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

COURSE NUMBER AND TITLE: EDLE 610 Leading Schools and Communities
Instructor information:
Name: Stephen Hockett
Phone: 703-501-1758
email: shockett@gmu.edu
Office Hours: by appointment

CLASS MEETING:
Day: Tuesdays, Thursdays Saturdays
Time: 7:00-10:00pm   9:00am - Noon
Dates: July 7, 2009 - August 3, 2009
Location: Room 205 Innovation Hall
Class Website: http://gmu.blackboard.com
                https://gmu.blackboard.com/webct/logon/35869765001
                http://www.taskstream.com

TEXTBOOKS AND RESOURCES:
1. Kenneth A. Strike, Jonas F. Soltis, Emil J. Haller. 2005. *Ethics of School Administration*. ISBN 0807745731. Paperback
2. A series of related case studies provided by the instructor
3. Kowalski, Theodore. 2004. *Public Relations in Schools, 4th Edition* (resource used for reference)

Website: http://blackboard.gmu.edu BLACKBOARD
          http://www.taskstream.com TASKSTREAM

COURSE DESCRIPTION: EDLE 610 Leading Schools and Communities
Prerequisites: admission to the program and EDLE 620, 612, 614, 616, 618. Co-requisite: EDLE 791
This course examines critical functions of leadership and organizational management, complex decision-making responsibilities of school executives, and constructive relationships between schools and communities. It incorporates historical, ethical, philosophical, and sociological foundations of American education and the impact of organizational structure on reform and student achievement. Practical and academic emphasis on leadership skill development and dispositions is interwoven throughout the course.

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
At the conclusion of this course, successful students should be able to:
A. Exhibit knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources
B. Identify, assess and apply elements of a constructive relationship between a school and its community with emphasis on gaining insight into power structures and pressure groups
C. Identify leadership knowledge and skills that promote success of all students through integrity, fairness and ethical behavior.

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.

COURSE REQUIREMENTS:
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; and adhere to the Leader Dispositions found at the website for the Graduate School of Education.

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.

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

RELATIONSHIP TO PROFESSIONAL ORGANIZATIONS /PROGRAM GOALS:
Relevant ELCC Standards for Educational Leaders: 1.4 a b c, 1.5 a b, 2.1 a, 3.2 b, 4.1 a-h, 4.3 a b c, 5.1, 5.2, 5.3, 6.1 f g, 6.2 a

Candidate outcomes and activities are related to the following GMU/EDLE program goals:
- Service to communities,
- Improvement of communication skills,
- Reflective practice,
- Understanding of diverse communities
- Development of skills in bringing about change

COURSE CONTENT
In order to develop leadership savvy, students will deepen their understanding of how organizations function and how leaders influence school change and improvement. Specific content includes:
1. Reviewing meanings of leadership and the role leaders play in school change and improvement;
2. Articulating a vision for effective school leadership and your beliefs about leadership, teaching, and learning;
3. Applying four major frameworks for analyzing organizational behavior and outcomes;
4. Applying skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and in role-playing exercises involving leadership behavior and school change.

In addition to the content goals stated above, the following represent process goals for this course:

Learning Environment and Classroom Climate:

1. Each class will serve as a microcosm of education leadership by following these guidelines:
   - Begin and conclude on time;
   - Follow the syllabus agenda for each class;
   - Listen first to understand, then seek to be understood; and
   - Work toward common goals in a professional manner.
   - Work individually and in groups to develop strategies for addressing organizational problems or challenges;
   - Actively engage in a variety of learning activities, including case studies; simulations, and oral presentation of analyses and conclusions;
   - Students are expected to apply previous learning in writing assignments and ongoing self-assessments of performance.

