



EDLD9434: TRANSFORMATIVE PRACTICE I

Georgia Southern University | College of Education | Department of Leadership, Technology, and Human Development



Dr. Steven Tolman (Assistant Professor)

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OFFICE HOURS Schedule an appointment at your convenience by going to stevetolman.youcanbook.me

Schedule a meeting (in-person, phone, or Skype)

Mondays: 10:00am – 10:00pm
Tuesdays: 8:30pm – 10:00pm
Wednesdays: 10:00am – 1:00pm
Thursdays: 10:00am – 1:00pm
Saturdays: 8:30pm – 10:00pm
Sundays: 8:30pm – 10:00pm

Drop-in Office Hours (COE 3108)

Mondays: 2:00pm – 5:00pm

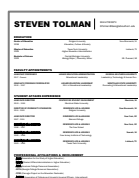
ABOUT DR. TOLMAN

Learn more



tinyurl.com/Tolman-me

Dr. Tolman's CV



tinyurl.com/Tolman-cv

Research Agenda



tinyurl.com/Tolman-research

GCPA Journal



tinyurl.com/gcpajournal

EDLD9435 – TRANSFORMATIONAL LEADERSHIP I

This course will help educational leaders (broadly conceived) understand how change happens in schools and develop the tools to manage that process. It will be “hands on” in that students will participate in a simulation of a district-wide change program, have a chance to consider several cases of change, and analyze a change they must address in their own work.

COURSE OBJECTIVES

1. Help students understand the organizational change process.
2. To become familiar with some academic literature on educational change. There is a small, growing body of research on how the change process in educational organizations from pre-school through graduate school is led and experienced, as well as the variety of factors that promote successful improvement efforts. This course will help students become aware of that research.
3. To help students learn to assess the quality of educational research. As in many areas, the research on educational change varies in design and quality. This course will help users of research identify when particular approaches are appropriate for different research questions. It will also help users understand and apply the criteria for good research appropriate to different designs.
4. Research-based understanding requires making connections between studies and the situations students are likely to experience. Through discussion and a series of activities and exercises, this course will help students make those connections.

These goals are very much in keeping with the purpose of the Ed.D program to help students learn to be change agents in educational settings. More specifically, it helps students meet the following goals:

- Use theory and research to frame, diagnose, and respond to problems of practice
- Develop a professional knowledge base that integrates both practical and research knowledge
- Communicate and collaborate to build partnerships within and across communities

RELATIONSHIP TO COE CONCEPTUAL FRAMEWORK

The course objectives specifically address the four commitments that form the College of Education's conceptual framework:

- 1. Commitment to the Knowledge and Dispositions of the Profession:**
Knowledge of the underlying constructs of Higher Education Administration is a fundamental element of the profession. Student learning activities are focused on professional knowledge specifically related to understanding the various components of Higher Education Administration as illustrated in complex educational institutions.
- 2. Commitment to Diversity:**
Students are exposed to the various components of educational administration, including the diversity evident throughout Higher Education Institutions. Students focus on the role of diversity in higher education institutions and how the concept of diversity has changed the higher education landscape. Students research, write and discuss how these constructs impact all learners and employees of the institution.
- 3. Commitment to Technology:**
Students use technology to analyze and critique the various administrative constructs and to report their findings. Students use Folio to communicate with each other and to submit their written materials. Students use technology to analyze and critique the various administrative constructs and to report their findings. Students use Folio to communicate with each other and to submit their written materials.
- 4. Commitment to the Practice of Continuous Reflection and Assessment:**
After experience in a higher education institution, students reflect on the relationship between their personal knowledge of the various constructs in comparison with other students. They also critique and assess the impact of their uses of the constructs on the performance of their educational institutions.

You will find the complete conceptual framework on the COE website (tinyurl.com/tolman-coe)

COURSE TEXTBOOKS



REQUIRED

Bolman, L. & Gallos, J. (2010). *Reframing academic leadership*. San Francisco, CA: Wiley.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Wiley.

