

EDL 615: International School Leadership
Phase I: September 15-26, 2014
Phase II: October 20-24, 2014
Discovery Bay, Jamaica

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- I. Rationale/Purpose: This course focuses on the school application of leadership theory from an international perspective. Leadership theories, situations, responsibilities in schools, and the aesthetic dimensions of leadership are explored.
- II. The course is offered in the International Concentration of the Master of Arts in Education—Supervision Program. Its purposes are to introduce students to leadership theory and to apply this theory to school leadership situations in different countries.

Students are expected to develop and demonstrate knowledge in the following areas:

- Leadership theories—their history and interrelatedness
- Leadership issues facing school administrators and teachers in different countries
- School leadership as it relates to the professional lives of the students

Students are expected to develop and demonstrate skills in the following areas:

- Human relations
- Oral and written communication
- Applying leadership principles to the role of the school administrator

*This course is designed as part of a program that does not lead to North Carolina administrative licensure.

III. 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. We believe the best educational decisions are made after adequate reflection and after careful consideration of the interests, experiences, and welfare of the persons affected by the decisions. We also appreciate and respect the diversity of our students, and we promote the responsible use of technology by professional educators.

IV. Diversity Statement

This course will be exploring diverse global content and culture through class discussions and course readings. The instructor, students, and course readings will provide a plethora of diverse perspectives on educational leadership.

V. Technology Requirements

Students will be expected to use technology to complete and present their assignments. Many aspects of the course will be supported by, and depend on, the students' abilities to access resources through Blackboard, the technological format of WCU's Course Management System.

VI. Course Materials:

Text: Snyder, K. Acker-Hocevar, M., and Snyder, K. (2008) *Living on the Edge of Chaos: Leading Schools into the Global Age* (Second Edition). American Society for Quality. ISBN-978-087389-741-9.

Other readings and course resources as assigned (see bibliography for course posted in Blackboard)

VII. Course Requirements and points**:

10 Class Presence and Participation

This course requires us to explore a full semester of course content in three weeks time. Your prompt attendance and participation are crucial to your success.

15 Reflective Journals on readings from each chapter in Snyder and Snyder (S&S) during Phase I

A form is provided for the Reflective Journals---1/2 page each. These will be due as you walk in the door at the beginning of class. Choose one concept from each chapter that is of particular interest to you. Briefly describe/record the concept and then explain why this concept is particularly notable to you---citing a specific application to you as an educator or the Jamaican educational system.

5 Self-Analysis of yourself as an educational leader

10 Non-educational Leader Interview

You will interview a person deemed a leader in a field other than education. Questions for this interview will be developed during a class meeting. BRING TWO COPIES of the interview questions and responses to class. One copy will be taken up at the beginning of class. The other copy you will use to guide your contributions to the class discussion.

40 Article Reading Presentation

During Phase II of the course (in October) you will do a presentation to the class on an assigned reading-- a journal article distributed to you before the end of Phase I of the course in September. The gradesheet and expectations for the presentation will be developed during Phase I of the course as well.

20 Synthesis Analysis and Final Paper on Leadership Attributes

During the class presentations there will be many attributes of effective, international/global, educational leaders shared. While listening to the presentations you are to take notes on the attributes using a format (Synthesis Worksheet) distributed to you during the course. During the final class meeting you will write a 2 page reflective paper on two of the attributes---one attribute in which you are strong and why AND one attribute you feel you are lacking and why---citing specific behavioral examples for each. You are expected to refer to the Self-Analysis survey as well as other learning experiences in this course---class discussions, textbook readings, presentations, etc.

**More details and instructions about each of these assignments will be shared in class. As the course progresses the instructor may deem it necessary to alter this course plan, but efforts will be made to minimize alterations.

Grading Scale

A = 90.00-100

B = 80.00-89.99

C = 70.00-79.99

F = 0-69.99

VIII. Course Evaluation Procedures

Students will have the opportunity to evaluate the course during the last day of class. A form will be provided by the instructor. A student will be identified to collect the forms, place them in an envelope to be sealed and signed by that student. The instructor will return them to WCU and will not be allowed to see them until the final grades for all students in the course have been posted.

