

# DRAFT SYLLABUS

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## INDIANA UNIVERSITY OF PENNSYLVANIA COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY ALS 803 LEADERSHIP APPLIED PRACTICE

### I. CONTACT INFORMATION

**Instructor:** Dr. Crystal Machado  
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**Sessions: Fridays:** 9/21, 10/19, 11/2, 11,16, 11/30 **Timings:** 12:00 noon-6:00pm

**Office Hours:** Monday: 4:00-5:00pm (Monroeville) Tuesday and Thursday: 11:00-1:00am

### II. COURSE DESCRIPTION

Students must develop and implement field project that incorporates leadership and policy theories learned in previous courses. Prerequisite: Admission to the program.

### III. COURSE OBJECTIVES

**STANDARDS:** Because this course serves as the theoretical and conceptual platform that initiates internship development, students must address **ALL Standards for Advanced Programs Educational Leadership** in this course. Expectations for meeting standards are represented below. Attention to specific project awareness in each domain of leadership is highlighted in the preparation assignment for session five.

Students will be able to design a culminating plan for applied leadership that addresses Educational Leadership Constituent Council (ELCC) performance standards for candidates seeking administrative certification. These are:

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**Standard 1.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community. (PDE standard 1A, 1B Pay particular attention to over-representation of diverse students in special education.)

**Standard 2.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

**Standard 3.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.(PDE core standard 1C)

**Standard 4.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (PDE core standard 3D)

**Standard 5.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner (PDE corollary standards 4A, B, C)

**Standard 6.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## IV. REQUIRED TEXTS

In contrast to much of the program literature which has formed the foundational platform for your leadership development in this program, this course will take a “novel” approach to the instructional, managerial, and relational components of leadership. This approach is intended to provide a different set of lenses in examining educational challenges against a backdrop of social / cultural issues. It subscribes to the creative and motivational beliefs presented by Daniel Pink and it requires you to synthesize the broad array of leadership literature from this program in relationship to the instructional, managerial, and relational issues we will address each class session.

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## Session One

Mortenson, G. (2007). *Three cups of tea*. New York: Penguin

OR

Mortenson, G. (2009) *Stones into schools: Promoting peace with books, not bombs, in Afghanistan and Pakistan*. New York: Viking.

OR

Your choice of a text that highlights instructional, managerial and/or relational challenges in a different cultural context than the one in which you work or in a different era from which you can compare and contrast leadership messages.

## Session Two

Your choice of an organization that exemplifies leadership lessons that motivate instructional, managerial or relational excellence.

## Session Three

McDougall, C. (2009). *Born to run: A hidden tribe, super athletes, and the greatest race the world has never seen*. New York: Random House. OR

Your choice of a text that presents instructional, managerial and relational issues in a domain other than education where learning, self-discipline, engagement and perseverance are involved.

## Session Four

Pink, D. (2009). *Drive, The Surprising Truth About What Motivates Us*. New York: Penguin

\* Note that the assignment is designed in a way that facilitates your sharing the purchase and use of this text with others.

## **V. SUPPORTING RESOURCES (optional reading)**

### **Open Source Resources**

Visit the following sites, review the tutorials and make an account for each of the following before our first class meeting: <http://voicethread.com>, [www.timetoast.com](http://www.timetoast.com) and [www.dropbox.com](http://www.dropbox.com)

### **Books**

Barth, R. S. (2002). The culture builder. *Educational Leadership*, 59(8), 6-11.

Begley, P. T., & Johansson, O. (2003). In pursuit of authentic school leadership practices. In *The Ethical Dimensions of School Leadership*. Netherlands: Springer.

