listed above, you will not receive credit for that activity.**
Absence From Class

Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. If you need to be absent from class, I expect you to notify me in advance by telephone or e-mail. If you miss more than one class, you will lose participation points. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. Papers due on a day you are absent must be submitted via e-mail or fax by the due date.

Writing

Writing assignments are due approximately every third meeting in the first half of the semester. Writing is due more frequently in the second half of the semester when less reading is required. The schedule of assignments appears at the end of this syllabus. Detailed assignment sheets and assessment rubrics will be distributed via Blackboard.

Late Work

I expect students to submit their work on time. I will not accept any work later than 48 hours after it is due. Any attempt to submit work past the 48-hour deadline will result in no credit for the assignment.

Students may revise and re-submit graded work to improve their performance. Such revisions are due not later than one week after receiving my feedback on the previous draft. I may re-consider an assignment grade, but I will not negotiate grades with students.

Grading Scale

A   =  95 – 100 percent
A-  =  90 – 94 percent
B+  =  86 – 89 percent
B   =  83 – 85 percent
B-  =  80 – 82 percent
C   =  75 – 79 percent
F   =  74 percent or below

CEHD/GSE Expectations for All Students

The College of Education and Human Development (CEHD) and the Graduate School of Education (GSE) expect that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See http://cehd.gmu.edu for a listing of these dispositions.
Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.

### Reading and Writing Assignments

<table>
<thead>
<tr>
<th>DATE</th>
<th>WRITING</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 7</td>
<td></td>
<td>Cuban, Introduction – chapter 2</td>
</tr>
<tr>
<td>September 14</td>
<td></td>
<td>Cuban, chapters 3 – 4</td>
</tr>
<tr>
<td>September 21</td>
<td>Completed Internship Application Form (Appendix D)</td>
<td>Cuban, chapters 5 – 6</td>
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<tr>
<td></td>
<td>Critique of School Vision/Mission Statement</td>
<td></td>
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<tr>
<td>September 28</td>
<td></td>
<td>Cuban, chapters 7 – 8</td>
</tr>
<tr>
<td>October 5</td>
<td></td>
<td>Frankl, all</td>
</tr>
<tr>
<td>October 12 (no class)</td>
<td></td>
<td>Internship CD</td>
</tr>
<tr>
<td>October 19</td>
<td>Personal Educational Philosophy Statement</td>
<td>Phelan, et al., Foreward – chapter 2</td>
</tr>
<tr>
<td>October 26</td>
<td></td>
<td>Phelan, et al., chapters 3 – 4</td>
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<tr>
<td>November 2</td>
<td>Decision Memo</td>
<td>Phelan, et al., chapters 5 - 7</td>
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<tr>
<td>November 9</td>
<td></td>
<td>Phelan, et al., chapters 8 - 9</td>
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<tr>
<td>November 16</td>
<td>School/Community Plan</td>
<td></td>
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<tr>
<td>November 23</td>
<td>Internship Plan Draft (no credit)</td>
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<tr>
<td>November 30</td>
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<td></td>
</tr>
<tr>
<td>December 7</td>
<td>Internship Plan—Final</td>
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