George Mason University  
College of Education and Human Development  
Graduate School of Education  
Education Leadership Program 

EDLE 610 - 002: Leading Schools and Communities  
Fall 2005  
Wednesdays, August 31- December 7, 2005  
7:20-10:00 pm  
Robinson Hall B 220 

PROFESSOR: 
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Course Syllabus

COURSE DESCRIPTION: 
This course examines critical functions of leadership and management, complex decision-making of school executives, and constructive relationships between schools and communities. Studies historical, philosophical, and sociological foundations of American education and impact of organizational structure on reform and student achievement. Emphasizes leadership skill development. 

INTERNESHIP SEMINARS/EDLE LEADERSHIP CONFERENCE 
ATTENDANCE REQUIRED: Early registration for the 7th Annual EDLE Conference will be available on the black board site. All EDLE students are required to attend the conference, so mark your calendar. The conference will be held on Saturday, February 11, 2006 from 8:30 a.m. - 12:45 p.m. at the Johnson Center located on the Fairfax GMU campus. 

NATURE OF COURSE DELIVERY: 
A variety of instructional methods are used in this course including large-and small-group instructions, cooperative learning activities, media use, Internet assignments, lectures, guest practitioner presentations, group presentation, individual research, case studies, simulation, and written and verbal assignments.
STUDENT OUTCOMES:
This course is designed to enable students to:

1. Comprehend the historical, philosophical, and sociological foundations of education in the United States as a basis for understanding and appreciating the challenges and impact of diversity in American schools
   Demonstration of competency:
   After completing assigned readings, students reflect on the historical and sociological progression of American schooling up to current times and major philosophical perspectives on the purpose of schooling in American society.

2. Examine personal values and beliefs about the education of youth in America and the roles of schools, school leaders and the broader school community
   Demonstration of competency:
   Students reflect on and list personal values and beliefs about education; write personal opinions about the educational roles of school, school leaders, and community; and discuss opinions and rationale with classmates.

3. Synthesize self-reflection ideas and leadership assessment information to identify personal leadership strengths, challenges, and preferred work habits.
   Demonstration of competency:
   Students use self-reflection, personal assessment of VA DOE competencies and ISLLC standards, and results of leadership assessments to develop comprehensive internship and professional growth plans that address their leadership development needs.

4. Identify the critical functions of leadership and management and determine how these functions interact in educational organizations.
   Demonstration of competency:
   • Students shadow a building administrator for half a day, categorize leadership and management behaviors, and write a concise performance review
   • Students review their school’s School Crisis Plan, use a rubric created in class to present an oral review of the plan and discuss effective plans with classmates.
   • Students participate in discussions about the theory and practice of leaders and managers in educational organizations and conduct an interview with a school leader.

5. Assess school and community cultures and gain insight into power structure and pressure groups.
   Demonstration of competency:
   • Students attend at least one local school board meeting and track, over the course of the semester, a controversial school and/or community
issue. Collect and analyze data and write a report that identifies the issue; a) states important related information; b) identifies major players and available resources needed to address the issue; c) summarizes the result of the controversy, and d) presents two possible ways to address the issue by using theoretical perspectives from this course.

- Students assess the culture of their school organizations and school communities and lists questions and other activities that are useful in identifying internal and external power structures and pressure groups.

6. Analyze and strengthen personal written and oral communication skills for successful school/community relations.
   **Demonstration of competency:**
   Students practice communication skills through oral and written class assignments and the presentation and peer review of their School-Community projects.

7. Develop an initial understanding of the change process, how individuals and groups react to change, and how to influence it.
   **Demonstration of competency:**
   Students participate in a change simulation and identify, in writing, the learning they gleaned from the simulated activity.

8. Increase skills in problem solving and data-based decision-making.
   **Demonstration of competency:**
   Students participate in simulated decision-making activities and case study analyses.

   **Demonstration of competency:**
   Students provide examples of positive public relations materials and participate in peer reviews of classmates’ School-Community plans.

10. Evaluate personal knowledge, performance competencies and dispositions of successful educational leaders, as identified by the Virginia Department of Education (VA DOE) and the Interstate School Leaders Licensure Consortium (ISLLC)
    **Demonstration of competency:**
    Students review a list of VA DOE competencies and ISLLC standards, check their personally perceived areas of strengths and challenges and incorporate their growth needs into their Internship and Professional Growth plans.
RELATIONSHIP TO PROFESSIONAL ORGANIZATIONS AND PROGRAM GOALS:
Because EDLE 610 is the introductory course in the Education Leadership master’s degree and in the licensure component of the program, the major purposes of this course are to help students

• develop an initial understanding of the expected knowledge, performances, and dispositions of instructional leaders and managers,
• identify theories on which effective educational practices and change processes are built, and
• provide opportunities for students to assess their leadership abilities and formulate their philosophy of education and leadership.

Specific competencies identified by the Virginia Department of Education and Standards for School Leaders identified by the Interstate School Leaders Licensure Consortium (ISLLC) include the following:
VA DOE:  1d, 2a, 2b, 2d, 2e, 3a, 3b, 4a, 4b, 4c, 5a, 5b, 5c, 5d, 6a, 6c, 6d, and 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-P121-P15,
        2-K72-K9, 2-K11, 2-P15, 2-P16,
        3K2, 3-P7, 3-P13, 3-P19,
        4-K2, 4-K3, 4-K4, 4-K5, 4-P1, 4-P2, 4-P3, 4-P4, 4-P6, 4-P7, 4-P8, 4-P9, 4-P10,
        4-P12, 4-P14,
        5-K1, 5-K2, 5-K3, 5-K4, 5-K5, 5-P1, 5-P5, 5-P6, 5-P12,
        6-K2, 6-K4, 6-K4, 6-K5, 6-K7, 6-K8, 6-P3, 6-P6.