Capasso, R. L., & Daresh, J. C. (2001). *The school administrator internship handbook: Leading, mentoring, and participating in the internship program*. Thousand Oaks, CA: Corwin

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- Press.
- Daresh, J. C. (2001). *Leaders helping leaders: A practical guide to administrative mentoring*. Thousand Oaks, CA: Corwin Press.
- Davies, B., Ellison, L., & Bowring-Carr, C. (2005). *School leadership in the 21st century: Developing a strategic approach*. New York, NY: RoutledgeFalmer.
- Elmore, R. F. (2000). Building a new structure for school leadership. *Albert Shanker Institute*.
- Fink, D., & Brayman, C. (2006). School leadership succession and challenges of change. *Educational Administration Quarterly*, 42(1), 62-89.
- Gorton, R., Alston, J., & Snowden, P. (2006). *School leadership and administration: Important concepts, case studies, and simulations*. Columbus, OH: Open University Press.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(2), 329-352.
- Hargreaves, D. H. (2001). A capital theory of school effectiveness and improvement. *British Educational Research Journal*, 27(4), 487-503.
- Harris, A. (2004). Distributed leadership and school improvement: Leading or misleading? *Educational Management Administration & Leadership*, 32(1), 11-24.
- Hogan, R., & Kaiser, R. B. (2005). What we know about leadership. *Review of General Psychology*, 9(2), 169-180.
- Leithwood, K., & Jantzi, D. (2002). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112-129.
- Lucas, S. R., & Berands, M. (2002). Sociodemographic diversity, correlated achievement, and de facto tracking. *Sociology of Education*, 75(4), 328- 348.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for supervision and curriculum development.
- Mayer, R. E. (2004). Should there be a three-strikes rule against pure discovery learning? *American Psychologist*, 59(1), 14-19.
- Murphy, J. (2002). Reculturing the profession of educational leadership: New blueprints. *Educational Administration Quarterly*, 38(2), 176-191.
- Smith, G. F. (2005). Problem based learning: Can it improve managerial thinking? *Journal of Management Education*, 29(2), 357-378.
- Smith, S. C., & Piele, P. K. (2006). *School leadership: Handbook for excellence in student learning*. Thousand Oaks, CA: Corwin Press.
- Tschannen-Moran, M. (2001). Collaboration and the need for trust. *Journal of Educational Administration*, 39(4), 308.
- Weinstein, R. S. (2002). Overcoming inequality in schooling: A call to action for community psychology. *American Journal of Community Psychology*, 30(1), 21-42.
- Wolverton, M., Ackerman, R., & Holt, S. (2005). Preparing for leadership: What academic department chairs need to know. *Journal of Higher Education Policy and Management*, 27(2), 227-238.

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## VI. ONLINE RESOURCES

Please review the first two resources before class begins.

APA tutorial: <http://flash1r.apa.org/apastyle/basics/index.htm>

Online resource for writing a literature review: <http://www.coe.iup.edu/c&i/>

## VII. EVALUATION METHODS

You will demonstrate mastery of course objectives through individual evaluative writing assignments and collaborative presentations.

### A: TALKING POINTS (20 points)

Students learn best in dialogical and dialectical situations, when their thinking involves dialogue or extended exchange between different points of view or frames of reference. The goal is to move towards multilogic thinking. I expect you to use the dialogical discussions as an opportunity to hold yourself and your classmates to standards of good reasoning and analysis as we discuss the assigned texts in sessions 1 and 3. Prepare for these dialogical discussions carefully by posting talking points on Moodle the Wednesday before class. Print out the complete list of talking points generated by the class a day before class; circle 3-4 that the merit discussion; pre-think the issues and connections that underlie these questions, connect the ideas to content covered in previous classes, be prepared to contribute to our class discussions.

Grading Rubric: Posts that are complete, well thought out, and submitted on time: A.  
Posts that fall short of these criteria will get a B or C)

- **B: VOICE THREAD DISCUSSION (40 points):** Choose your organization focusing on leadership at the macro level. Give attention to how your example may inspire you and your colleagues to become change agents. This message could address one or more of the six categories addressed in state and national standards and displayed in the rubric for your final project. Create a VoiceThread for your small group discussion on Moodle. Post this the Wednesday before class. Your VoiceThread contribution for this session should: *Describe how your chosen organization contributes to our insights regarding learning, management, and human relations at the systems level. Discuss how lessons learned from that particular organization might be applied to your internship experiences.* Review all the VoiceThreads in your group and leave a well thought out comment on at least 2-3 slides. Your comments should capture your reaction to the content presented and your thinking about how the lessons learned could be applied to your internship experience. The presenter will review all the comments and post a summative comment on the last slide.

