

Western Carolina University

Department of Educational Leadership and Foundations

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EDAD – Introduction To School Organization

Course 3 January 4 - 14, 2010

Syllabus

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TEXTBOOK AND OTHER REQUIRED MATERIALS

EDAD 400 Spring 2010 Jamaica Cohort: **Book:** The Fifth Discipline: The Art & Practice of The Learning Organization - By Peter M. Senge

Article for Each Student: **Copies to be made** – Cambron-McCabe, N. & McCarthy, M.M. (2005). Educating School Leaders for Social Justice. *Educational Policy*. 19(1): 201-222. DOI:10.1177/0895904804271609

Articles: I will carry down 1 different article for each student to reflect on and present to the rest of the class.

Course Content

“For every complex Question there is a simple answer and it is wrong” H.L. Menkin

List of Task Points

First and Last - 10 Points: Read Part 1 . Define the 5 Disciplines Senge writes about (*Systems Thinking; Personal Mastery; Mental Models; Shared Vision; Team Learning*) – *your present understanding*. At the End of the Course Students will re-visit their initial understandings and Add to them based on what was learned, discussed, and understood by the end of the course.

Article Presentation - 20 Points – Individual Article Presentation. (I will bring down a different article for each student and have them prepare a presentation to the class on the article and how they can /do / will use it as a teacher leader and a school leader.)

End of Class Journal: 20 Points – At the end of each session students will write about discussion points, issues, interests, and lessons learned from each day's session.

Article Reflection 1 – 10 points. Cambron-McCabe Article – Copy to each student – submit a written reflection of this article. 5-10 things you agree with – why? And 5-10 things you disagree with – Why? The way is your point of view / what you think based on what you know and understand.

Attendance: 20 Points – *You can not get an A if you are not present or are Tardy. Attendance will be taken each day. Mark the attendance sheet – OT – on time; EL excused late (each person gets 1 of these) EA – excused absence (try not to be – but you may have 1 of these as well) T – tardy (2nd -1; 3rd -2; 4th -3 points .. etc.) A – Absent (2nd – 5; 3rd -10; 4th F for the class)*

Class participation: 20 Points : This is part of both the small group and whole class – more on Day 1.

(**Total 100 points** – students can earn ‘quality’ points (1-5) for work that is ‘outstanding’ and / or ‘way above average’.

Class Activities

Tasks for EDAD 400 – Detailed version.

Day 1: Introductions; Over View of Course; Time to write about the 5 disciplines; **Should have Part I read:** Discuss the 5 disciplines – overview. Selected Video / Audio and/or Discussion of text. Survey Your Organization – who to talk to and what to listen for. Discuss significant issues and ideas in Senge Part 1 in small groups and share with your colleagues... seek their help with this as well. (*journal entry*) *Discussion about WebCat and point of interest for students.*

Day 2: Discuss Organization Survey information – Small groups and share with whole class. (you will be assigned to a group and then switched after Day 5 into another group.) Selected Video / Audio / and/or Discussion of Text. (*journal entry*)

Day 3: Reading Due: Senge - Part II – Text Discussion / Selected Video / Audio. (Small Group Discussion). (*journal entry*)

Day 4: Cambron-McCabe Article Discussion / Continue Part II / Selected Video / Audio Presentation and discussion. Relate what you have learned to your school – Small Group Discussion. (*journal entry*)

Day 5: Reading Due: Senge – Part III – Text Discussion / Selected Video / Audio and Small group discussion. (*journal entry*)

Day 6: Article Presentation – (each student will receive a different article – all related to administration – school improvement – learning organizations – and – a little bit of management. (*journal entry*))

Day 7: Reading Due: Senge – Part IV – Text Discussion / Selected Video / Audio and Small group discussion. (*journal entry*)

Day 8: Continue Senge – Part IV (*journal entry*)

Day 9: Reading Due: Senge – Part V – Pulling it all together – Small group discussion / share with whole group. Examples of your organization and how the 5 disciplines can be used. Small Group discussion on the 5 disciplines and lessons learned – open ended discussion – Final Journal Entry – **Turn in Journals – Prefer they be e-mailed or posted in WebCat.** All Assignments Due in Web Cat or e-mailed to szlizewski@wcu.edu by February 15, 2009.

Grading Scale

93 – 100 – A

84-92 – B

75-83 – C – anything rated lower than a C will be returned and will need to be re-done.

Until the lions have their historians, tales of the hunt shall always glorify the hunter. *African proverb*

My version is: *Until all students have their own historians their stories of educational success will only come from those who succeeded.* (Szlizewski, 2007)

Conceptual Framework Statement:

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include:

- (1) The belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions;
- (2) Appreciation of and respect for diversity;
- (3) The fostering of the responsible use of technology.
- (4)

This course focuses on developing the ability to engage in deep reflection, critical observation from multiple perspectives, and to engage in positive action.

Diversity Statement:

This course recognizes the diversity of human experience and existence. The learning community is structured to capitalize on the unique experiences, strengths, and characteristics of each learner to enhance the ability to examine schools and ourselves from multiple perspectives. The course also emphasizes the personal and social responsibility of leaders to strengthen educational benefits for marginalized, at-risk, and non-majority individuals.

The professional education unit at Western Carolina University defines diversity broadly to include *exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin.*

Accommodations for Students with Disabilities:

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Technology Requirements:

The majority of the course occurs in an online environment. Students are strongly encouraged to possess at home an up-to date computer and have access to high-speed internet. Students will be expected to use a variety of computer software, including but not limited to MS Word, PowerPoint, a web browser, and iTunes. Students should check with their schools to see what policies and configurations exist that might inhibit student's ability to access courses from the work environment.

Clinical or Field Experience Component:

This course will require field experiences in the K-12 environment. Students should plan on spending approximately 4 hours per work working in a school on course projects. Students will gather information for their Environmental Scan, meet frequently with school leaders, and conduct observations of classrooms, meetings, and procedures.

Academic Honesty Policy*

- Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the

quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:

- Cheating. Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Fabrication. Intentional falsification or invention of information or citation in an academic exercise.
- Plagiarism. Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- Facilitation of Academic Dishonesty. Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.
- For specific information on procedures for cases involving allegations of academic dishonesty, see relevant sections in the Student Handbook.

*We take this very seriously – if you plagiarize, you are not fit to lead a school and we will make all efforts to see that you do not return to our program.

Incompletes

Incompletes will only be given in extreme situations. If you find you are unable to complete the coursework, you will be encouraged to take advantage of the university's liberal withdraw policy. If you find yourself falling behind, contact me as soon as you recognize that you need help. I am very understanding when real life crises occur during the semester. I am not very understanding when we get to the end of the course and someone wants an incomplete out of the blue.

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