COURSE NUMBER AND TITLE:
EDLE 610-602: Leading Schools and Communities (3 credits)

INSTRUCTOR/ADVISOR
Elizabeth Henderson, Ed.D
410/257-1736
ehender1@gmu.edu
Office hours: onsite 30 minutes prior to class

CLASS MEETING:
Day: Tuesdays
Time: 4:30-7:30
Dates: January 25, February 1, 8, 15, 22, March 1, 8, 15, 29, April 5, 12, 19, 26, May 3
Location: Stone Bridge High School

Inclement Weather Procedure: If LCPS schools are closed on a Tuesday, we will not have class. If schools have an “early closing” we will not have class. If after school activities are cancelled on a Tuesday, so is class.

TEXTBOOKS:
2. It is strongly suggested that each student have and use a current edition of Publication Manual of the American Psychological Association.
3. Additionally, read at least one of these books:
COURSE DESCRIPTION:
This course examines critical functions of leadership and management, complex decision-making responsibilities of school executives, and constructive relationships between schools and communities. It studies historical, philosophical, and sociological foundations of American education and the impact of organizational structure on reform and student achievement. Emphasizes leadership skill development.

INTERNERNSHIP 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, on April 9, 2005 from 8:00 am-1:00 pm students are required to attend the annual EDLE Leadership Conference. There is a registration fee for the conference. University Internship Supervisors will determine if other seminars are needed during the spring term.

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.

CEHD STATEMENT 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 http://www.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 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.

OUTCOMES

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<tr>
<th>#</th>
<th>Outcome</th>
<th>Demonstration of Competency</th>
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<tbody>
<tr>
<td>1.</td>
<td>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</td>
<td>After completing assigned readings, candidates construct a timeline to identify the historical and sociological progression of American schooling up to current times and a matrix illustrating major philosophical perspectives on the purpose of schooling in American society.</td>
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<td>2.</td>
<td>Examine personal values and beliefs about the education of youth in America and the roles of schools, school leaders and the broader school community</td>
<td>Candidates reflect on and list personal values and beliefs about education and write personal opinion about the educational roles of school, school leaders, and community. During round-table discussions with classmates, discuss personal opinions, rationale, and underlying assumptions with classmates.</td>
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<tr>
<td>3.</td>
<td>Synthesize information and ideas gleaned from leadership assessments and self-reflection to identify personal leadership strengths, challenges, and preferred work habits</td>
<td>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 <em>EDLE Internship Manual</em>. Candidates attach a statement to the Internship Plan that describes how stress, resulting from the demand on university and work requirements, will be met. <em>(The reflective journal, a component of the internship’s “Collective Record”, will be used to describe conflicts and the processes used to resolve them.)</em></td>
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<td>4.</td>
<td>Identify the critical functions of leadership and management and determine how these functions interact in educational organizations</td>
<td>Candidates participate in round-table discussions about the theory and practice of leaders and managers in educational organizations and give relevant examples of the “espoused theory and theory-in-use” framework credited to researcher, Chris Argyris.</td>
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<td>5.</td>
<td>Assess school and community and gain insight into power structures and pressure groups</td>
<td>Candidates attend at least one local school board meeting 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 for student learning and organizational change; and (g) an executive summary. <em>(Suggestions in component #6 should show evidence of using strategic and systems thinking skills.)</em> Candidates use selected models to assess the culture of their school organizations and communities and lists questions and other activities that are useful in identifying internal and external power structures and pressure groups. Candidates construct a list of useful questions and activities to identify internal and external power structures and pressure groups within the school and community.</td>
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<td>6.</td>
<td>Comprehend elements of a constructive relationship between a school and its community</td>
<td>Candidates develop, obtain approval, and begin implementing a collaborative school/community project.</td>
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<td>7.</td>
<td>Analyze and strengthen personal communication skills for successful school/community relations (includes written language, verbal, and non-verbal communication).</td>
<td>Candidates provide examples of positive public relations materials and participate in peer Reviews of classmates’ School/Community plans.</td>
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<td>8.</td>
<td>Develop an initial understanding of the change process, how individuals and groups react to change, and how to influence it</td>
<td>Candidates use oral and written class assignments and the presentation and peer review of their School/Community projects to practice and receive constructive feedback on their written, verbal, and non-verbal communication skills.</td>
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<td>9.</td>
<td>Practice skills in problem solving and data-based decision-making</td>
<td>Candidates participate in a change simulation and identify, in writing, the learning they gleaned from the simulated activity.</td>
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<td>10.</td>
<td>Comprehend elements of a constructive relationship between a school and its community</td>
<td>Candidates participate in simulated decision-making activities and case study analyses. Personally states the desired outcomes and ethical considerations used in the decision.</td>
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<td>11.</td>
<td>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</td>
<td>In class, candidates participate in a group to develop a shared vision for a school or district that focuses on teaching and learning. Once the vision is developed, group participants collaboratively construct a strategic plan to implement the vision. Group members reflect on and discuss how norms, institutional culture, and core values influenced the group’s development process and then present their reflections to the total class. Total class brainstorms (a) how to create conditions that motivate students, staff, and families to support and achieve the vision and (b) how to communicate the vision and implementation plan to diverse community members.</td>
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<td>12.</td>
<td>Expands understanding of how to build a positive learning culture in schools</td>
<td>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</td>
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district office administrators and school boards; (i) an example of when he/she experienced success on the job; (j) and 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.