2. We will endeavor to create a classroom climate that approximates what we know about effective leadership dispositions and the attributes of learning organization. Therefore, we are committed to creating a space that allows students to express new ideas and opinions without fear of ridicule or embarrassment. A hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
   - Come fully prepared to each class;
   - Demonstrate appropriate respect for one another;
   - Voice concerns and opinions about class process openly;
   - Recognize and celebrate each other's ideas and accomplishments;

Students will strengthen their understanding of how organizations function within many communities and how leaders influence school change and instructional improvement. Specific content includes:

1. Reviewing and expanding on the meanings of leadership and the role leaders play in change within the school community;
2. Applying Reframing skills to address, assess, develop solutions and make appropriate decisions regarding critical instructional, personnel, community and financial issues at the local school level.
3. Investigating political, financial, legal and instructional implications of an instructional issue as it relates to the needs, strengths and opinions of the local school community and school division.
4. Exploring educators' codes of ethics to identify embrace and incorporate one into a personal code.
5. Clarifying which framework(s) students find most useful for informing their own leadership styles and choices;
6. Applying skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and in role-playing exercises involving leadership behavior and school change.

ASSIGNMENTS AND EXPECTATIONS
Major assignments for this course will be submitted through the student's Task Stream account. Rubrics for each assignment are posted on Task Stream. In order to earn a grade of at least "B" all of the following must be accomplished satisfactorily:

I. Participation (Class Involvement/Reflection)   (15 points)

- Review Dispositions for Leadership at http://www.gse.gmu.edu
- Review The Honor Code of George Mason University
- Review Expectations of the instructor

A. Class Involvement/Reflection is an important component of any leader's learning involves balancing action and reflection. As such, we will engage in a variety of learning activities in class, including exercises, debates, oral presentations, and analyses of cases. We will be using 2 cases from ETIPS. While your work on these cases will not be graded they are an important part of the work of the course and will count as one class session.

B. You are expected to attend at least one school board meeting and one city/county council meeting. Your focus will be to observe the interactions between and among the board members as well as staff and community members.

II. Interview with School/Community Leaders to Assess the Implementation of the School Vision (25 points)

A. Interviews (15 points)
   a. Have your principal identify three leaders in the school community, community at large or business community who have a stake in this issue.
   b. Your class study group will develop a series of questions to be used in interviewing the identified leaders, with the major question being "How well is our school implementing its mission statement? " You will make an appointment with each leader. Provide a clear, concise summary of the purpose of the interview, the nature of questions, how data will be used, the right to confidentiality of responses and the time needed for the interview meeting.
   c. When you interview you will use the same questions with each individual. The individual may want to have a copy of the questions ahead of time.
   d. After interviewing the three leaders, build a matrix with questions and significant responses. Look for common responses, contrasting points of view, lack of clarity of the issue, and other significant concerns.
   e. Your paper will be no more than seven pages in length:
      a) Page One will emphasize the issue and its importance to the school and to the three individuals selected to interview.
      b) Page Two and Three will summarize the results of the three interviews. Make sure to describe the role the interviewee has in the issue.
      c) Page Four will be the matrix.

d) Page Five will reflect significant findings
e) Page Six is your plan of action based on the data collected.
f) Your summary will be on Page Seven.

B. Presentation to the Community (10 points)
Using the interview information gathered, build a five-minute presentation about "*How Well We Are Implementing Our School Mission*". The presentation will be presented in class with the audience being parents, teachers and community members of your school. In the speech you will emphasize how the school is implementing its mission and how it can do a better job. Be sure you address your presentation to the specified audience-not to your professor and classmates.

III. **Building an Educators Code of Ethics and applying it to Two Case Studies (30 points)**
This assignment has two parts:

A. Build an Educators Code of Ethics (10 points)

- Identify, read and analyze at least five well-written, existing Educators Codes of Ethics.
- After reading and analyzing the five existing Codes of Ethics for Educators, then identify one that bests complements and enhances his/her ethical base. He/She will explain the reasoning behind the choice and incorporate additions/deletions of content that will strengthen that ethical base.
- The candidate will rewrite and personalize the Educators Code of Ethics as his/her own. The conclusion will focus on the personalized code of ethics, emphasizing characteristics of the code that strengthen the leadership performance and effectiveness of the candidate.