EDL 615 Course Schedule: Daily assignments due are listed at the bottom of each day's topics/activities

| EDEL 615 Phase I Schedule | |
|---------------------------|---|
| Day 1 | <p>Overview of S&S Chapters 1-2: Reinventing Schooling/Mechanical View of Change</p> <ul style="list-style-type: none">• A Reflective Journal should be completed on chapters 1-2 prior to the first class meeting. The journals from Chapters 1 and 2 will be graded to provide you feedback, but the grades will not be recorded---it's your opportunity to learn what is expected in the journals. Use the Reflective Journal Form attached to this syllabus—each chapter will require one half-page journal to be completed.• Self-Analysis of yourself as a leader (to be done during class) <p>Reflective Journals on Chapters 1-2 due Note: you will be provided with additional Reflective Journal forms the first day of class—the journal forms will also be posted in Blackboard.</p> |
| Day 2 | <p>S & S Chapters 3-4: Organic View of Change/Emergent Theory of Change</p> <ul style="list-style-type: none">• Developing Non-Educational Leader Interview questions <p>Reflective Journals on Chapters 3-4 due</p> |
| Day 3 | <p>S&S Chapters 5: New Theory of Organizational Change</p> <p>Reflective Journal on Chapter 5 due</p> |
| Day 4 | <p>S&S Chapters 6-7: Confronting the Issues of Power/The Power River</p> <ul style="list-style-type: none">• Processing the information from the Non-Educational Leader Interviews (using the synthesis worksheet format that will also be used for the Synthesis Exercise on the presentations during Phase II) <p>Reflective Journals on Chapters 6-7 due Non-Educational Leader Interview due</p> |
| Day 5 | <p>S&S Chapters 8: Acting Locally and Thinking Globally about Poverty and Race</p> <p>Reflective Journal on Chapter 8 due</p> |
| Day 6 | <p>S&S Chapter 9-11: Taking Stock of Your Organization/Building a New Dynamic/Digital Cultures</p> <ul style="list-style-type: none">• Developing the Gradesheet for Synthesis Exercise and Presentations for Phase II of course <p>Reflective Journals on Chapters 9-11 due</p> |
| Day 7 | <p>S&S Chapter 12: The Strategic Dance of Life—Case Study process and analysis</p> <ul style="list-style-type: none">• More discussion on the expectations of the Synthesis Exercise and Presentations in Phase II• Assigning articles for Phase II presentations <p>Reflective Journal on Chapter 12 due</p> |
| Day 8 | <p>S&S Chapter 13: Developing Work Teams</p> <ul style="list-style-type: none">• Work time for preparation of presentation <p>Reflective Journal on Chapter 13 due</p> |
| Day 9 | <p>S&S Chapter 14: Leading Schools as Global Learning Centers</p> <ul style="list-style-type: none">• Work time for preparation of presentation <p>Reflective Journal on Chapter 14 due</p> |
| Day 10 | <p>Conclusions of Phase I</p> <ul style="list-style-type: none">• Processing Course Content and Methods of Instruction• Clarification and Expectations of Phase II• Work time for preparation of presentations |

EDEL 615 Phase II Schedule

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|-------|---|
| Day 1 | <p>Presentations</p> <ul style="list-style-type: none"> • More instructions on the synthesis analysis and final paper (developing the gradesheet) • Assessing each other's presentations using the gradesheet developed in Phase I • Completing the Synthesis Worksheet on attributes of effective leaders |
| Day 2 | <p>Presentations</p> <ul style="list-style-type: none"> • More instructions on the synthesis analysis and final paper • Assessing each other's presentations using the gradesheet developed in Phase I • Completing the Synthesis Worksheet on attributes of effective leaders |
| Day 3 | <p>Presentations</p> <ul style="list-style-type: none"> • More instructions on the synthesis analysis and final paper • Assessing each other's presentations using the gradesheet developed in Phase I • Completing the Synthesis Worksheet on attributes of effective leaders |
| Day 4 | <p>Presentations</p> <ul style="list-style-type: none"> • More instructions on the synthesis analysis and final paper • Assessing each other's presentations using the gradesheet developed in Phase I • Completing the Synthesis Worksheet on attributes of effective leaders |
| Day 5 | <p>Writing the final paper during the first hour of class Overall Conclusions of Course Completing Course Evaluations Discuss Practicum (in April) expectations and format</p> <p>Final Paper and Synthesis worksheets will be collected</p> |