FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL[1]

DEPARTMENT: EDUCATIONAL LEADERSHIP & RESEARCH METHODOLOGY	COLLEGE: COLLEGE OF EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX ____EDA____   COURSE NUMBER ___6508___   LAB CODE (L or C) _____

(*TO OBTAIN A COURSE NUMBER, CONTACT* NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: EVALUATION AND LEADERSHIP THEORY FOR EDUCATIONAL LEADERS

EFFECTIVE DATE
(first term course will be offered)

_____FALL 2015_____

CREDITS[2]: 3

TEXTBOOK INFORMATION:

Bolman, L. & Deal, T. (2008). *Reframing Organizations: Artistry, Choice and Leadership.* 4th Edition. San Francisco: Jossey- Bass.

Northouse, P. (2012). *Leadership: Theory and Practice.* 6th Edition. Los Angeles: Sage Publications.

GRADING (*SELECT ONLY ONE GRADING OPTION*): REGULAR __X____   SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

THIS COURSE WILL STUDY LEADERSHIP THEORIES, CHARACTERISTICS, BEHAVIORS AND THE USE OF INSTRUMENTS THAT WILL PROVIDE INDICATORS OF LEADERSHIP STYLES, ESPECIALLY THOSE MOST APPLICABLE TO TEACHER LEADERSHIP. STUDENTS WILL APPLY KNOWLEDGE AND SKILLS WITH SPECIFIC EMPHASIS ON IMPACTING K-12 STUDENTS LEARNING AND ACHIEVEMENT IN THE SCHOOL SETTING.

PREREQUISITES *: N/A	COREQUISITES*: N/A	REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*: NONE

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: Terminal Degree in related field
MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number: Dr. Robert Shockley Shockley@fau.edu (561) 297-6551	Please consult and list departments that might be affected by the new course and attach comments.[3] Department of Teaching and learning Department of Curriculum, Culture, and Educational Inquiry

Approved by:

Department Chair: _____ Date: 3/24/15

College Curriculum Chair: _____ 3/24/15

College Dean: _____ 3/24/15

UGPC Chair: _____ 3/25/15

Graduate College Dean: _____ 3/25/15

UFS President: _____

Provost: _____

1. **Syllabus** must be attached; see guidelines for requirements: *www.fau.edu/provost/files/course syllabus.2011.pdf*

2. Review **Provost Memorandum: Definition of a Credit Hour** *www.fau.edu/provost/files/Definition Credit_Hour_Memo_2012.pdf*

3. **Consent** from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FAUnewcrseGrad—Revised November 2014

COURSE NUMBER: EDA 6508

COURSE TITLE: Evaluation and Leadership Theory for Educational Leaders

COURSE CREDITS: 3 Credit Hours

CATALOG DESCRIPTION

This course will study leadership theories, characteristics, behaviors, and the use of leadership styles instruments, especially those applicable to schools. It requires application of knowledge and skills with specific emphasis on impacting K-12 student learning and achievement.

FULL COURSE DESCRIPTION

This course will study leadership theories, characteristics, behaviors, and the use of instruments that will provide indicators of leadership styles, especially those most applicable to school leadership. It will emphasize the learning essential for effective leadership in different group situations and school contexts. It requires students to apply the knowledge and skills with specific emphasis on impacting K-12 student learning and achievement in the school setting.

INSTRUCTOR INFORMATION

Name:
Office:
Phone Number:
Email Address:
Office Hours:

COURSE INFORMATION/LOGISTICS

Semester:
Dates:
Time:
Location:

REQUIRED TEXT/MATERIALS

Bolman, L. & Deal, T. (2008).*Reframing organizations: Artistry, choice, and leadership.* 4th Edition. San Francisco: Jossey-Bass.

Northouse, P. (2012). *Leadership: Theory and practice.* 6thEdition. Los Angeles: Sage Publications.

RECOMMENDED TEXTS/MATERIALS

Articles and documents will be found on LiveText each week.

REQUIRED/RECOMMENDED WEBSITES AND ELECTRONIC SOURCES

ASCD Smartbrief: In addition to the required texts above, students must be subscribed to two on-line *ASCD Smartbriefs*. The first is (http://www.smartbrief.com/ascd/) which is a daily service providing summaries and links to major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field. The second is https://www2.smartbrief.com/signupSystem/subscribe.action?pageSequence=1&briefName=asc del which provides summaries and links directly related to educational leadership.

Blackboard: This course is assisted electronically by Blackboard which is found at: http://blackboard.fau.edu. To access Blackboard, use your student username which is your FAUNet ID. To find out your FAUNet ID go to http://accounts.fau.edu (Enter your social security number and PIN). Your initial password for Blackboard is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email and Blackboard on a regular basis.