B. Reflecting and Reframing - Applying Your Educators Code of Ethics as you analyze two case studies (10 points each case study)

- http://www.tcnj.edu/~set/mw-steps.htm Procedures for Analyzing Ethical Dilemmas, The College of New Jersey. This site may be of assistance in analyzing the problems presented in the cases.
- Each candidate will incorporate reframing skills with two cases that involve leaders' role in school and school community change. The instructor will provide these cases. In analyzing the cases, reflect on personal learning experiences, apply understandings gained through the internship and coursework and demonstrate the ability to apply those understandings and experiences in addressing the conflicts presented in each case study. Use reframing to strengthen your chosen course of action.

In particular:

1. Identify the players and their political agendas
2. Identify and analyze the profit each player has to gain/lose through action you may take.
3. Where is the power base?
4. Describe the education leadership in the case. What leadership is occurring? What leadership is needed? What is not?
   a. While writing your response to each case study by reflecting on the above questions, include statements in response to the following two questions:
   b. Did my code of ethics help me; guide me in addressing the ethical dilemma?
   c. Did I break, alter or question the Code?
   d. After being put to the test is this a strong, dependable code? Does it need to be changed? If so, how?
   e. The conclusion draws together responses to case studies and the resilience of the Educators Code of Ethics when put to the test.

IV. Plan, create and present a Community Engagement Project (This is a group project 30 points - Grading will be three-tiered: (1) self assessment; (2) peer assessment; (3) overall group project grade assigned by instructor.)

This presentation of a community engagement project will be a public presentation of no more than 10-15 minutes on the Plan for Community Engagement. Basically, a Plan for Community engagement is a detailed plan on how you are going to get the school community engaged to support and be involved in the needs of the school. The community includes the community of faculty, the central office community, the parent community, the community at large and the community you may not know.

This assignment provides your group the opportunity to demonstrate the fruits of your labor, your ability to lead a school community, your ability to work together.

The audience will be made to a forum of your cohort colleagues who will pose as an audience of school board members, the superintendent, parents, teachers and community members of your school. Specifically,

a. There will be two groups from the cohort. They will be selected by drawing.
b. In this project and presentation the group will first describe how the school is contributing to the community and how it can do a better job. Data gathered from surveys, a summary of results of interviews of various communities, a platform of school and

community beliefs, and a resulting plan for engagement will be the focus.

c. Second, the group will develop a community engagement plan that will result in support and success of your goal to eradicate student suspensions and non-sanctioned school tardiness and absences within six months.

d. Particular information regarding this presentation will be discussed in class and specifics delineated.

e. You are encouraged to practice your presentations or video a practice session in order to strengthen your public presentation skills. Best practices in public speaking include motivating the audience to want to know more about your topic.

If you use PowerPoint, do not read from the slides. Reading from the slides will reduce your points dramatically. Use the PowerPoint as a tool for audience understanding, not a crutch for you.

A copy of the presentation will be submitted. Details of the assignment will be discussed in class.

COURSE CONTENT

DATE	TOPIC	IN PREPARATION FOR THIS CLASS PLEASE DO THE FOLLOWING	WHAT'S DUE?	SPECIFIC TOPICS
Class 1 **07/07 Tuesday**	Introductions and Course Overview			
Class 2 **07/09 Thursday**	Public Schools in the United States The Ethics of Educational Leadership Public Relations in Schools Chapter 1	Ethics of School Administration Chapter 1 & 1A	Student led discussion	• Public values • Review theories of leadership • Schools as Moral Communities • Legislated Learning • Public Confidence • Codes of Ethics • Values-vs. -Ethics