OPTIONAL

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*

ATTENDANCE AND PARTICIPATION

While absence may make the heart grow fonder, it makes it difficult for me to effectively plan our classes together and more importantly, missed opportunities for you to learn. As an adult learner you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time candidate, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your instructors, we too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

The format of the course is designed to maximize opportunities for class discussion; therefore, attendance is essential. Students are expected to arrive at each session on time and to remain for the scheduled time. Students who must be absent or tardy must contact the instructor(s) prior to class. One absence from any one of the face-to-face sessions may result in a one-letter grade reduction of the final grade. Absence from two or more sessions will result in a failing grade. The instructor may make exceptions for extreme extenuating circumstances. In cases where a student communicates with the Professor an appropriate exception, the EDLD faculty may decide to provide an alternate assignment to avoid this one-grade deduction.

An alternate assignment (as decided by the EDLD faculty based on the student's individual request and agreement that the exception does warrant an alternate assignment) may be provided so that student missing class for the approved exception has the opportunity to fulfill any extenuating professional/personal obligations while still satisfying the requirements of the faculty. These assignments evolve as the EDLD faculty collaborate and develop, are assigned with specificity, and are assigned a due date.

COURSE ASSIGNMENTS/PROJECTS

PRELIMINARY STATEMENT – PROBLEM OF PRACTICE

This is a preliminary statement of what your poster presentation will be about. It can be up to 3 pages long and should address the questions below. Before starting, please read the assignment for the poster presentation.

- What is the change that you will focus on?
- How does the change relate to your problem of practice?
- Using the literature from this course (supplemented with other resources of your choice if you wish), please identify the factors that might facilitate or impede implementation of this change?
- What data sources do you expect to use to learn about this change?
- What is the current status of the change? (For instance is it something you imagine? something being planned? something that has been implemented for a year? something that is three years old? If there is a history, how well implemented does it seem to be?)
- Using the literature reviewed in item 3, what are your hypotheses or conjectures about what might have or might in the future affect implementation?

ANALYZE NETWORK DATA (with a partner)

Your task is to analyze the advice and friendship network structures of the division of student affairs at Tolman University. You will be given a spreadsheet with two tabs, one for advice and one for friendship. You will first determine how dense the communication pattern is within your division's advice and friendship networks. Then calculate how reciprocal these two networks are. Finally, identify who are the more central actors and the more peripheral actors in terms of both advice and friendship. How similar are the advice and friendship networks? Compare what the network data tells you to what you've seen (at your institution). What confirms what you've seen, and what is a surprise?

You will write a one to two-page memorandum summarizing your findings. The memo should also have data tables of your raw data and your calculations.

USING NETWORK DATA (with a partner)

The Atteberry & Bryk and Baker & Yoon articles suggest two ways to use network data to evaluate and study change processes. Reflecting on these articles and your experience, you should develop two or three ways in which you could collect and use network data to monitor a change process as a change leader, evaluate a change process, or study a change process. As the Vice President of Student Affairs at Tolman University, you will be submitting a memo (no more than two pages) to President Tolman with your findings.

Note: It might be helpful to imagine fairly realistic situations or to place the use of network data in settings you know.

CASE STUDY – PRESENTATIONS (assigned groups TBA)

Your team is expected to develop a PowerPoint that summarizes your diagnosis of your respective case study and proposals for change. Your narrated PowerPoint should have 8-10 slides. **One person from your group will submit the assignment; everyone will receive a group grade.** In grading your response, I will ask these questions:

- Does your response show evidence of having carefully read the case and drawn from it to answer the questions?
- Does your response show evidence of having read the readings to date and used them to analyze the case?
- Does your response draw on your own experience in analyzing what happened, including identifying issues that might not have been covered in the readings?
- Is the analysis of what happened plausible and are your recommendations feasible and constructive?