### COURSE REQUIREMENTS AND 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 expects 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.

### 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.

Candidates review a list of VA DOE competencies, ISLLC standards, and NCATE Guidelines; identify their personally perceived areas of strengths and challenges; and incorporate their professional growth needs into their Internship plan.
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).

**GRADING:**
The grading scales and assigned percentages shown below are assessment guidelines only. Final grades for the semester will reflect the instructor’s judgment of the candidates’ performances as they attempt to demonstrate the leadership behaviors outlined above. In other words, candidates 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**
In order to earn a grade of at least “B” all of the following must be accomplished satisfactorily:

(1) Class participation

Students will receive a grade for attendance, communication and participation. Punctual attendance and regular class participation are vital to the successful completion of this course. Participation includes, but is not limited to the following:

- Sharing experiences from work or from observation,
- Professional appearance, behavior and presentation,
- Willingness to volunteer for a class activity,
- Thoughtful contribution to class discussion.
- Communication, impromptu and planned presentations
- Contributing in a meaningful manner,
- Sticking to the topic at hand,
- Respect for others’ responses,
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
(2) Review of School Crisis Plan
In no more than 2-pages, review your school crisis plan using the following criteria:
• Complete and up to date?
• Clear and concise.
• Staff members know the plan?
• Community knows plan?
• Who was involved in writing it?
• Follows guidelines you have found at your division website or others?
• Other information.
• Limit: no more than two pages

(3) Written analysis of School Board issue
• Attend at least one school board meeting between September 2 and October 14, 2004.
• Identify one issue that the school board has and research the problems surrounding the issue; provide the history, major players; possible solutions and other information the board is using to bring closure to the issue.
• Limit: no more than three pages.

(4) Interview with leaders and written assignment
• In class we will develop a list of leader interview questions
• Interview three leaders – one in education/two not in education.
• Ask all three the same 5-7 questions
• To compare/contrast results of interviews, build a rubric with questions followed by responses. Format to be discussed in class
• Refrain from interviewing relatives or neighbors.
• Length: one page per interview; one page compare/contrast; one page rubric = 5 pages.
(5) Assessment of school culture 10 points

- Professional appearance, behavior and presentation
- Organization of thought and presentation
- Students must focus on grammar, articulation, voice projection, body language, and eye contact.
- Contributing in a meaningful manner,
- Sticking to the topic at hand,

(6) Written School Community Project

**INTERNSHIP REQUIRED EXPERIENCES FOR EDLE 610** 15 points

a. 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.

b. Select one of the following two activities:
   - 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
   - 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.