Relevant NCATE Guidelines:
Strategic Leadership 1.1, 1.2, 1.4, 1.6, 2.1
Instructional Leadership 3.1, 4.4, 5.2, 5.3, 5.4, 5.5
Organizational Leadership 6.1, 6.2, 7.1, 7.4, 7.5
Political and Community Leadership 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 11.3, 11.5, 11.7

Student outcomes and activities are related to the following GMU/EDLE program goals:
• service to communities,
• reflective practice,
• improvement of communication skills,
• development of skills in bringing about change, and
• self-assessment and planning for personal growth.

TEXTBOOKS:
Educational Governance and Administration, Thomas J. Sergiovanni, Martha McCarty, Paul Kelleher, Wirt, Frederick (5th edition)

Life Styles Inventory (LSI), Synergistic, Inc.

Additional readings assigned by the instructor will be required.
COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

COURSE REQUIREMENTS:

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<tr>
<th>POINTS</th>
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<tbody>
<tr>
<td>Class participation</td>
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<tr>
<td>Review of School Crisis Plan</td>
</tr>
<tr>
<td>Analysis of Community (School Board) Issue</td>
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<tr>
<td>School-Community Project</td>
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<tr>
<td>Leader Shadowing/ Interview</td>
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<td>Internship Plan</td>
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<td>Written Reflections</td>
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TOTAL 100

1. Shadow a building based administrator for at least a half day. Identify and categorize the leadership/management activities you observe. Write a short summary of the day identifying the leadership and management functions you observed.

2. Spend a minimum of 45 minutes per week on Blackboard, either completing posted assignments or locating, posting and reviewing relevant web sites. Each participant must locate at least 2 web sites and review and respond to at least 10 posted by other cohort members.

3. Each cohort member will be assigned to a work group to complete a project to be presented to the class on May 4.

4. Throughout the semester various case studies from Kowalski will be assigned for analysis and discussion.

Performance-Based Assessments

INTERNERSHIP REQUIRED EXPERIENCES FOR EDLE 610:

Although the Internship (EDLE 791) is a separate course, the Education Leadership Program has integrated internship activities into the program of study. EDLE 610 is designated as the course in which students will determine internship sites, complete an internship plan, and design and work on a school-community project. Therefore, the following student experiences are required in this course:

- Complete Internship Application Form (see Appendix D)
- Develop Internship Plan (see Appendix E)
- **Work with Site-supervisor to conduct a needs assessment** to identify a school and community problem. **Use the data to** design and implement a plan that addresses the problem.
- Conduct an in-depth, reflective analysis of an issue of importance in the community. Include information about the history of the issue; identify the stakeholders and their positions. Analyze the political interactions which
occur as the issue evolves. If the issue is not resolved by the end of the semester, your final paper should include your prediction for what the outcome will be. You should include the final outcome in your Internship Collective Record.

NOTE: Instructor becomes university internship supervisor for all enrolled candidates for their duration of the internship.

GRADING:
The grading assigned percentages shown below are assessment guidelines only. Students’ final grades for the semester will reflect the instructor’s judgment of the students’ performances as they attempt to demonstrate the leadership behaviors outlined above. In other words, students are expected to demonstrate, in observable behavior, written and oral communication skills and progress toward attaining the required knowledge, performances, and dispositions that are needed to accept the awesome responsibility and joy that comes with a leadership position in education.

Assignments and participation will be graded:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>100-95</td>
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<tr>
<td>A-</td>
<td>94-90</td>
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<tr>
<td>B+</td>
<td>89-85</td>
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<tr>
<td>B</td>
<td>84-80</td>
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<tr>
<td>B-</td>
<td>79-75</td>
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<tr>
<td>C</td>
<td>74-70</td>
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<tr>
<td>F</td>
<td>69 and points or below</td>
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</tbody>
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On-going access to a computer, the Internet, and email are essential for students enrolled in this course. If students do not have access to email, GMU can provide access as long as the student is accepted into the program and registered in a course. Students are expected to competently use standard computer office tools, such as word processing, spreadsheets, database, and presentation software.

The Education Leadership program faculty expect students to enjoy their learning opportunities and to take their graduate experiences seriously, by thinking and behaving in a professional manner. This means that students are expected to attend each class for its entirety, except when there are personal or family emergencies. Those who must be absent from class are expected to (a) notify the instructor in advance by telephone or email; (b) check with classmates before the next class period to obtain notes, handouts, and assignments missed; (c) make up the activities from the missed course by the following week; and (d) provide required assignments on the deadline date, even if absent from class on that day. (It is not possible to make-up the actual class discussions, however.) Students who miss more than one class, or who arrive late or leave early, will lose participation points.

Assignments will be completed by the due date outlined. Assignments submitted late will have points deducted. Assignments submitted more than one week late will not receive
credit. All written assignments are to be completed using standard word processing or presentation tools unless otherwise stated by the instructor.

Because written and verbal communications are required competencies of educational leaders, student products will reflect, as closely as possible, what is expected of school leaders. Therefore, course assignments will include opportunities for students to:

- write short analyses of experiences, sometimes in memo form;
- present written information in a clear, readable format;
- present verbal information in a clear, easy-to-follow way that reflects 3 major learning styles;
- run meetings and discussion group;
- participate in interactive activities and reflect on and communicate about the experiences;
- strengthen their ability to write expository, analytical and persuasive prose;
- learn to review their own work and the work of others to eliminate errors and maximize clarity of thought; and
- submit original work or use appropriate references to the proper author (refer to the APA Manual for research references in written language).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
All students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.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 for the full honor code.

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

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.