Maninger & Powell “The Lincoln Middle School Paradigm Shift:”

Group: TBD – will be shared in Folio

The Task: Answer These Questions:

1. What educational improvement challenges does Lincoln Middle School face? (It may help to think about both internal and external challenges.) What strengths do Lincoln Middle School have?
2. What can you tell about the relationships among staff (teachers and administrators) in the school and between staff and parents? What do you need to know?
3. What other resources does Lincoln have to draw upon? What resources are lacking?
4. If you were Larry Brown, what would you try to accomplish in your first year at Lincoln? Think about these issues:
 - a. Building a common vision
 - b. Identifying areas where improvement is needed
 - c. Communicating about improvement among the faculty
 - d. Other

Lester B. Pearson Elementary School

Group: TBD – will be shared in Folio

The Task: Answer These Questions

1. What challenge does Lester Pearson Elementary School face? (It may help to think about internal and external challenges.)
2. What resources, knowledge and relationships are available for the leadership of Lester Pearson to address this challenge? What resources are being used? Which ones are underutilized? What do you need to know?
3. If you were the principal of Lester Pearson Elementary School at the mid-point of the school year, what would you do to address the problem? Think about these issues:
 - a. Building a common vision.
 - b. Issues related to communication.
 - c. Using district resources.
 - d. Other

Easier Said Than Done

Group: TBD – will be shared in Folio

The Task: Answer these questions

1. What challenges does Battleview High School and its school district face?
2. What kind of leader is Mr. Phuture?
3. What resources does Mr. Phuture have?
4. What knowledge and social relationships are relevant to Battleview's success and which knowledge is needed and social relations need "fixing" for Battleview to move toward a "a forward-thinking, technology-infused approach to learning and growth?"
5. If you were Mr. Phuture and you weren't going to throw in the towel, what would be your next step at Battleview High? Why

Online Discussions/Contributions

As this is a hybrid course, participation can be difficult to measure online. It is important that you are an ACTIVE learner in this course. Participation will be measured through a variety of methods. Most weeks, you will be expected to engage in discussion board posts and/or video reflections. For each module, the discussion expectations will be described to you, but typically they will include you posting or recording your thoughts and then replying to at least one of your classmates. If you find a comment pertinent to your situation, or something you can respond to through experience or current concern or strong opinion, please post a reply.

Your active and thoughtful participation in discussion board activities is very important. You are expected to engage in a discussion through replies and failure to do so will lower your grade. The assigned readings should be done so you can contribute insightful ideas and questions and be prepared to respond knowledgeably and insightfully to the ideas and questions of others. It is your responsibility to actively contribute to the discussion.

In an effort to vary our learning methods, there will also be occasions where different "assignments" will be incorporated into the weekly learning modules in lieu of discussion posts. These "assignments" could include short papers, mock quizzes, reflections, or other ways that students can demonstrate an understanding of the module's content. Please note that for the video reflections you'll need to use a webcam (or your smartphone) and upload a link to reflection video into the discussion board. Instructions will be provided should you need help.

Written discussion posts require an initial response of 200-400 words and are due by Saturday of the respective week, and at least one comment on other student responses due by the following Wednesday evening (unless otherwise noted). You are expected to demonstrate good writing mechanics and adhere to APA (including citing and providing a reference list as appropriate). Instructions and expectations for video posts and other assignments will be outlined within the respective week's module.

LEARNING CONTRACT

OPTION #1 – Leadership Theory Critique and Analysis

Select one of the primary leadership theories to analyze and critique. This can be a theory that resonates with you, one you're less familiar with, or a theory you have reservations/concerns about. In addition to utilizing the course texts, you must identify at least five additional sources (from peer-reviewed journals and/or books). The critique/analysis will examine the contributions of the theory to our understanding of leadership, its theoretical strengths and weaknesses, and its implications for student affairs professionals. You will develop a narrated PowerPoint that should include but not be limited to the following prompts:

- Describe the theory – what are the major components? How does the theory work? What are the assumptions?
- Critique the theory – what are the strengths? What are the weaknesses? What would you change?
- Studies that utilize theory – describe at least two research studies. What is the goal of the research? How does the theory help shape and/or interpret the study? What are the major findings?
- Are there connected or related theories?
- What are ideas for using this research or the theory in general to better guide leadership practices in higher education?
- Implications for Higher Education leaders? How has the theory been used? How can it be?