Library Information:
All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZ Proxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14 digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD is the three-letter acronym for the school: (FAU). For an introduction, go to:
http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm

LiveText: Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account one week before the first meeting of the class. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, http://coe.fau.edu/livetext.

Florida Government Websites:
Florida Dept of Education:http://www.fldoe.org/?flsh=false
Florida K-12 Education Code: www.palmbeach.k12.fl.us
Florida Statutes and Constitution: www.flsenate.gov

Florida School District Websites:
William Cecil Golden Website: www.floridaschoolleaders.org

National School Board Association: www.nsba.org
Florida School Board Association: http://www.fsba.org/

STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES

Educational Leadership Constituents Council (ELCC): 1, 2, 2.1, 2.2, 2.3, 2.4, 3, 4.3, 5

Interstate Leader Licensure Consortium Standards (ISLLC): 1, 2, 3, 4, 4c, 4d, 5

Teacher Leader Model Standards (TLMS): I, II, III, IV, V, VI, VII

College of Education:

As educational leaders, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self –inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

As a community of scholars, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

Department of Educational Leadership and Research Methodology

Our Mission
The Department of Educational Leadership and Research Methodology is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

Our Values
Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

COURSE CONNECTION TO THE CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by documenting emergent interpersonal and intrapersonal leadership development and the application to educational organizations. The student will view school leadership through the lenses of the Four Frames and use various leadership theories to discover, investigate and apply research methodologies through their educational development.

COURSE OBJECTIVES

This course will translate well-known leadership theories into specific actions needed to engage school and community members, including students, in activities intended to change the way schools are currently managed and led. As the future school leaders of their school district the learners will:

- understand and apply knowledge of the four Bolman and Deal frames (Political, Human Resource, Symbolic, Structural) in the school setting.
- understand and apply knowledge of leadership theories including Authentic Leadership, Strategic Leadership, differences between Transformational and Transactional Leadership, and fundamentals of Situational and Servant Leadership.
- understand and apply appropriate strategies to build a school culture focused on building a foundation for life in a diverse democratic society and global economy, including the knowledge of different sources of power, supporting student engagement in learning, and building sustainable and collaborative relationships
- understand and apply knowledge of leadership theories and frames as related to developing self-leadership and leadership in others including a personal vision, identifying appropriate methods of developing potential and emerging leaders, differentiating among strategies for succession management in key positions and development of research based decision-making processes to support the mission, vision, and improvement priorities of schools
- understand and apply knowledge of leadership theories and frames as related to school culture, ethics, power, adult learning, personal vision, effective decision making, resilience and collaborative relationships.

- understand and apply knowledge of leadership theories and frames as related to developing leaders, school organization, maintaining a school-wide focus on student achievement, effective teacher evaluation and feedback.
- identify appropriate methods of developing potential and emerging leaders.
- identify a leader's skills, traits, and styles.
- identify and evaluate strategies for delegating tasks.
- create a school-based organizational structure.
- understand the fundamentals of Situational, Servant, Authentic, and Strategic Leadership and apply to school related situations.
- identify and chart key characteristics of conflict, negotiation & bargaining, and political agents.
- understand different sources of power.
- understand the Teacher Leader Model Standards and how teacher leaders will demonstrate evidence of mastery of these standards
- articulate a personal vision for School Leadership
- differentiate among strategies for succession management in key positions

CONTENT OUTLINE

The following section lists the course topics, divided into units, with their specific assignments and readings. This section will be subject to change based on the delivery method of the course and the specific circumstances of the course, as well as the course professor's criteria to amend the syllabus to his/her needs.

These are basic unit planners. Recommended lesson planners are a part of the instructional materials given to the instructor that can be amended to his/her instructional needs. The unit planners are an outline of content that will also be converted into an on-line format for semester-long courses.

Throughout the units, two icons are employed: and . The denotes an adult learning activity the student will be able to use with their faculty and/or staff as a school leader. The is a toolkit and designates a process, procedure, and/or activity that the student will be able to apply in their role as a school and/or teacher leader.

Title of Course: EDA 5508 Evaluation and Leadership Theory for Educational Leaders
Unit: 1 of 5   Unit Theme : Introduction & Course Overview/Leadership Theory & Frames Introduction

Standards Linked To This Unit
TLMS: I, IV, V   Other: ELCC 1, 2.1, 2; ISLLC 1, 2

Preparation (Pre-work) – Work and reading that students should have completed before this unit
• Complete from Northouse LTQ, p. 37-39 as outlined in instructions, Skills Inventory, p. 69, and Style Questionnaire, p. 93
• Read Northouse, p. 1-97
• Read Bolman and Deal, p. 3 -165