Class 3 **07/11** **Saturday**	Educational Leadership and Administration Dealing with Ethical Dilemmas Public Relations in Schools Chapter 4	Ethics of School Administration Chapter 2 & 2A	Student led discussion	• Administration defined • Critical responsibilities • Roles: political, managerial and educational • Time Management • Public Relations • Effects of Climate and School Culture on Change • Dealing with Difficult People
Class 4 **07/14** **Tuesday**	Culture and Climate The School as a Political Organization Public Relations in Schools Chapter 3	Ethics of School Administration Chapter 3 & 3A	Student led discussion II A. Interview with School/Community Leaders to Assess the Implementa-tion of the School Vision	• Policy • PR practices that work • Identifying the stakeholders • Teacher organizations and collective bargaining • Minority interests • Influence, Power and Authority • Collective Choice • School board politics • Site-based management
Class 5 **07/16** **Thursday**	Federal and State Influence on Change in the Public Schools Selling a Vision The Power of Data and Demographics Public Relations in Schools Chapter 4 & 13	Ethics of School Administration Chapters 4 & 4A	Student led discussion	• A historical glimpse • Federal aid • Presidential politics and school reform • The role of the State • Interest groups

				• Using data to build community support • Capitalizing on diversity
Class 6 **07/18** **Saturday**	Community Communicating with a community of teachers, parents and others Public Relations in Schools Chap.2 & 4	Ethics of School Administration Chapter 5 & 5A	Student led discussion II B. Presentation to the Community	• How school divisions survive and thrive • What you must know about your school division in order to be an effective leader. • Procedures for applying for a school leader position. • Promising Practices • Defining a community
Class 7 **07/21** **Tuesday**		Ethics of School Administration Chapter 6 & 6A	Student led discussion	
Class 8 **07/23** **Thursday**	Real Community Engagement Public Relations in Schools Chapter 4 and 9	Ethics of School Administration Chapter 7 & 7A	Student led discussion III A. Code of Ethics DUE	• Identifying a community • Influence, Power and Authority in the community – who holds these attributes and how to harness them • Power-influence

Class 9 **07/25** **Saturday**	Leadership for next decade	<u>Ethics of School Administration</u> Chapter 8 Alternate A & B	Student led discussion III B. Reflecting and Reframing - Applying your Educators Code of Ethics	• Sources of Leadership energy • Emerging Trends • Who is prepared to lead? • What principals have to say about leadership
Class 10 **07/28** **Tuesday**	Delivering the message <u>Public Relations in Schools</u> Chapters 5 & 8	<u>Ethics of School Administration</u> Chapter 8 Alternate C & D	Student led discussion	• Persuasive language • Humor and knowledge • Cultural literacy • Compatibility of school leaders and the community • The *KISS* Theory
Class 11 **07/30** **Thursday**	Leading in a Political World Leading through Crisis <u>Public Relations in Schools</u> Chapters 11-12	<u>Ethics of School Administration</u> Chapter 8 Alternate E	Student led discussion	• Discussion focusing on election results and implications for education • *"Faster than a speeding bullet"* Electronic communication • Maintaining focus • Identifying the problem before trying to solve it
Class 12 **08/01** **Saturday**	Community Engagement Projects		IV. Community Engagement Project Presentations	• Effective practices in communication

How to Avoid Plagiarism

Give Credit Where Credit's Due from:
College board. Com, Inc. (2005) How to Avoid Plagiarism. Online available:
http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html

Plagiarism -- the attempt to pass off the ideas, research, theories, or words of others as one's own -- is a serious academic offense. Most students know when they are intentionally plagiarizing, for example copying an entire essay out of a book or buying a paper off the Internet. However, many people are tripped up by unintentional plagiarism -- not giving proper credit for others' quotes, facts, ideas, or data.

When in Doubt, Give Credit
A good rule-of-thumb is to always give credit for any ideas that aren't yours by citing your sources. Different disciplines, publications, and professors have different standards for citation. Usually, your professor or teaching assistant will specify how you should present your citations, and if they don't, ask.

In-Text Citations
These will usually suffice if you are referring to a small number of assigned texts or you are including a bibliography with the more specific information about the texts you cite. In-text citations usually list either the name of the publication or the author of the work. Here is an example:

Bellow writes, "Knowledge divorced from life equals sickness" (*More Die of Heartbreak*, p. 7).

