COURSE NUMBER AND TITLE:  
EDLE 610: Leading Schools and Communities (3 credits)

INSTRUCTOR:  
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Office Hours –Wed. 1-3PM

TEXTBOOKS:  
2. *Life Styles Inventory (LSI)*, Synergistic, Inc.
4. Additional readings assigned by the instructor will be required.
5. Reference Texts (purchase not required):  

COURSE DESCRIPTION:  
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.

STUDENT OUTCOMES: Participants in the course will  
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.

5. Assess school and community cultures and gain insight into power structure and pressure groups.

   **Demonstration of competency:**
   - Students attend a minimum of 2 local school board meetings and track, over the course of the semester, a controversial school and/or community issue. Using a case-study format, students write a report that identifies the issue, states important related information, identifies available resources, summarizes the result of the controversy, and presents two possible ways to address the issue by using theoretical perspectives from this course.
   - Students use 2 models to 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.

**NATURE OF COURSE DELIVERY:**
A variety of instructional methods are used in this course to cover the course content and create a dynamic, interactive learning environment. These methods include 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.

**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,
        3-K2, 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.

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.

**GMU Graduate Student Expectations:**
The Graduate School of Education (GSE) 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.

COURSE REQUIREMENTS AND EXPECTATIONS:
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).

INTERNSHIP 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:

1. Complete an Internship Application Form (see Appendix D of EDLE 791 Internship Manual)
2. Develop an Internship Plan (see Appendix E of EDLE 791 Internship Manual) 
   \textbf{(Note: Internship plans must be completed and approved by the EDLE 610 instructor for entrance into the next course. The EDLE 610 instructor also will serve as these students’ university internship supervisor for the duration of their internship experiences.)}
3. Identify a school and community 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 on the issue, analyze the political interactions that occur as the issue evolves. Attend at least two meetings related to the issue. Describe the interactions and power relationships at the meeting. Include on which public value each stakeholder group places the highest priority. Your written summary must include all of these factors as well as the outcome of the issue. 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.

**INTERNERSHIP SEMINARS/EDLE LEADERSHIP CONFERENCE**

**ATTENDANCE REQUIRED:**

Attendance at scheduled internship seminars each semester is required of all students (a minimum of one seminar each term will be scheduled). During the spring term, students are required to attend the annual EDLE Leadership Conference. There is a $25 registration fee for the conference.

University Internship Supervisors will determine if other seminars are needed during the spring term. The 2005 EDLE conference is scheduled for Saturday, April 9, from 8:00 a.m. to 1:30 p.m.

**ADDITIONAL COURSE REQUIREMENTS:**

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.
GRADING:
Assignments and participation will be graded, A, A-, B+, B, C or F. The 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.

Class Participation (including Blackboard assignments) 20%
Written School /Community Issues Project 20%
Shadowing Assignment 10%
Final Group Project 15%
Internship Plan 25%
Short-term Written Assignments 10%

### Course Content

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<tr>
<th>Date</th>
<th>Class Agenda</th>
<th>Assignment(s) Due</th>
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| 1/26/05 | Course Introduction  
- Review Syllabus  
- Introduction to Blackboard  
What Do Leaders Really Do  
Organizational Structure School Districts and Schools |                                                                                  |
| 2/2/05  | Leadership and Management  
Discussion of ISSLC Standards | Complete ISSLIC Self –Assessment  
Kotter article, and Sergiovanni, Chapter 1, 6, 15  
Write reaction to Head, Heart and Hand metaphor in Chapter 15 |
| 2/9/05  | Discussion of LSI  
Discussion of Internship Plan  
- Selecting a Site Supervisor  
What is Community? | Complete Life Styles Inventory  
Sergiovanni Chapter 4,7,9 |
| 2/16/05 | Communication  
- oral and written  
- create rubric for written | Post First Website on Blackboard  
Bring examples of school to home written communications  
Submit School/Community Issue Proposal  
Read Bagin Article (on Blackboard) |
| 2/23/05 | School Crisis Plans  
Effective v Successful Leaders & Schools | Bring in School Crisis Plan  
Sergiovanni Chapter 2,3,5,8 |
References for Leading Schools and Communities


