George Mason University  
Graduate School of Education  
Education Leadership Program  

Course Syllabus  
Oakview Elementary School  
Fall 2005

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

INSTRUCTOR:  
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TEXTBOOK:  

COURSE DESCRIPTION:  
Examines critical functions of leadership and management, complex decision-making responsibilities of school executives, and constructive relationships between schools and communities. Studies historical, philosophical, and sociological foundations of American education and the impact of organizational structure on reform and student achievement. Stresses leadership theory, roles and management tasks in instruction, curriculum, budget, staff development, supervision, interagency services, student learning and policy considerations.

CANDIDATE OUTCOMES: Candidates 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.

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.

3. Synthesize information and ideas gleaned from leadership assessments and self-reflection to identify personal leadership strengths, challenges, and preferred work habits.

4. Identify the critical functions of leadership and management and determine how these functions interact in educational organizations.

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

6. Comprehend elements of a constructive relationship between a school and its community.

7. Analyze and strengthen personal communication skills for successful school/community relations (includes written language, verbal, and non-verbal communication).

8. Develop an initial understanding of the change process, how individuals and groups react to change, and how to influence it.


11. Develops an initial understanding of how to facilitate the development of a shared school vision and strategic implementation plan that focuses on teaching and learning.

12. Expands understanding of how to build a positive learning culture in schools

13. Is aware of the knowledge, performance competencies, and dispositions of successful educational leaders, as identified by the Virginia Department of Education (VA DOE), the Interstate School Leaders Licensure Consortium (ISLLC), and NCATE Guidelines.

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 candidates

- 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 candidates to assess their leadership abilities and formulate their philosophy of education and leadership.

Specific competencies identified by the Virginia Department of Education, Standards for School Leaders identified by the Interstate School Leaders Licensure Consortium (ISLLC), and relevant NCATE Guidelines are listed below.

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-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-K6, 6-K7, 6-K8, 6-P3, 6-P6.

Relevant NCATE Guidelines: Strategic Leadership 1.1, 1.2, 1.4, 1.5, 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, 7.3, 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.

Candidate outcomes and activities are related to the following GMU/EDLE program goals:

- service to communities,
- reflective practice,
- improvement of communication skills,
- understanding of diverse communities,
- development of skills in bringing about change, and
- self-assessment and planning for personal growth.

COURSE EXPECTATIONS:
On-going access to a computer, the Internet, and email are essential for candidates enrolled in this course. When candidates are accepted into the EDLE Program and registered in a course, they are expected to activate and use their GMU account. Candidates are expected to competently use standard computer office tools, such as word processing, spreadsheets, database, and presentation software.
The Education Leadership program faculty expect candidates to enjoy their learning opportunities and to take their graduate experiences seriously by thinking and behaving in a professional manner. This means that candidates are expected to attend each class for its entirety, except when there is a personal or family emergency. 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. Because it is not possible to make-up the actual class discussions, candidates 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 in the syllabus or decided upon by class consensus. 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, candidates’ products will reflect, as closely as possible, what is expected of school leaders. Therefore, course assignments will include opportunities for candidates 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).

**COURSE REQUIREMENTS AND GRADING SCALE**

Each student is expected to:

- Attend all classes and actively participate in class discussions 20 points
- *Written analysis of local school board meeting* 10 points
- **Interview with school leader** 10 points
- ***Shadowing experience*** 15 points
- ****Written School Community Project and approved Internship Plan 20 points
- Personal values and beliefs about education 10 points
- Oral presentation on selected topic 15 points

**GRADING SCALE:**

A+ = 100 points  
A = 95 - 99 points  
A - = 90 - 94 points  
B+ = 85 - 89 points  
B = 80 - 84 points  
B - = 75 - 79 points  
C = 70 - 74 points  
F = 69 points or below

*Local School Board Meeting*
Candidates attend a minimum of 2 local school board meetings and track, over the course of the semester, a controversial school and/or community issue. Collects, examines, analyzes, and interprets data related to the selected issue and writes a succinct report that includes the following components: (a) statement of the
issue; (b) relevant background information regarding the issue, including media coverage; (c) major players (no names), their various perspectives on the issue, and their desired outcomes, if known; (d) resources needed to address the issue and their availability; (e) results of the controversy; (f) a minimum of two possible suggestions for addressing the issue, including implications of both suggestions for student learning and organizational change; and (g) an executive summary.

**Interview with school leader**
Candidates interview a minimum of one school leader about (a) how to build and maintain positive school learning cultures; (b) suggestions for maintaining positive relations with families and the larger community; (c) public relations techniques; (d) ideas for interactive communication with students, teachers, support staff, and parent groups; (e) how to plan, develop, and manage school programs such as counseling and guidance, athletics and extra-curricular activities, student clubs and activities; (f) the major leadership and management functions of school administrators and the average degree of daily time spent on each; (h) how to work and communicate with district office administrators and school boards; (i) an example of when he/she experienced success on the job; (j) example of experiencing failure and what was learned; and (k) other areas of personal interest. Next, candidates reflect on and synthesize information from the interview, class discussions, and readings to construct a list of ideas, to share with class colleagues, on how to build a positive school learning community. Then, construct, and share with classmates, a list or flow chart of appropriate things to learn and do during the first 90 days in an administrative job. During the internship experiences, candidates are expected to work with staff, students, families, and communities to plan and manage activity programs that fulfill students’ needs and work with counseling and teaching staff to develop a student advisement program.

