EDLE 610: Leading Schools and Communities
Course Syllabus-Fall 2004

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Office Hours: Monday 3:00-5:00pm OR by appointment
Class Meetings: Wednesday, 4:30-7:30pm at Wilson High School


Internship Protocol and Requirements for School Administrators and Supervisory Personnel (2002). Version 2. GMU-GSE (Required, copies provided)

Some additional readings as assigned by the instructor will be required.

Course Description: This course examines the critical functions of leadership and management, complex decision-making of school executives, and constructive relationships between schools and communities. There is an emphasis on leadership skill development, while studying the historical, philosophical and sociological foundations of American education. The course will also include treatment of the impact of organizational structures and school staffing on student achievement.

Student Outcomes: Participants in this course will:

1. Examine personal values and beliefs about American preK-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 identify and reflect on their individual strengths and weaknesses, as well as the requirements listed in VA DOE and ISLLC competencies and standards. They will develop a comprehensive internship plan that addresses professional growth and leadership development needs.
3. Assess school and community cultures and 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 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 that 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.

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 that are occurring in preK-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 class time.

7. Comprehend the historical, philosophical and sociological foundations of education in the United States.
   **TO DEMONSTRATE COMPETENCY:** Students will engage in class activities in which timelines are presented and discussed in order to provide historical perspectives as to the foundations of American education.

**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:

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 students to assess their leadership abilities and formulate their philosophy of education and leadership
Specific competencies that 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 that are addressed include:

1. Service to communities
2. Reflective practice
3. Improvement of communication skills
4. Self-assessment and planning for personal growth
5. Understanding of diverse communities
6. Development of skills in bringing about change

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 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.

Course Activities:

1. Attendance and 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 an expected component of this course.

2. Design and Development of Internship Plan (20%)---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 that 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 that are highlighted and explained in Appendix A of the manual. The plan is due on November 10.
3. **School-Community Issue Report (30%)**--- Students will complete an in-depth reflective analysis of an issue of importance in the school community. This report 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. (Additional details to be provided in class) This report is due on December 8.

4. **Class Presentations (30%)**--- Students will work in groups to research a selected topic, and to subsequently prepare and present a 45-55 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 that 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, NOT as a series of individual reports relating to the selected topic.

**Grading Scale:**

- **A+** --------------- 100%
- **A** ---------------95-99 %
- **A-** --------------- 90-94%
- **B+** ---------------85-89%
- **B** ---------------80-84%
- **B-** ---------------75-79%
- **C** ---------------70-74%
- **F** --------------- 0-69%

**College of Education and Human Development Statements of Expectations**
The College of Education and Human Development (CEHD) expects that 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.

**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 that will provide the foundation for the professional growth which is necessary for future work as school leaders. The following internship activities will be explained and required as a part of this (EDLE 610) course:

1. Completion of the internship application
2. Completion of the internship plan
3. Completion of the school community issue project

It should be noted that students are expected to enroll in EDLE 791 during the Spring 2005 term, at which time they will begin to implement their internship plans (Your EDLE 610 instructor will serve as the university supervisor for the internship experience).
Course Schedule: Fall 2004

September 22  Introductions, Review of Syllabus, & Course Overview
  Topic: Professional Growth and the Internship Plan
  Assignment for 9/29—Review Internship Manual & prepare
  questions for discussion. Chapter 1 in Sergiovanni

September 29  Topic: Roles of the 21st Century School Principal
  Assignment for 10/6—Chapters 2-3 in Sergiovanni

October 6  Topic: School Leaders and Community Relations
  Assignment for 10/13—Chapter 4 in Sergiovanni

October 13  Topic: Media Relations
  Assignment for 10/20—Chapters 5-6 in Sergiovanni, focus on
  Appendix 5.1

October 20  Topic: What is Leadership?
  **Class Presentation: Group 1**
  Assignment for 10/27—Chapters 8-9 in Sergiovanni

October 27  Topic: Leading good schools...by whose definition?
  **Class Presentation: Group 2**
  Assignment for 11/3—Chapter 10 in Sergiovanni & come
  prepared to discuss your observations related to your
  attendance at a local school board meeting

November 3  Topic: Standards and School Leaders
  **Class Presentation: Group 3**
  Governance Issues—State and Local Roles
  Assignment for 11/10—Chapter 11 in Sergiovanni

November 10  Topic: Classrooms as learning communities
  **Internship Plans Due**
  **Class Presentation: Group 4**
  Assignment for 11/17—Chapter 12 in Sergiovanni & review
  your school’s system of supervision & evaluation and be
  prepared to discuss it.

November 17  Topic: Developing and supervising instructional personnel
  **Class Presentation: Group 5**
  Assignment for 12/1—Chapters 13 & 14 in Sergiovanni
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<th>Topic</th>
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<tr>
<td>December 1</td>
<td>Topic: Motivation, Commitment and Change</td>
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<td><strong>Class Presentation: Group 6</strong></td>
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<td>Assignment for 12/8-- Review your school’s crisis/emergency be prepared to discuss it</td>
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<td>December 8</td>
<td>Topic: Crisis Planning: Proactive and Reactive Communication</td>
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<td><strong>School Community Issue Paper Due</strong></td>
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<td>Assignment for 12/15—Chapter 15 in Sergiovanni</td>
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<td>December 15</td>
<td>Topic: The challenge of leadership</td>
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<td>December 22</td>
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