Learning Goals / Objectives – What students will be able to do after this unit
After this unit, students will be able to:
- Understand leadership theories
    - Situational Leadership
    - Strategic Leadership
- Transformational
- Transactional
    - Servant Leadership
    - Authentic Leadership
- Apply leadership theories to school related situations
- Comprehend how leadership theory guides highly effective principals
- Understand the Bolman and Deal framework of school leadership
    - Political Frame
    - Structural Frame
    - Human Resource Frame
    - Symbolic Frame
- Apply the Four Frames to school organizations
- Identify a leader's skills, traits, and styles
- Demonstrate effective structuring and monitoring of a school environment that improves learning for all student populations
- Select effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy
- Identify and analyze strategies to induct new faculty members into a school's culture
- Identify appropriate methods of developing potential and emerging leaders
- Identify and evaluate strategies for delegating tasks
- Differentiate among strategies for succession management in key positions

Authentic Assessments – How students are assessed in an authentic way (in a demonstration of application that they would do in their schools) to determine their learning progress.
At the end of the day, student learning will be assessed by:
- Assignment 1-Tweet

Authentic Applications – How this learning will then be applied at their schools.
Students will apply this learning through the following activities (including internship and/or apprenticeship):
- Easing In
- Development of students' definition of leadership and identification of a leader's traits, skills, and styles using Venn diagrams

FAU Department of Educational Leadership and Research Methodology (ELRM)

Title of Course: EDA 5508 Evaluation and Leadership Theory for Educational Leaders

Unit: 1 of 5	Unit Theme : Introduction & Course Overview/Leadership Theory & Frames Introduction

Learning Activities

Short descriptors to be expanded upon in the Lesson Planner:

- Easing In introduction
- LTQ identification
- Course overview
- Explanation of Adult Learning activities and administrative tools
- Overview of common definitions, theories, and frames
- Overview and discussion of highly effective leadership
- Discussion of Teacher Leader 30 years ago
- Discussion and activity on Four Leadership Theories
- Discussion and activity on Four Frames
- Leadership skills, traits, and styles case study Venn diagrams
- Scenarios connecting unit's learning and real-life experiences
- Reflective activity on the unit learning tying the learning to practical leadership applications

Review/Reinforcement (Homework)

Students will review and/or reinforce this unit by doing the following:

- Reflection 1 – Based the week's learning, write and submit a standard reflection (rubric provided on LiveText).
- Assignment 1-Write a tweet (140 characters) about their leadership trait, style, and skills. Share this with your principal and discuss your LTQ results.
- Bring to class a document that outlines your school-based organizational structure and at least one procedural manual that governs the work at your school.
- Read Northouse, p. 99-122, 219-252
- Read Bolman& Deal, p. 45-118, 119-190

Work to be Assessed And Graded

- Reflection 1
- Assignment 1: Tweet

Title of Course: EDA 5508 Evaluation and Leadership Theory for Educational Leaders
Unit: 2 of 5   Unit Theme : Structural & Human Resource Frames/Situational & Servant Leadership Theories

Standards Linked To This Unit
TLMS: I, III, IV, VI Other: ELCC 1, 2, 3, 5; ISLLC 1, 3, 5

Preparation (Pre-work) – Work and reading that students should have completed before this unit
- Read Northouse, p. 99-122, 219-252
- Read Bolman & Deal, p. 45-118, 119-190
- Bring to class a document that outlines your school-based organizational structure and at least one procedural manual that governs the work at your school

Learning Goals / Objectives – What students will be able to do after this unit.
After this unit, students will be able to:
- Understand the Political and Structural Frames within the school and the school district
- Apply the Bolman and Deal Framework of Structural and Human Resource to school related situations
- Create a school-based organizational structure
- Understand the fundamentals of Situational and Servant Leadership and apply them to school related situations
- Identify appropriate Adult Learning strategies: Gallery walk and group work
- Identify appropriate methods of developing potential and emerging leaders
- Identify and evaluate strategies for delegating tasks
- Differentiate among strategies for succession management of key positions
- Identify appropriate behavior as outlined in the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- Identify examples of resilient behaviors that maintain focus on the school vision and react constructively to barriers
- Analyze and prioritize decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance
- Analyze and evaluate decisions for effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions
- Analyze and evaluate strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans
- Assess and analyze effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development.

Authentic Assessments – How students are assessed in an authentic way (in a demonstration of application that they would do in their schools) to determine their learning progress.
At the end of the unit, student learning will be assessed by:
- Assignment 2- District Memo Finder homework assignment

Authentic Applications – How this learning will then be applied at their schools
Students will apply this learning through the following activities:
- Identification of principles and practices at their school utilizing the Basic Human Resource Strategies

Learning Activities
Short descriptors to be expanded on the Lesson Planner:
- Structural Frame Overview
- Structural Frame Model Activity
- Human Resource Frame Overview
- Identification of principles and practices at their school utilizing the Basic Human Resource Strategies
- Situational Leadership Theory Overview
- Blanchard Situational Leadership video & discussion
- Four Situational Leadership Styles activity
- Situational Leadership questions
- Servant Leadership Theory Overview
- Servant Leadership case study questions
- Scenarios connecting unit's learning and real-life experiences
- Reflective activity on the unit learning tying the learning to practical leadership applications