OPTION #2 – Book Review

Beyond the course textbooks, there are a wealth of books focused on *Leadership*. You are to choose one that most interests you and do a book review. This book must be approved by me in advance (email me a link to it). Use this opportunity to find a book that specializes in the area(s) you are most interested in. Your paper should include but is not limited to the following:

- What you learned from the book
- Important takeaways from the book – how can you apply it to practice?
- Did it support our class discussions/readings? If so, how?
- Strengths/Weakness of the book
- Would you recommend others in this class read the book?
- How does this book compare to the others from class?

OPTION #3 - Meetings with 3 P16 Leaders

The purpose of this assignment is to gather insight and perspective about working in education from current leaders in education administration. This will also provide you the opportunity for networking. The interviews will consist of gathering general information about their job, experiences, goals and aspirations, what motivated them to pursue student affairs as a career, how they got to where they are, and advice they have for someone entering the field. You will develop a narrated Power Point presentation that provides a snapshot of these conversations, identifies themes between these professionals, differences in their perspectives, and share takeaways/lessons learned.

Some suggested questions and areas to explore with these professionals are:

- Please describe your position/role.
- How would you describe your job to someone not in your field (i.e., outside of higher education)?
- What are the skills that are most important to your success? What barriers exist to your success?
- What do you find most rewarding about your job? What do you find most frustrating?
- What one thing would you change about your job if you could?
- Please describe your leadership experiences. Can you provide specific examples?
- How do you define leadership?
- How has your definition of leadership changed as you have progressed in your career?
- Can you provide a specific instance where you exerted leadership? What happened?

OPTION #4 – Examination of Change Process (interviews)

The purpose of this assignment is to gather insight and perspective about change processes within higher education administration. This will also provide you the opportunity for networking. For this assignment, you will identify a recent change that took place at an institution. You must interview at least three individuals at different levels involved in this process. For example, if Residence Life recently changed the policy to now require all first-year students to live on-campus, you could interview a student, a Residence Hall Director, and the Director of Residence Life. Furthermore, I encourage you to think outside of the box here and interview as many people as possible (and your time permits), as you'll learn fascinating things. In this example, you could also speak with staff from custodial services, parking services, facilities, health services, disability services, etc.

The interviews will consist of gathering information about these change process from their perspective. You will develop a narrated Power Point presentation that provides a snapshot of these conversations, identifies themes between these individuals, differences in their perspectives, and share takeaways/lessons learned.

OPTION #5 – Other relevant assignment approved by instructor

The purpose of this assignment is to gather insight and perspective about working in Student Affairs from current leaders in higher education administration at your Practicum site. This will also provide you the opportunity for networking. The interviews will consist of gathering general information about their job, experiences, goals and aspirations, what motivated them to pursue Student Affairs as a career, how they got to where they are, and advice they have for someone entering the field. You will develop a narrated Power Point presentation that provides a snapshot of these conversations, identifies themes between these professionals, differences in their perspectives, and share takeaways/lessons learned.

PROBLEM OF PRACTICE PROJECT

In this project you will apply what you have learned about organizational change to your problem of practice. You have three choices.

OPTION 1. If your problem of practice entails the design and trial of something new—for instance, a curriculum, an assessment tool, software) - the paper will be a plan for the implementation of this “thing.” It will answer these questions:

- What is the change to be implemented? (Describe the key design features, including mandated elements, areas for local discretion, what ideal enactment of the change looks like in practice.)
- What outcomes would you expect from ideal enactment? What might be side effects that need to be anticipated, especially those that must be protected against?
- What is the context or setting in which the change will be implemented and how might it affect the implementation of that change?

Develop an implementation plan with steps to take to promote effective implementation. (Identify barriers to implementation to anticipate, variables that might affect implementation—including, but not limited to, those discussed in class—and ways to influence those barriers positively.)

OPTION 2. If your problem of practice is to examine the implementation of an ongoing change—such as a school’s or district’s effort to implement professional learning communities or a new curriculum or to respond to teacher evaluation regulations—the paper will be an analysis of this effort. It will answer these questions:

- What was the change to be implemented? (Describe the key features of the design in question, including the clarity of that design.)
- What was the change process? (Provide a timeline. Identify stages and critical incidents.)
- What were the outcomes of the change process (intended and unintended)? What was the context or setting in which the change took place, and what features of that setting might have affected the change process?
- How would you explain those outcomes? To the extent relevant, please refer to the main concepts discussed in class. If you think other factors are relevant, please discuss them.
 - Vision
 - Communication
 - Resources & Knowledge
 - Leadership
- What is your diagnosis for moving forward?