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**C: TEAM PRESENTATION (60 points):** Plan for a 30 minute interactive presentation that explores: *How Pink's arguments and findings about autonomy, mastery, or purpose support or challenge existing views about educational leadership to which you have been exposed through the many courses that make up the whole of this leadership program.* Please upload your instructional material (prezi, ppt, handouts, and other digital visuals) online on Moodle the day before your presentation.

**D: INTERNSHIP PROPOSAL (50 points):** Your internship project should reflect an understanding of the leadership and policy theories learned in previous courses. Please align your plan with the objectives outlined in this syllabus. It should include a timeline for implementation and a plan for communicating the design draft of intended projects to supervising mentors. The course literature should be used in contemplating challenges for self and others in the areas of instruction, management and human relations. Please use APA 6<sup>th</sup> edition to format your paper, handouts, and supporting materials.

**E: INTERNSHIP PRESENTATION (30 points):** Develop a presentation in which you highlight what you perceive will be the most interesting and the most challenging aspects of your internship plan (5 minutes presentation with 10 minutes of suggestions and/or questions from your peers and your supervising faculty member). Post this on Moodle the day before class.

### VIII. GRADING

Assignments	Overall Percentage and Grades
Talking Points      20 points	94% or Higher = A (Target)
VoiceThread        40 points	80 – 93% = B (Acceptable)
Internship Proposal    50 points	79% or lower = C (Not Acceptable)
Team Presentation     60 points	There is no provision for a D grade for IUP graduate work
Internship Presentation 30 points	

### IX. POLICIES AND PROCEDURES

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**Attendance:** Each class requires discussion and participation. Your attendance is expected, required, and valued. Personal involvement in this class is essential to your success. Effective leaders are confident, knowledgeable, and able to appropriately express their viewpoints and opinions to others. You will develop and practice this skill through your participation in large and small group discussions. Class activities often involve a team or group effort to accomplish, so your presence is especially important. Effective educational institutions require leaders skilled in collaboration and able to work well in teams. We will do a lot of collaborative work to help you develop and practice these skills,

This course is designed to help you achieve the skills and meet the standards of excellence for educational leaders. Consequently, the concepts, activities, and content of each class period are an important part of your education. Additionally, you expect your students to attend your classes and it is never fair to ask students to meet standards unless we model appropriate behavior. ***Any absences must be communicated to the instructor prior to the absence, as soon as it becomes known to the student, and be for reasons that are legitimate, unavoidable, and compelling in nature.***

- Unexcused Absences, Lateness, and Early Departure: No missed work can be made up in the case of an unexcused absence, lateness, or early departure. Missing over 10% of the course for unexcused reasons will result in lowering your grade by one letter.
- Excused Absences: If your request for an excused absence, for one class, or part of a class, is approved you will be required to develop a proposal which outlines the work you will do to meet the instructional goals outlined in the tentative calendar, and anything else that the instructor decides to cover. This proposal could include co-teaching with your instructor for part of another session. This proposal should include deadlines for submission of work and a description of alternative assignments that you plan to do prior to or after your absence. You may receive full or partial credit based on the degree to which you meet the instructional goals for the day. While no class can be truly recreated, this assignment is a best attempt to ensure that you benefit fully from this course.

Students missing class for any reason remain responsible for all information given during the missed class. Please contact a colleague for copies of handouts, notes, and descriptions of activities.

**Policy on Late Submission of Assignments:** All assignments must be submitted on time unless prior arrangements have been made with the instructor and lateness is unavoidable due to an emergency situation. If you are unable to attend class, make arrangements to get your assignment to the instructor on the due date. Late submission of assignments will result in a deduction of points.

**Students with Disabilities:** Disability Support Services (a unit of the Advising and Testing Center) is the primary agent for the provision of access for IUP students with documented physical, learning, or other disabilities. Faculty and staff within the office serve to ensure IUP's program access compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students with disabilities are urged to register with the office. Further information may be obtained in 216 Pratt Hall, by calling 724-357-4067, by e-mailing

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*Advising-Testing@iup.edu*, or on the website *www.iup.edu/advisingtesting* (use the Disability Support Services link).