(7) Internship Plan 10 points

- **INTERNSHIP REQUIRED EXPERIENCES FOR EDLE 610**

(8) Personal Values and Beliefs About Education 5 points

- This is a paper of no more than two typed pages.
- It expresses your core values and beliefs about education
Written Reflection of Learning 5 points

10. Obtain a GMU Student ID
   • No points but required for satisfactory completion of the course

11. Obtain a GMU e-mail address
   • No points but required for satisfactory completion of the course
   • [link](https://chimera.gmu.edu/e-mail/prod/index.html)

12. Completed Internship Application Form (see Appendix D of EDLE 791 Internship Manual) submitted and approved.
   • No points but required for satisfactory completion of the course

TOTAL: 100 points

EXPECTATIONS FOR WRITTEN WORK:

• Use appropriate grammar.
  • Spell correctly.
  • Writing should be the caliber of a graduate student.
  • Type all work.
  • Double-space your writing.
  • Use Times Roman or Arial 12-font. No exceptions.
  • No binders, plastic covers, etc.
  • Each piece of writing has a cover page
  • Refrain from using “I” in your writing
  • Find a good proofreader!
GRADING
The grading scales and assigned percentages shown below are assessment guidelines only. Your final grade for the semester will reflect my judgment of your classroom performance as you attempt to demonstrate the leadership behaviors as outlined in the above paragraphs. In other words, you need to demonstrate, in observable behavior, your readiness for the awesome responsibility that comes with a leadership position in schools.

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A+</td>
<td>100+ points</td>
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<tr>
<td>A</td>
<td>95-99</td>
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<td>A-</td>
<td>90-94</td>
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<td>B+</td>
<td>85-89</td>
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<td>B</td>
<td>80-84</td>
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<td>B-</td>
<td>75-79</td>
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<td>C</td>
<td>70-74</td>
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<tr>
<td>F</td>
<td>69 and below</td>
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COURSE CONTENTS
(Note: This syllabus may be modified, based on the immediacy of emerging needs of the group. Guest presenters may be invited to some classes, if available. Mark dates for required 3-hour Internship Seminar(s) and/or EDLE Annual Leadership Conference)

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Preparation for Class</th>
<th>Action</th>
<th>What’s due</th>
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<tbody>
<tr>
<td>January 25</td>
<td><strong>Course Overview and Expectations</strong>&lt;br&gt;Introductions and course overview&lt;br&gt;Program expectations, Candidates’ expectations and goals&lt;br&gt;Distinguish between policy and administrative regulations.&lt;br&gt;&lt;br&gt;<strong>Personal Assessment Data</strong>&lt;br&gt;Initial assessment of personal strengths, needed growth areas, leadership interests&lt;br&gt;&lt;br&gt;<strong>Competencies, Standards, Guidelines for Leaders in Education</strong>&lt;br&gt;VA DOE, ISLLC, NCATE&lt;br&gt;&lt;br&gt;<strong>Basic Communication Knowledge and Skill Development</strong></td>
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<td>Have textbook&lt;br&gt;Personal Values and Beliefs About Education paper written in class</td>
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<td>February 1</td>
<td><strong>Leadership through a Prism</strong>&lt;br&gt;- Public values&lt;br&gt;- Schools as Moral Communities&lt;br&gt;- Legislated Learning&lt;br&gt;- Theories of Change&lt;br&gt;- Public Confidence&lt;br&gt;- Administration as Leadership&lt;br&gt;- Administration defines&lt;br&gt;- Critical responsibilities&lt;br&gt;- Roles: political, managerial and educational&lt;br&gt;&lt;br&gt;<strong>Impact of Federal, State, and Local Governance</strong></td>
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<td>Best writing practices expected</td>
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<td>Date</td>
<td>Activity</td>
<td>Instructions</td>
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<td>February 8</td>
<td><strong>Theories, Thought and Practice of Leadership</strong></td>
<td><strong>Leadership theory</strong>&lt;br&gt;<strong>Effective-vs.-Ineffective Leaders</strong>&lt;br&gt;<strong>Are leaders born or made?</strong>&lt;br&gt;<strong>Degrees of Leadership?</strong>&lt;br&gt;&lt;br&gt;<strong>Personal Reflection on Leadership Responsibilities</strong>&lt;br&gt;Self-reflection and initial identification of personal beliefs, philosophy about education and educational leaders, preferred work habits&lt;br&gt;&lt;br&gt;<strong>Multi-cultural Research: Strengths and Potential Conflicts</strong>&lt;br&gt;<strong>Everyday of the key players</strong>&lt;br&gt;<strong>The Change Process</strong>&lt;br&gt;<strong>Public Relations</strong>&lt;br&gt;<strong>Effects of Climate and School Culture on Change</strong>&lt;br&gt;<strong>Dealing with Difficult People</strong>&lt;br&gt;&lt;br&gt;<strong>Review of School Crisis Plan due today.</strong>&lt;br&gt;<strong>Best writing practices expected Submit your GMU e-mail address no later than next Thursday.</strong></td>
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<td>February 15</td>
<td><strong>School Board Meeting attendance</strong></td>
<td><strong>Prior to attending the meeting, read the online agenda.</strong>&lt;br&gt;<strong>Familiarize yourself with the members of the Board.</strong>&lt;br&gt;<strong>Find and read policies and regulations regarding the school board – procedures, where the board gets its authority, etc.</strong>&lt;br&gt;&lt;br&gt;<strong>Incorporate your notes into your draft of assignment # 3, due October 14. Begin formulating your paper.</strong></td>
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| February 22| **The Internship**                                                       | **Know the internship handbook content**<br>**Seek an internship supervisor and experience**<br><br>**Blackboard assignments and interaction. Only those with GMU**<br><br>**Complete Blackboard assignments.**
- Begin drafting your internship plan using the guidelines provided. Use your personal copies of Competencies, Standards, and Guidelines for Leaders in Education VA DOE, ISLLC, and NCATE documents will help.