OPTION 3. If your problem of practice doesn’t focus on a particular change in a school, district or university, think about a change that has happened recently that you know a fair amount about. Answer the same questions as in #2 above.

Your Project (OPTIONS 1-3) will have the following deliverable:

A narrated PowerPoint presentation. This will consist of approximately 12 PowerPoint slides with each one being narrated. You will upload this narrated PPT to YouTube and ultimately to our Folio site. We will display the presentations so everyone in the class can see them, give feedback, and then discuss patterns/trends.

LEARNING CONTRACT

At the heart of adult learning is the theory of andragogy (Knowles, et al., 2004). A central tenant of andragogy is that adults learn best when they are engaged and have input into their learning. To this end, the purpose of this Learning Contract is to help you make the most of this class by shaping the requirements to best meet your needs and learning style.

This Learning Contract outlines your options for the professor's assessment of your work in this course. Please choose the assignment (select only one) you prefer to complete so that your choices add up to 100%. This contract must be completed and uploaded to Folio by the due date. Once completed, you may not change your choices, so please choose the assignments that work best with your learning style and schedule and be sure to ask questions before making your final choices!

ASSIGNMENT REQUIREMENTS AND SELECTIONS

Assignment	Weight	Choice	Select only 1
1. Leadership Theory Critique & Analysis (individual or group)	15%		
2. Analysis and application of book specializing on leadership	15%		
3. Interview of P16 Leaders (individual or group)	15%		
4. Examination of change process – interviews (individual or group)	15%		
5. Other relevant assignment approved by instructor	15%		
6. Preliminary Statement (problem of practice)	2%	X	
7. Communication Module (Discussions & Quiz)	10%	X	
8. Network Module (memos)	8%	X	
9. Weekly Discussions	40%	X	
10. Group Case Study	5%	X	
11. Poster Presentation (problem of practice)	20%	X	
Adding your choice (1-5) + 6-11 should equal		100%	

GRADING

Preliminary Statement.....	2
Communication Module.....	10
Network Module.....	10
Weekly Discussions.....	28
Learning Contract.....	15
Group Case Study.....	10
Poster Presentation.....	25
TOTAL.....	100

GRADING SCALE

A =	91 – 100
B =	81 – 90
C =	71 – 80
D =	60 – 70

*Please note that Graduate Programs at Georgia Southern do not use +/- within their grading scale.

Please make your selection above (in the 'choice' column) and sign/date below to affirm this selection and your understanding of the grading/grade scale for the course. Be sure to ask if you have any questions about the requirements of Learning Contract before you submit it.

Name (printed): _____

Signature: _____ Date: _____

TECHNOLOGY RESOURCES

This will be a fully online course. While the professor will do all they can to assist, it will ultimately be your responsibility to ensure you are able to use the technology needed for the course. A list of technology resources has been provided for you at tinyurl.com/tolman-tech.

COURSE POLICIES

Student email

Georgia Southern University created an email account for you when you registered for classes. Please log into WINGS and look under personal information to find your email account, name and password. Your GSU email is your "official" email for the university, the department, and for this course.

Responsible attendance and absences

As an adult learner, you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time student, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your teacher, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course. Responsible attendance, even for an online course, means that you will plan your schedule so that you can manage your time and complete your assignments and assessments on or before the date on which they are due.

Deadlines

It is your responsibility to meet all of the deadlines for every learning module and course assignment. Assignments will be given due dates. Assignments not turned in by the designated due dates/times will be considered late and will have points deducted. I will accept late assignments up to one week after the original due date, barring serious extenuating circumstances.

Class modifications

Check the entry page of Folio for notices concerning changes / modifications to class made by your instructor. I will inform you of any changes via email. If there is a need to make adjustments in the schedule, I will provide written notification of the change with a rationale for the change.