**Academic Integrity Policy:** IUP is an academic community within the society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at IUP. The policies and procedures outlined in the Graduate School Catalog have been established to preserve the academic integrity of the university community, while also providing a process that protects the rights of students who allegedly violate these policies. (See Graduate Catalog).

## X. TENTATIVE COURSE CALENDAR

**This syllabus a work in progress. Activities listed for all but session 1 subject to revision between now and the first day of class.**

### Session 1

#### Focus:

Application of Leadership Concepts from a “novel” approach to Higher Education Challenges  
Internship possibilities for projects demonstrating national and state requirements

#### Preparation:

- Read draft syllabus - highlight sections that are 'unclear.'
- Read Fernn and Maxime’s article Holding on and Letting go: Giving up control to become more powerful and then post your ‘leadership case study’ for peer consultation on Moodle. A description of this task will be available on 15th on Moodle.
- Visit the following sites, review the tutorials and make an account for each of the following: <http://voicethread.com>, [www.timetoast.com](http://www.timetoast.com), [www.dropbox.com](http://www.dropbox.com)
- Read one of the texts assigned for this session and post your talking points on Moodle by the Wednesday before class. Your talking points for session one group interaction should address: *How characters and circumstances in a dissimilar cultural setting speak to the instructional, managerial, and relational issues of leadership in Pennsylvania schools.*
- Examine the applied leadership components required by the state of Pennsylvania and contemplate possible projects for your own plan. We will devote a part of this first class to small group brainstorming of these possibilities.

#### Content:

- Syllabus expectations/Overview of the course
- Discussion: East and West/Holding on and Letting Go
- Large group discussion to compare and contrast messages from diverse cultural settings or different eras to educational expectations and challenges in contemporary American schools.
- Small group exploration of the particular leadership components noted in your talking points.



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- Large group suggestions for how messages from your chosen texts translate differently to a novice, mid-professional and veteran staff of educators. Sharing possible applications for internship requirements.
  - Peer Consultation Group Session 1 (Student A presents, consultation protocol is followed)
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## Session 2 (Asynchronous Online Class Friday-Sunday)

### Focus:

Student choice of organizational “story” with leadership applications to issues of motivation, learning, management and human relations from a systems level.

### Preparation:

- Post VoiceThread (refer to assignment description for details) the Wednesday before class.
- Review the example proposals and internship projects online. Draft an internship plan that aligns with the objectives outlined in this syllabus.
- Post your internship plan in your small group forum for feedback. Review the ideas for each student in your group and give feedback.

### In Class:

- VoiceThread Presentations: Asynchronous VoiceThreads discussion in small groups.
- Review of example internship proposals posted online.
- Peer critique of internship plans in small group forums.

## Session 3

### Focus:

Application of Kaufman’s Leadership Concepts from a “novel” OR “pointed” approach to Public School Challenges Internship draft focusing on national and state requirements.

### Preparation:

- Read one of the texts assigned for this session and post your talking points on Moodle by the Wednesday before class. Your talking points for Session one group interaction should address: *How your chosen text from a non-educational domain contains potential lessons relative to the instructional, managerial and relational issues of educational leadership.*
- Revise your internship plan based on the feedback received during session two. Prepare four additional hard copies to be used in class to refine the dimensions and descriptions of your project.

### In Class:

- The Internship Experience Panel: Previous Cohort Members Reflect

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- Looking at the same instructional, managerial, and relational components as session one through a non-school related lens. Drawing parallels to administrative challenges. .
  - Peer review of revised internship plan
  - Peer Consultation Group Session 2 (Student B presents, consultation protocol is followed)
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## Session 4

### Focus:

Contrasting theories of motivation

### Preparation:

- Your 30 minute team presentation should address: *How Pink's arguments and findings about autonomy, mastery, or purpose support or challenge existing views about educational leadership to which you have been exposed through the many courses that make up the whole of this leadership program.*
- Post your proposed timeline (use timetoast.com) for application of leadership competencies on Moodle. Make sure that you have provided contact information for persons involved in the implementation of your plan. Be prepared to share this in class.