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<tr>
<th>March 1</th>
<th>Schools and Communities</th>
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<tr>
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<td>School safety and school crisis plans</td>
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<td>Models for understanding school and community cultures</td>
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<td>Power and politics</td>
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<td>Identification of power structures and pressure groups</td>
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<td>School board meetings</td>
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<td>Stages of personal power in organizations</td>
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<td>Ideal cultures vs. reality</td>
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<td>Communicating with internal and external publics</td>
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<td>Public relations—effective and ineffective practices</td>
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<td>Tips for working with electronic and print media</td>
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- Have GMU student identification card. Bring it to class on March 1.

| March 1 | Progress report on “School Board Issue” project |
|---------| Internship Plan Draft due today for peer review |

| March 8 | Development of School Vision and Strategic Implementation Plan |
|---------| Communicating vision and plan to diverse community |

| March 15 | Internship Plan, School/Community Project, Professional Development Needs, Stress Management |
|----------| Continue development and refinement of plan, project, statements |
|          | Individual meetings with course instructor |

| March 29 | The School as a Political Organization |
|----------| Policy |
|          | Teacher organizations and collective bargaining |
|          | Minority interests |
|          | Influence, Power and Authority |
|          | Collective Choice |

- Written analysis of School Board issue paper due |

<p>| March 29 | Final draft of internship plan shared in small groups |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>April 5</td>
<td><strong>Overview of the legal system</strong></td>
<td>Internship Plan due to be handed in today.</td>
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<td>- Sources of school law</td>
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<td>- Administrative responsibilities</td>
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<td>- Structure of the Law</td>
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<td><strong>Leadership and the Law</strong></td>
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<td>- Litigation</td>
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<td>- Tort and liability</td>
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<td>- Contracts</td>
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<td>- Limitations of Authority</td>
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<td>- Student and</td>
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<td><strong>Funding, Finance and Budgeting for Public Schools</strong></td>
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<td>- Equity, equality and adequacy</td>
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<td>- Revenue generation</td>
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<td>- Sales, property and income tax</td>
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<td>April 12</td>
<td><strong>Course Review and Synthesis Ideas and Predictions for</strong></td>
<td>Personal Values and Beliefs About Education paper due</td>
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<td>Future Schools, Leadership, and Communication</td>
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<td>- Ethical Leadership</td>
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<td>April 19</td>
<td><strong>Sharing of Projects</strong></td>
<td>Three interviews paper due.</td>
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<td>Course and personal evaluations</td>
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Ancillary Resources

http://www.whitehouse.gov/infocus/education/teacherquality (No Child Left Behind)