Title of Course: EDA 5508 Evaluation and Leadership Theory for Educational Leaders	
Unit: 2 of 5	Unit Theme : Structural & Human Resource Frames/Situational & Servant Leadership Theories

Review/Reinforcement (Homework)

Students will review and/or reinforce this unit by doing the following:

- Reflection 2 – based the week's learning, write and submit a standard reflection (rubric provided on LiveText)
- Assignment #2-Student will review the directive from the District Memo Finder and submit a paper (3-4 pages, APA style) describing how this task would be handled using the "The Four Leadership Styles" (Northouse, p. 100). Using the identified tasks/activities determine which of the four leadership styles they would utilize.
- Read Northouse, p. 9-11
- Read Bolman & Deal, p. 191-249, 251-308

Work to be Assessed And Graded

- Reflection 2
- Assignment 2 – District Memo Finder

Title of Course: EDA 5508 Evaluation and Leadership Theory for Educational Leaders	
Unit: 3 of 5	Unit Theme : Political Frame & Power/Symbolic Frame & Four Frames Case Study

Standards Linked To This Unit
TLMS: I, II, VII Other: ELCC 2.1, 2.2, 2.3, 2.4, 4.3, 5; ISLLC 2, 4c, 4d, 5

Preparation (Pre-work) – Work and reading that students should have completed before this unit:
- Reflection 2 – based the week's learning, write and submit a standard reflection (rubric provided on LiveText)
- Assignment #2 - Student will review the directive from the District Memo Finder and submit a paper (3-4 pages, APA style) describing how this task would be handled using the "The Four Leadership Styles" (Northouse, p. 100). Using the identified tasks/activities determine which of the four leadership styles they would utilize.
- Read Northouse, p. 9-11
- Read Bolman & Deal, p. 191-249, 251-308

Learning Goals/Objectives
After this unit, students will be able to:
- Understand the Political Frame and apply the Frame to School Organizations
- Identify and chart key characteristics of conflict, negotiation & bargaining, and political agent
- Understand different sources of power and identify them in scenarios
- Understand the Symbolic Frame and apply the Frame to School Organizations
- Identify symbolic organizational symbols using the Defining School Culture Chart
- Analyze a case study through the Four Frames perspectives
- Identify methods of providing meaningful feedback to improve instructional planning and delivery
- Acquire knowledge of effective prioritization of student learning through leadership actions that build and support a learning organization focused on student success and continuous improvement
- Identify and select appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement of student learning
- Analyze and determine appropriate strategies that enhance a school's climate and support student engagement in learning
- Acquire knowledge of effective structuring and monitoring of a school environment that improves learning for all student populations
- Select effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy
- Identify effective and recurring monitoring and feedback processes that support continuous student learning growth and school improvement
- Identify appropriate and effective professional learning opportunities and strategies that engage faculty in recognizing and understanding diversity and developmental issues in order to close achievement gaps
- Identify and analyze strategies to induct new faculty members into a school's culture
- Determine and evaluate appropriate professional learning opportunities that enhance leadership practices and align with school needs
- Identify processes that create and support sustainable and collaborative relationships

Authentic Assessments – How students are assessed in an authentic way (in a demonstration of application that they would do in their schools) to determine their learning progress.
- Competency Assessment #1: The Leadership Case Study

Authentic Applications – How this learning will then be applied at their schools.
Students will apply this learning through the following activities:
- Using the Defining School Culture Analysis Chart identify symbolic organizational symbols. Pair-share results of organizational symbols

Title of Course: EDA 5508 Evaluation and Leadership Theory for Educational Leaders

Unit: 3 of 5	Unit Theme : Political Frame & Power/Symbolic Frame & Four Frames Case Study

Learning Activities

Short descriptors to be expanded in the Lesson Planner:

- The Political Frame Overview
- The Political Frame Table Discussion
- Groups identify and chart key characteristics from either conflict, negotiation and bargaining, or political agent. Groups create a scenario and role-play
- Overview of Power
- Groups will create a scenario and act it out depicting an assigned source of power. The rest of the class will try to determine which source of power the role-play is depicting
- The Symbolic Frame Overview
- Students will identify symbolic organizational symbols using the Defining School Culture Analysis Chart. Pair share results of organizational symbols
- Overview of the Four Frames Case Study
- Analyze a case from the Four Frame's perspective, chart out results, and present findings to class
- Scenarios connecting unit's learning and real-life experiences
- Reflective activity on the unit learning tying the learning to practical leadership applications

Review/Reinforcement (Homework)

Students will review and/or reinforce this unit by doing the following:

- Reflection 3 – based on the week's learning, write and submit a standard reflection (rubric provided on LiveText).
- Begin work on Competency Assessment #1: The Leadership Case Study
- Read Northouse p. 185-217, 253-285

Work to be Assessed And Graded

- Reflection 3
- Competency Assessment #1: The Leadership Case Study

Title of Course: EDA 5508 Evaluation and Leadership Theory for Educational Leaders	
Unit: 4 of 5	Unit Theme : Authentic Leadership Theory & Strategic Leadership Theory

Standards Linked To This Unit
FELE: 1.2.1, 1.2.2, 1.4, 1.4.2, 2.3, 2.3.1, 2.3.2, 2.4, 2.4.2, 2.4.4, 3.2.1
FPLS: 3.7, 3.7.a, 3.7.b., 3.7.c, 3.8.a, 3.8.b, 3.8.c, 4.10
TLMS: I, II, IV, V Other: ELCC 1, 3 ; NBCP 1, 3, 6; ISLLC 1, 3

Preparation (Pre-work) – Work and reading that students should have completed before this unit
Work that students should have done to prepare for this class:
• Read Northouse p. 185-217, 253-285

Learning Goals / Objectives – What students will be able to do after this unit.
After this unit, students will be able to:
• Understand Authentic Leadership Theory
• Analyze a case and identify authentic leadership characteristics
• Apply Authentic Leadership to school related situations
• Understand Strategic Leadership Theory
• Understand Transformational Leadership versus Transactional Leadership
• Obtain from your principal and analyze a district directive and determine if the directive is Transformation or Transactional
• Identify appropriate methods of developing potential and emerging leaders
• Identify and evaluate strategies for delegating tasks
• Demonstrate personal and professional behavior consistent with quality practices in education and community leadership
• Analyze and evaluate strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans
• Assess and analyze effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development

Authentic Assessments – How students are assessed in an authentic way (in a demonstration of application that they would do in their schools) to determine their learning progress.
At the end of this unit, student learning will be assessed by:
• Competency Assessment #2: The Teacher Leader Story

Authentic Applications – How this learning will then be applied at their schools.
Students will apply this learning through the following activities:
• The Reluctant First Lady Case-study questions charted out and gallery-walk
• Transformational/Transactional Leadership activity utilizing the District Memo Finder task

Learning Activities
Short descriptors to be expanded on the Lesson Planner:
• Overview of Authentic Leadership Theory
• The Reluctant First Lady Case-study questions charted out and gallery-walk
• Group presentation of Transformational/Transactional video and content
• Overview of Strategic Leadership Theory using diagram
• Transformational
• Transactional
• Transformational/Transactional Leadership activity utilizing the District Memo Finder task
• Reframing Transactional items to Transformational
• Scenarios connecting unit's learning and real-life experiences
• Reflective activity on the unit learning tying the learning to practical leadership applications

Review/Reinforcement (Homework)
Students will review and/or reinforce this unit by doing the following:

• Reflection 4 – Based the week's learning, write and submit a standard reflection (rubric provided on LiveText).
• Create a Wordle depicting words from the Four Frames and Leadership Theories. Post to LiveText and bring a copy to class
• Begin work on Competency Assessment #2: The Teacher Leader Story
• Read Bolman & Deal p. 214-216, 225, 254-257, 345-346, 369-370, 395

Work to be Assessed And Graded
• Reflection 4
• Competency Assessment #2: The Teacher Leader Story

Title of Course: EDA 5508 Evaluation and Leadership Theory for Educational Leaders	
Unit: 5 of 5	Unit Theme : Tying it All Together/FPLS and FELE

Standards Linked To This Unit
TLMS: I, II, III, IV, V, VI, VII Other: ELCC 1, 2.1, 2.2, 2.3, 2.4, 5; ISLLC 1, 2, 4, 5

Preparation (Pre-work) – What students need to have done to be ready for the unit.
Work that students should have done to prepare for this course:
- Read Bolman & Deal p. 214-216, 225, 254-257, 345-346, 369-370, 395
- Create a Wordle depicting words from the Four Frames and Leadership Theories. Post to LiveText and bring a copy to class.