Ethics and Professional Behavior

Students are expected to behave in an ethical manner at all times. Violations of the academic dishonesty policy will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, a grade of 'F' for that activity or for the class, dialogue with administrators, and/or dismissal from the College. In the completion of course work, I expect students to:

- 1) Collaborate with colleagues in a professional manner
- 2) Follow directions and complete all portions of assignments, write with clarity
- 3) Demonstrate the ability to analyze and synthesize material
- 4) Cite carefully and appropriately from the body of professional literature
- 5) Submit products that reveal pride in one's work and attention to detail.

Many of the Learning Modules we do in this course have a discussion component to them. This is an area where the whole class (or sometimes groups of class members) are given a topic or some questions to "discuss" with each other. The discussion tool is a public forum. We will use the discussion tool (a lot) to have class discussions throughout the course. Be careful what you say to someone on the discussion tool because everyone in the class will see it, and it cannot be retracted! Please abide by netiquette with talking to your classmates. Be respectful with what you say - as you are aware tone and intent are often difficult to determine in an electronic environment!

Course concerns

If you have any concerns, whatsoever, about any of the assignments or your performance, please contact me via campus email (stolman@georgiasouthern.edu). Early questions result in better learning (for student as well as instructor).

UNIVERSITY POLICIES

Academic Dishonesty

Students at Georgia Southern University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity as essential part of each student's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at Georgia Southern University. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. The Office of Judicial Affairs is located in Russell Union room 2023 (912-486-7301). Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A student who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

Student Accessibility Resource Center:

Georgia Southern University is committed to providing an equal educational opportunity to qualified students with disabilities. The Student Accessibility Resource Center (SARC) is the primary resource of services for the students. Any student who has a documented disability or is in need of academic accommodations should notify the SARC office in order that special accommodations may be made. Accommodations are individualized and in accordance with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. For more information, visit the web at: <http://students.georgiasouthern.edu/sdrc/> or call: 912-478-1566 (Statesboro) or 912-344-2572 (Savannah).

Diversity

Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another, we endorse a cultural of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a culture of civility, united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration. This is a responsible culture. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse.

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited. Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member.

EDLD9434 – Tentative Course Schedule

<p>Week 1 5/18 – 5/24/24</p>	<p><u>Leadership Theories & Conceptualizing Change</u> Fullan (2001) Chapter 1 Hall & Hord (2006) Chapter 1</p> <p><u>Scholarly Practice & Problems of Practice</u> Schultz (2010); Kupo (2014); Belzer & Ryan (2013); City et al (2009); CPED.pdf</p>	<p>Learning Contract Agreement due by Sunday Discussion #1A and #1B</p>
<p>Week 2 5/25 – 5/31</p>	<p><u>Understanding & Measuring Change</u> Fullan (2001) Chapters 2-3 Hall & Hord (2006) Chapters 6 & 7</p>	<p>Preliminary Statement is due by Sunday Discussion #2</p>
<p>Week 3 6/1 – 6/7</p>	<p><u>Communication</u> Fullan (2001) – Chapter 4 Datnow (2011); Kezar (2005)</p>	<p>Communication Discussions (2) Quiz is due by Sunday</p>
<p>Week 4 6/8 – 6/14</p>	<p><u>Networks</u> Baker-Doyle & Yoon (2010) Atteberry & Bryk (2010)</p>	<p>Network Memos are due by Sunday</p>
<p>Week 5 6/15 – 6/21</p>	<p><u>Building Leadership</u> Leithwood et al. (2004) Simsek & Louis (1994)</p>	<p>Learning Contract Project due by Sunday night Discussion #5</p>
<p>Week 6 & 7 6/22 – 7/5</p>	<p><u>Reframing Academic Leadership</u> Bolman & Gallos (2010)</p>	<p>Discussions #6-8</p>
<p>Week 8 7/6 – 7/12</p>	<p><u>Case Studies</u> Bleakley & Mangin (2013); Maininger & Powell (2007); Normore (2004)</p>	<p>Case Study is due by Sunday</p>
<p>Week 9 7/13 – 7/16</p>	<p><u>Poster Presentation</u></p>	<p>Poster Presentation Due by 7/13. Feedback from everyone due by 7/16.</p>