http://www.legis.state.va.us/citizensguide/citizensguide-housebills.htm (valuable information on Virginia legislation)

http:// www.fcps.ki2.va.us/legupdate/nclb.htm  (local and state legal issues)

http://www.legl.state.va.us

http://www.pen.k12.va.us (Virginia Department of Education)

http://www.fcps.edu (FCPS website: policies, links to state legislation, etc)


http://curry.edschool.Virginia.EDU/curry/class/edlf/875

http://www.vipnet.org/portal/government/code/htm  (Code of Virginia links)

http://www.aclu.org  (ACLU)


READING LIST

Blanchard, Ken (2003). The Leadership Pill

Bolman, Lee and Terrence E. Deal  Reframing the Path to School Leadership: A Guide for Teachers and Principals


Clinton, Hillary Rodham. Living History

Collins, Jim (2000). Good to Great: Why Some Companies Make The Leap... and Others Don't


Covey, Stephen R. The Seven Habits of Highly Effective People

Deal, Terrence E. and Kent D. Peterson. Shaping School Culture: The Heart of Leadership
Despain, Jim and Jane Bodman Converse, Foreword by Ken Blanchard. *And Dignity for All: Unlocking Greatness with Values-Based Leadership.*


Ellis, Joseph. *Founding Brothers*

Steve Farber. *Radical Leap: A Personal Lesson in Extreme Leadership*

Gerber, Robin. *Leadership the Eleanor Roosevelt Way*

Goleman, Daniel. *Emotional Intelligence.*


**Herbold, rOBERT (2000). The Fiefdom Syndrome**


The Servant

Kotter, John. *Leading Change*

Kouzes and Posner. *The Leadership Challenge*


**Machevelli. The Prince**


Yuki, Gary. *Leadership in Organizations*

*Just to name a few…*
### Guidelines for Grading  EDLE 610 leading Schools and Communities