Learning Goals / Objectives
After this unit, students will be able to:
- Compare answers for the Four Frames Assessment
- Identify and provide examples of leadership theories within the High School Principal Story
- Create a Teacher Leader Story which identifies the Four Leadership Theories
- Understand the TLMS standards and identify how teacher leaders will demonstrate evidence of mastery these standards
- Perform a comparative analysis between the TLMS and the FELE standards
- Articulate their vision for School Leadership
- Analyze a case study using the Case Study Method
- Identify commonalities between their leadership definitions and their Wordles
- Identify and analyze areas of greatest need for improvement based on state accountability measures
- Analyze and determine appropriate strategies that enhance a school's climate and support student engagement in learning
- Discuss effective development and implementation of an instructional framework that aligns school curriculum with state standards, effective instructional strategies, student learning needs, and assessments
- Identify appropriate evaluation and monitoring strategies that assure the Florida Educator Accomplished Practices are implemented through effective instruction
- Select effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy
- Analyze and select practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning
- Identify and evaluate professional learning that focuses on student performance as it relates to a school's goals and objectives
- Demonstrate personal and professional behavior consistent with quality practices in education and community leadership
- Identify appropriate behavior as outlined in the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C
- Identify examples of resilient behaviors that maintain focus on the school vision and react constructively to barriers
- Determine and evaluate appropriate professional learning opportunities that enhance leadership practices and align with school needs
- Demonstrate effective decision-making processes that are based on research, best practices, and leadership theory to support the mission, vision, and improvement priorities of schools
- Analyze and prioritize decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance
- Select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures

Authentic Assessments – How students are assessed in an authentic way (in a demonstration of application that they would do in their schools) to determine their learning progress.
At the end of the day, student learning will be assessed by:
- Assignment 3: Robert Kennedy Case Study Activity

Authentic Applications – How this learning will then be applied at their schools.
Students will apply this learning through the following activities:
- Popcorn Brainstorming activity
- Comparative analysis in groups, Round Robin Responses
- Case Study Method overview using Case Study Article
- Students will create their own vision statement and draw a picture depicting the key elements
- Wordle Activity

FAU Department of Educational Leadership and Research Methodology (ELRM)

Title of Course: EDA 5508 Evaluation and Leadership Theory for Educational Leaders	
Unit: 5 of 5	Unit Theme : Tying it All Together/FPLS and FELE

Learning Activities
Short descriptors to be expanded on the Lesson Planner:
- Four Frames Assessment
- Compare answers from Four Frames Assessment to Reframing Organizations video
- Discuss answers in groups and report out to class
- Popcorn Brainstorming activity from questions
- Leadership Theory Review
- High School Principal video with viewing guide
- Analysis of the Four Leadership Theories
- Review of Competency Assessment #2: The Teacher Leader Story
- Teacher Leader Master Standards and Florida Educational Leadership Examination (FELE) Overview
- TLMS group activity: identify how a teacher leader would demonstrate evidence of mastery of standards
- TLMS & FELE comparative analysis in groups, Round Robin Responses
- Overview of Vision
- Students will create their own vision statement and draw a picture depicting the key elements
- Case Study Method overview using Case Study Article
- Assignment 3: Robert Kennedy Case Study Activity
- Examination of Robert Kennedy Case Study with Leadership Theories
- Wordle Activity:
  - o Identify commonalities throughout displayed Wordles
  - o Students will revisit their Leadership definitions from first class and compare to Wordle
- Scenarios connecting unit's learning and real-life experiences
- Ending Activity: Power of One video

Review/Reinforcement (Homework)
Students will review and/or reinforce this unit by doing the following:
- Complete and post Competency Assessment #2: The Teacher Leader Story on LiveText

Work to be Assessed And Graded
- Reflection 5
- Competency Assessment #2: The Teacher Leader Story
- Assignment 3: Robert Kennedy Case Study Activity

COURSE REQUIREMENTS

Assignments	Points	Dates
Reflection 1	9	
Reflection 2	9	
Reflection 3	9	
Reflection 4	9	
Reflection 5	9	
Assignment 1: Tweet	5	
Assignment 2: Four Leadership Styles	5	
Assignment 3: Robert Kennedy Case Study Activity	5	
Competency Assessment 1: The Leadership Case Study	20	
Competency Assessment 2: The Teacher Leader Story	20	

GRADED ASSIGNMENTS

Each class has specific learning activities that will be a part of in-class learning. These assignments will require you to apply the knowledge that is acquired from chapter presentations,

group discussions, and other required reading materials. Some assignments will be turned in during class and others will be posted on LiveText. All assignments are required to pass the course.

Reflections: There are five reflections for this course that will be posted on LiveText. All students will be required to use the template found on LiveText to complete and submit their reflections. Follow course requirements for Reflection due dates.

Assignment 1: Tweet. Write a tweet (140 characters) about your leadership trait, style, and skill. Share this with your principal and discuss your LTQ results. Bring to class a document that outlines your school-based organizational structure and at least one procedural manual that governs the work at your school.

Assignment 2: Four Leadership Styles. Review the task from the District Memo Finder and submit a paper (3-4 pages, APA) describing how this task would be handled using the "The Four Leadership Styles" (Northouse, p. 100). Using the identified tasks/activities determine which of the four leadership styles would be utilized.

Assignment 3: Robert Kennedy High Case Study. Bolman & Deal p. 411
As part of a small group, report out and answer the following questions for each of the assigned sections:
- How might the new principal use what he knows to figure out what's going on?
- What strategies can he mull over?
- What will he do?
- Identify the ethical issues identified in the case?
- What leadership theories are depicted in the case?