***Shadowing Experience***
Candidates shadow a building administrator for one-half day and categorize leadership and management behaviors on a leader/manager matrix.

****Written School Community Project and approved Internship Plan****
Candidates develop a comprehensive internship plan that addresses personal leadership needs, professional interests, and related professional growth activities. Collaboratively develop the plan with university and site-based internship supervisors who will guide EDLE candidates in appropriate school and district experiences, over an extended period of time in diverse settings. Internship experiences are derived from candidates’ analysis and synthesis of the following data sources: self-reflection, personal assessment of VA DOE competencies, ISLLC standards, NCATE guidelines, results of formal and informal leadership assessments, and the EDLE Internship Manual. Candidates attach a statement to the Internship Plan that describes how stress, resulting from the demand of university and work requirements, will be met. (The reflective journal, a component of the internship’s “Collective Record”, will be used to describe conflicts and the processes used to resolve them.)

ADA INFORMATION
This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

**INTERNSHIP REQUIRED EXPERIENCES FOR EDLE 610:**
Although the Internship (EDLE 791) is a separate course, the Education Leadership Program integrates internship activities into the program of study. EDLE 610 is designated as the course in which candidates will determine internship sites, complete an internship plan, and design and work on a school-community project. Therefore, the following internship requirements are integrated into 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)
   (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 the university internship supervisor for the duration of the internship experiences.
3. 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.

   Select at least one of the following activities:
   a. 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, and develop a plan to address the issue. In the plan include a description of the project, what the project will accomplished, the evaluation criteria for determining the degree to which the project was accomplished, a list of individuals involved in the project and their responsibilities, a timeline of events, and a detailed written summary and assessment of the completed project.

   OR

   b. Develop and nurture a relationship with one or more community agencies to promote better understanding between the school and its community. Work with a school administrator to identify and select a civic, cultural, governmental, patriotic, or professional group or organization with which to work. Use the same components identified in section 3a above to construct the plan. At the conclusion of the project, provide a written summary of agency contacts made and the results of the project, including the major learning gleaned from the activities.

INTERNESHIP SEMINARS/EDLE LEADERSHIP CONFERENCE ATTENDANCE REQUIRED:

Attendance at scheduled internship seminars each semester is required of all candidates (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.

GMU HONOR CODE:
Candidates are expected to abide by the George Mason University Honor Code. Violations of the Code (such as cheating, attempted cheating, plagiarizing, lying, stealing) will be reported to the Honor Committee. Please refer to the University Catalog or www.gmu.edu for the full Honor Code. Ignorance of the code is not a defense.
Developing a Personal Leadership Vision

Values and Beliefs

What do I deeply value?

What are my beliefs?

About leadership
About students
About staff members
About community building
About curriculum, instruction, and assessment
About learning
About professional development
About supervision
About communication
About change

Vision

My vision—a desired future state—entails:
# Course Calendar

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<tr>
<th>Date</th>
<th>Chapter and/or Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>September 12</td>
<td>Introductions; Course Overview and Requirements; History of Leadership</td>
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<tr>
<td>September 19</td>
<td>History of Leadership Continued; Chapter 1 (Setting the Stage: Administering as a Moral Craft); Leadership Theory; Leadership vs Management</td>
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<td>September 26</td>
<td>Chapter 2 (Views of the Principal’s Job); Theory and Practice of Supervision; Sources of Power; Schools and Communities; Collaboration</td>
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<td>October 3</td>
<td>Chapter 3 (The Limits of Traditional Management Theory); Chapter 4 (A New Theory for the Principalship); Vision; Mission</td>
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<tr>
<td>October 10</td>
<td>FCPS Closed – Class Cancelled; Students will work on individual internship plans</td>
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<td>October 17</td>
<td>Chapter 5 (The School as a Moral Community); Chapter 6 (The forces of Leadership and the Culture of Schools); Introduction to the ISLIC Standards and the SLLA</td>
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<td>October 24</td>
<td>Change; Team Building; Chapter 7 (The Stages of Leadership: A Developmental View); Case Study – SLLA Simulation</td>
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<td>October 31</td>
<td>Chapter 8 (Becoming a Community of Leaders); Chapter 9 (Characteristics of Successful</td>
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<td>November 7</td>
<td>Chapter 10 (Becoming a Community of Mind); Chapter 11 (Making Standards Work); How Principals Use Data in the Accountability Era</td>
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<td>November 14</td>
<td>Chapter 12 (Teaching, Learning and Community); The Principal as a Staff Developer; Case Study – SLLA Simulation</td>
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<td>November 21</td>
<td>Chapter 13 (Instructional Leadership, Supervision and Teacher Development); Chapter 14 (Clinical Supervision, Peer Inquiry, and Other Supervisory Practices)</td>
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<td>November 28</td>
<td>Chapter 15 (Motivation, Commitment and the Teacher’s Workplace); Chapter 16 (The Change Process); Case Study – SLLA Simulation</td>
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<td>December 5</td>
<td>Seminar: Leading Schools and Community – The Big Picture; Submit Final Reports and Projects</td>
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