<table>
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<tr>
<th>Grades &amp; Points</th>
<th>Quality, Originality and Value of All Class Work, Written Work and Presentations</th>
<th>Achievement</th>
<th>Credibility in All Written Work and Presentations</th>
<th>Presentation Oral/Written</th>
<th>Attendance</th>
<th>Participation</th>
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<tr>
<td>A 96-100</td>
<td>Work serves as a model and/or landmark piece among GMU Graduate students; Work or thought is a valuable, timely contribution to Educational Leadership. Knowledge gained from ancillary sources beyond the syllabus is consistently shared.</td>
<td>Exemplary quality and insight; unique, rare and valued contribution to Ed. Leadership; Newfound learning is evident; Each assignment is produced in excess of expectations; Leader-as-learner is demonstrated. Exceeds expectations for assignments set in syllabus.</td>
<td>Exceptional, grammar and spelling are error- free; writing exemplifies a complete product exceeding Graduate standards; Work serves as a model.</td>
<td>100% on time</td>
<td>100% 0% Tardy</td>
<td>Exemplary; promotes and facilitates discussion on topic; thought and learning reflected in structure of question and response; team player/leader; A model for graduate level. Always demonstrates respect.</td>
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<td>A- 90-95</td>
<td>Work or thought is competent and provides evidence of unique thought, understanding, and application of concept. Knowledge gained from ancillary and shared exceeds syllabus expectations.</td>
<td>Evidence of understanding to apply knowledge; Academically on target. Works exceeds at least 50% of expectations for course. “A cut above” other graduate work.</td>
<td>Grammar and spelling are error-free; writing is virtually complete to expectations. All components are included, clear and concise.</td>
<td>100% on time</td>
<td>Absent one session &amp; 0% Tardy.</td>
<td>Outstanding; actively promotes discussion; demonstrates in depth learning through mature questions and responses; always demonstrates respect.</td>
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<td>B+ 85-89</td>
<td>Consistent, credible evidence of competence and understanding. On target with application of concepts to Educational Leadership. Knowledge gained from ancillary sources rarely shared.</td>
<td>Evidence that work is “strong, consistent average” in relation to expectations set in the syllabus. Accomplishes basic assignments but not much more.</td>
<td>A couple of minor grammar and/or spelling errors; Writing shortcomings distract instructor’s ability to review without interruption of flow of thought; some gaps in thought.</td>
<td>No more than one late assignment</td>
<td>Absent one session and/or Tardy 1-2 times</td>
<td>Participates consistently; questions and responses reflect some thought and reflection on learning; always demonstrates respect.</td>
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<td>B 80-84</td>
<td>Evidence of general understanding is consistent; occasional gaps in logic and ability to draw conclusions and solve problems. Learning is solely limited to syllabus expectations.</td>
<td>Evidence that basic assignment expectations set forth in the syllabus are met.</td>
<td>Some minor grammar and/or spelling errors; Writing shortcomings distract instructor’s ability to review Significant elements are vague or missing. Work meets the bare minimum standards for GMU Graduate work. Just enough to “get by.”</td>
<td>No more than one late assignment</td>
<td>Absent one session and/or Tardy 1-2 times</td>
<td>Reveals some thought and learning through occasional, meaningful contributions; little evidence of participation; always demonstrates respect.</td>
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<td>C 75-79</td>
<td>Occasional misunderstanding of basic concepts; absence of consistent logical thought; Learning does not meet expectations set by syllabus.</td>
<td>Basic syllabus assignments are not met (or appear to not be met) on a regularly basis</td>
<td>Grammar and/or spelling errors; Significant elements missing and/or misinterpreted; Works is substandard to GMU Graduate work expectations.</td>
<td>Two assignments late or not done correctly</td>
<td>Absent no more than two sessions and/or Tardy 1-2 times</td>
<td>Weak participation; off task or passive; always demonstrates respect.</td>
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<td>F 74 and below</td>
<td>Misunderstanding of basic concepts; absence of consistent, logical thought; learning fails expectations of graduate work and of course syllabus.</td>
<td>Basic syllabus assignments are not met</td>
<td>Unacceptable</td>
<td>Two or more assignments late or not done correctly</td>
<td>Absent three times and/or Tardy 2+ times</td>
<td>Weak participation; off task or passive; lack consistent respect</td>
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The grading scale, assigned percentages and criteria for evaluation shown in this syllabus are assessment guidelines only. Your final grade for the semester will reflect this instructor's judgment of your classroom performance as you attempt to demonstrate the leadership behaviors as outlined in this syllabus. In other words, you are to demonstrate, in observable behavior, your readiness for the awesome responsibility and reward that comes with a leadership position in schools. Meeting the basic requirements is not “A” work, just as in the world of leadership, doing what is expected/assigned is not exemplary. Exemplary academic work, just as professional work, exceeds expectations, sets the pace for thought and action, is used as a model for all others to use and follow and joins the “cutting edge” of Leadership.

Consider the following criteria for evaluation as you review your work:

**Quality:** Graduate level work is of the highest caliber. All written assignments are to be typed, double-space 12 font, with logical clarity and flow of thought. Refer to APA format (or another of your choosing) for reporting references and creating a bibliography. Particular attention should be placed on editing for errors in spelling and grammar. Assignments with multiple errors will be returned with a grade of “C” or lower.

**Originality:** Work demonstrates motivation to communicate by solving a problem or providing needed/requested information. Work reflects creative thought, a unique approach and sound personal commitment.

**Creditability:** Work is based on sound judgment based on valid documentation and logical thought. Sources and resources are well grounded. Work withstands scrutiny.

**Achievement:** Goals and expectations of the assignment are accomplished and the product is able to stand on its own without additional explanation.

**Value** Will this product solve the problem, strengthen the cause, and clarify the confusion for which it was intended? Does the final product address the intent of the task?

As with professional work that you create, prior to submitting any assignment, your academic work should be read by one or two people who are skilled at proofreading.

**EXPECTATIONS FOR WRITTEN WORK:**
- Use appropriate grammar.
- Spell correctly.
- Writing should be the caliber of a graduate student.
- Type all work.
- Double-space your writing.
- Use Times Roman or Arial 12-font. No exceptions.
RELATIONSHIP TO PROFESSIONAL ORGANIZATIONS /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,
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, 1.5, 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.

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