Here is another acceptable way to format in-text citations:

The term "hunter-gatherer," when used to describe nomadic societies that practice neither agriculture nor animal husbandry, places undue emphasis on hunting both as a source of nutrition (Oakes, 1980, 121) and as a time commitment (Peachtree, 12).

If you use this approach, make sure you include enough information about each of the sources you are citing so that it can be identified in your bibliography. The reason that Oakes has a date and Peachtree doesn't is that this writer's bibliography included two articles by Oakes and only one by Peachtree. Also, once you've chosen a way to format your citations, be consistent.

Citing Material from Websites
Rules for citing websites are still evolving. For now, a good general rule is to give the site's name, the page's URL, the date of publication if you are citing an article or a journal, and the date you consulted it, as shown below:

Mihm, Stephen. "Pet Theory: Do Cats Cause Schizophrenia?" *Lingua Franca*, December 2000/January 2001. Online. Available:
http://www.linguafranca.com/print/0012/cover_pet.html. November 30, 2000.

A word of caution about using the Internet for research: the Web is full of rumors posing as facts, as well as plagiarism of every sort, so evaluate sources carefully before relying on them.

When DON'T You Have to Cite?
Common Knowledge
You don't have to give credit for a fact stated in your own words. For instance, information that is common knowledge does not need to be cited:

Thelonious Monk, acclaimed jazz pianist and composer, wrote the classic tune, "Round Midnight."

Your Own Ideas
You also don't have to give a citation for facts or ideas that you, yourself, have established. However, it's always a good idea to make the origin of such material clear, as shown in the example below:

After conducting a survey of sophomore engineering majors, I found that 72 percent cite the potential for high salaries after graduation as an important factor in their choice of major.

Is Paraphrasing Plagiarism?
Paraphrasing is putting information and ideas into other words for the sake of clarity or brevity. Used properly, paraphrasing can be a powerful tool for both explaining ideas and making persuasive arguments. But what constitutes proper and improper use of the paraphrase?

Take the following example of an original text:

The lost-wax casting process (also called cire perdue, the French term) has been used for many centuries. It probably started in Egypt. By 200 BCE the technique was known in China and ancient Mesopotamia and was soon after used by the Benin peoples in Africa. It spread to ancient Greece sometime in the sixth century BCE and was widespread in Europe until the eighteenth century, when a piece-mold process came to predominate.

--Marilyn Stokstad, *Art History, Volume Two* (New York, Prentice Hall, Inc. and Harry Abrams, Inc., 1995), 31.

And here is a paraphrase:

The lost-wax casting process is an ancient method for making metal sculpture. While the ancient Egyptians appear to have been its first practitioners, other cultures around the world also developed or imported the technique. Introduced to Europe by the ancient Greeks in the sixth century BCE, lost-wax casting remained an important artistic method up to the eighteenth century (Stokstad, 31).

Rather than simply restating the text, the author of the paraphrase changes the text to draw out a particular idea and leaves out the details that aren't relevant to the point she's making. Moreover, she adds some clarity by including a short definition of the lost-wax method in her opening sentence. Most importantly, the author has cited her source by author and page number.

A Note on Notes

If you are not careful in your note-taking process, it's very easy to closely paraphrase or even copy a source unintentionally. When in doubt, copy out the exact words of the original quote in your notes, put it in quotation marks, and include the citation information. Then you can later decide whether to quote or paraphrase, according to your reason for citing the text.

Avoid Plagiarism in Oral Presentations

It is very easy to use other people's words in a speech without realizing it. Do your best to make it clear when you are borrowing. For example, you can say, "As the Roman playwright Terence observed, 'While there's life, there's hope,.'" Keep a written list of citations you can use as a reference if you are asked about your quotes.

Plagiarism can be a risk if you depend too heavily on outside sources. But if you rely on your own ideas, are conscientious about citing your sources, and are careful about how you paraphrase, you can steer clear of it, and write better papers or speeches in the process.

If you have doubt about using another's work, ask the professor for direction.

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