Provide specific examples for each of these questions. Every class member will complete an evaluation for each participant using a rubric.

COMPETENCY ASSESSMENTS

There are two required Competency Assessments. The rubric for each assignment will be discussed in class by the instructor at the appropriate time.

EDA 6508 Evaluation and Leadership Theory for Educational Leaders
Competency Assessment 1 Rubric: The Leadership Case Study

This Competency Assessment is divided into two sections.

Part I: Each student will analyze the case study identifying each of the key components in the case. (Use the components listed below)

Components of a Case Study:
- Background information of the school
- Data pertaining to the school
- Existing conditions
- Challenges the school is facing
- Key questions
- Recommendations

Part II: Each student will review the case from each of the Four Frames: Structural, Human Resource, Symbolic, and Political. This section of the case analysis shall include key questions and recommendations from each of the Four Frames.

The case study analysis should be 10-15 pages in length and follow APA style. It demonstrates mastery TLMS standards. In addition it exhibits mastery of components of a case study and case study analysis and mastery of Bolman & Deal's Four Frames.

Competency Assessment 1 Rubric: The Leadership Case Study

ITEM TO BE ASSESSED	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO ATTEMPT
Case Study (5 pts.): A. Background information B. Data C. Existing Conditions D. Challenges E. Key Questions F. Recommendations	The case study analysis includes the identification of all the components of a Case Study. The analysis shows patterns of causes and behaviors. (5 pts.)	The case study analysis includes the identification of all the components of a Case Study. (4 pts.)	The case study analysis does not include the identification of all the components of a Case Study. (3 or less pts.)	No attempt made
Case Study: Four Frames (10 pts.)	The Case Study analysis incorporates all Four Frames. The key questions and recommendations are developed from each of the Four Frame's perspectives. The challenges, key questions, and recommendations are appropriately identified, formulated, and defended using research. (10-9 pts.)	The Case Study analysis incorporates some of the Four Frames. The key questions and recommendations are developed from some of the Four Frame's perspectives. The challenges, key questions, and recommendations for the school are identified and stated. (8 pts.)	The Case Study analysis does not incorporate all Four Frames. The key questions and recommendations are not developed from each of the Four Frame's perspectives. The challenges, key questions, and recommendations are not appropriately identified. (7 or less pts.)	No attempt made

FAU Department of Educational Leadership and Research Methodology (ELRM)

Competency Assessment 1 Rubric: The Leadership Case Study

ITEM TO BE ASSESSED	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO ATTEMPT
Writing and Citations (5 pts.)	Graduate level writing is demonstrated by a clear, concise, and well developed case study, including appropriate spelling, grammar and punctuation with no errors; outside research is appropriately cited following APA format. (5 pts.)	Graduate level writing is demonstrated by a clear and concise case study, including appropriate spelling, grammar and punctuation, with few errors; outside research incorporated into the assignment is appropriately cited following APA format. (4 pts.)	Graduate level writing is not demonstrated; case study is unclear, with multiple errors in spelling, grammar, and punctuation; citations are not provided for outside research or are cited incorrectly. (3 pts.)	No attempt made

EDA 6508 Evaluation and Leadership Theory for Educational Leaders
Competency Assessment 2 Rubric: The Teacher Leader's Story

This Competency Assessment is divided into two sections.

Part I: Each student will develop a "Teacher Leader Story." This story will describe a teacher leader's quest to increase student achievement and reduce the achievement gap. Each student will identify a teacher leader who will be represented in this story. The story will include:

- Background and historical information of the school
- The teacher leader's vision for the school
- Assessment of the school culture
- Challenges the school is facing
- Strategies for addressing the challenges
- Current status update

The Competency Assessment should be written in a story format.

Part II: The second section of the Competency Assessment is an analysis of how the teacher leader demonstrated the four Leadership Theories: Strategic Leadership, Servant Leadership, Situational Leadership, and Authentic Leadership. This section should incorporate specific examples. It should also include the teacher leader's skills, traits and styles. The teacher leader story paper should be 10-15 pages in length and follow APA style.

This competency assessment demonstrates mastery of the identified TLMS skills, competencies, and standards. In addition, this competency assessment exhibits mastery of the four Leadership Theories: Strategic Leadership, Servant Leadership, Situational Leadership, and Authentic Leadership.