### In Class:

- Team presentations.
- Large group synthesis of lessons about motivation.
- Using select podcasts from Center for Creative Leadership.
- Revisions of internships.
- Peer Consultation Group Session 3 (Student C presents, consultation protocol is followed)

## Session 5

### Focus

Alignment of district needs, PDE requirements, and ELCC standards in the application of leadership in six dimensions.

### Preparation:

- Complete final draft of your internship proposal. Use the checklist (attached) to ensure that you have given due consideration to the objectives identified in this syllabus and the contextual needs of your department/college/division.
- Prepare a hard copy of your internship plan (follow APA conventions) for submission to your internship supervisor (probably Dr. Kaufman) with an electronic copy to Dr. Machado.
- Prepare internship presentation (refer to assignment description for details).

### In-Class:

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- Internship plan presentations. Large group critique of finished products.
- Peer Consultation Group Session 4 (Student D presents, consultation protocol is followed)

## **ALS803: APPLIED LEADERSHIP INTERNSHIP PROPOSAL CHECKLIST**

### **Standard One:**

\_\_\_ links relevant leadership and organizational theories with the context of your district and clearly details your plan to mobilize resources and motivate the community to continue to actualize the district vision for learning.

\_\_\_ draws from a broad base of data that informs your leadership and that enables a variety of communication strategies you will bring to bear in your discussions with various community stakeholders.

### **Standard Two :**

\_\_\_ recognition of the diverse culture of the district.

\_\_\_ recognition of the pros and cons of various instructional strategies and initiatives.

\_\_\_ use of both qualitative and quantitative data and appropriate technologies to profile student performance as a whole, individually and in subgroups.

\_\_\_ promoting recognized means of inspiring the professional growth of the adult staff.

### **Standard Three:**

\_\_\_ synthesizing research reflecting the most effective means of learning and teaching.

\_\_\_ managing data and resources in a responsible manner.

\_\_\_ demonstrating the application of legal principles in an effective and ethical manner that promotes safety and accountability inside and outside the school environment.

\_\_\_ demonstrating the understanding of financial flow and current organizational management procedures.

### **Standard Four:**

\_\_\_ efforts that unify community resources in addressing student learning.

\_\_\_ knowledge of relational, marketing, and media strategies that can integrate health and social organization in the community around the best interests of the community's children and youth.

\_\_\_ candidate visibility in the community and ability to translate school / community issues around shared concerns for students.

\_\_\_ ability to advocate for students with special and exceptional needs.

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\_\_\_ability to identify key community leaders and motivate their involvement in school improvement programs.

## Standard Five

\_\_\_planning how you will provide evidence of respect for the rights of others, respect for dignity, confidentiality, and ethical considerations in decision making.

## Standard Six

\_\_\_linking research and theory to your plans.

\_\_\_understanding causes of and conditions of community poverty.

## ALS803: APPLIED LEADERSHIP INTERNSHIP PROPOSAL - (USE THIS AS A COVER SHEET)

**NAME:**

**DATE:**

**EMAIL:**

### Evaluation of culminating project

3= target, the student has exceeded the competencies outlined (translates to a grade of A).

2= acceptable, student has met most of competencies outlined and there is evidence that real effort was made to meet criteria (translates to the grade of B or possible C).

1= not acceptable, the student fails to meet basic competencies outlined and there is no evidence that some effort was made to meet criteria (translates to the grade of F).

<b>CRITERIA for Administrative Internship Plan</b>	<b>TARGET 3 POINTS</b>	<b>ACCEPTABLE 2 POINTS</b>	<b>UNACCEPTABLE 1 POINT</b>
Students develop an internship component that provides opportunity to develop and demonstrate			

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ability to promote the success of all students. The proposal includes how they will assist the development, articulation, and implementation of the district vision of learning.			
Students integrate a clinical component that will assess their ability to promote a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.			
Students develop internship components that will demonstrate ability to manage the school organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment for all.			
Students develop internship components that integrate collaborative community projects involving families and other community entities. These projects must respond to diverse community interests and needs, and mobilize community resources in order to accomplish district goals.			
Students connect suggestions of ethics and integrity from their personal leadership profile to internship proposals for political /social involvement in the culture of the school district.			
Students reflect attention to the larger social, political, and economic context in the development of internship goals.			