Competency Assessment 2 Rubric: The Teacher Leader Story

ITEM TO BE ASSESSED	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO ATTEMPT
Teacher Leader Story (5 pts.)	The teacher leader story includes: Background and historical information, teacher leader's vision, school culture analysis, challenges, strategies for addressing challenges, and a current status update. The story paints a clear picture of the conditions, and strategies used to improve student achievement. (5 pts.)	The teacher leader story includes: Background and historical information, teacher leader's vision, school culture analysis, challenges, strategies for addressing challenges, and a current status update. The story does not paint a clear picture of the conditions and strategies used to improve student achievement. (4 pts.)	The teacher leader story does not include all of the components outlined and does not paint a clear picture of the conditions and strategies used to improve student achievement. (3 or less pts.)	No attempt made
Teacher Leader Story (10 pts.)	The teacher leader story analysis incorporates all Four Leadership Theories. Examples demonstrating the Four Leadership Theories are included. The examples and explanation clearly demonstrate understanding of the Leadership Theories. The teacher leader's skills, traits, and styles are clearly discussed and explained. (10-9 pts)	The teacher leader story analysis incorporates some of the Four Leadership Theories. Examples demonstrating some of the Four Leadership Theories are included. The examples and explanation demonstrates understanding of the Leadership Theories. The teacher leader's skills, traits, and styles are discussed. (8 pts.)	The teacher leader story analysis does not incorporate all Four Leadership Theories. Few examples are present. The explanations of the Four Leadership Theories do not demonstrate mastery. The teacher leader's skills, traits, and styles are not discussed. (7 or less pts.)	No attempt made
Writing and Citations (5 pts.)	Graduate level writing is demonstrated by a clear, concise, and well developed case study, including appropriate spelling, grammar, and punctuation with no errors; outside research is appropriately cited following APA format. (5 pts.)	Graduate level writing is demonstrated by a clear and concise case study, including appropriate spelling, grammar, and punctuation, with few errors; outside research incorporated into the assignment is appropriately cited following APA format. (4 pts.)	Graduate level writing is not demonstrated; case study is unclear, with multiple errors in spelling, grammar, and punctuation; citations are not provided for outside research or are cited incorrectly. (3 or less pts.)	No attempt made

Grade Components and Weights are as follows

Competency Assessment #1 =20%
Competency Assessment #2 = 20%
Reflections = 45%
Assignment 1: Tweet =5%
Assignment 2: Four Leadership Styles =5%
Assignment 3: Robert Kennedy High Case Study = 5%

Policy on Competency Assessments

In the School Leaders program there are Competency Assessments (CAs) embedded as a part of the assessed work in every course. The rubrics that accompany these CAs have specific line

items that are used for grading the assignment as a part of the course grade, and other line items that are used to demonstrate mastery of the aligned TLMS Competency and/or Skill specified. In order to pass the course, all the line items aligned to TLMS must be assessed at "Meets Expectations" which is satisfactory.

If any individual rubric line aligned to TLMS is assessed at "Does Not Meet Expectations" – which is unsatisfactory - the CA must be re-submitted until the CA is satisfactory. If at the end of the course the CA is still not satisfactory, then the student will either be given an "F" for the course OR the instructor may elect to give the student an "I" with a very short stipulated timeline for the student to either improve his work to a satisfactory level or fail the course.

Policy on Makeup Tests, Late Work, and Incompletes

Due to design of this course, assignments are due when indicated in the syllabus. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. *Students who find themselves in this situation must meet with the professor.*

COURSE GRADING SCALE

Letter	Percent	Grade Points	Letter	Percent	Grade Points
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67
C+	79-81	= 2.33	F	Below 62	= 0.00

ATTENDANCE POLICY

According to FAU and Department of Educational Leadership and Research Methods protocols, "Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor." Students must attend **ALL** classes. Furthermore, students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. It is the student's responsibility to make up all assignments missed during his or her absence.

CLASSROOM ETIQUETTE / BEHAVIOR POLICY

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions."

CODE OF ACADEMIC INTEGRITY (4.001)

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), in Jupiter – SR 117 (561-799-8585), or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

STUDENT CODE OF CONDUCT (4.007)

"The University's Student Code of Conduct is an integral part of the educational mission of the University, emphasizing the development of each individual's acceptance of his or her own personal and social responsibilities and to ensure fairness and due process for all students. Since behavior which is not in keeping with standards acceptable of the University community is often symptomatic of attitudes, misconceptions, and emotional crises; reeducation and rehabilitative activities are essential elements of the disciplinary process.

A humanistic approach is employed. The University's Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University's mission."

For the entire code, please see:
http://www.fau.edu/studentconduct/Student%20Conduct%202012.pdf

RELIGIOUS HOLIDAYS:

It is our policy, in accordance with the Board of Trustees' rules and Florida Law to make reasonable accommodations for observing religious holidays.

CONTRACTUAL OBLIGATIONS:

Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school or workplace. In completing specific field-based assignments (such as interviews), be sure to keep your principal informed of course requirements.

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See Journals publications:

Educational Leadership
Education Week
Principal Leadership

Internet Sites:
(Note: If the address is not given, search using the title or name of the site. Remember, URLs may change.)
Florida Department of Education
Florida School Leaders