### COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EDA 6061</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>3 doctoral level courses</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Effective School Organizations</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>3 per week</td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Educational Leadership and Human Services</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Patricia Green-Powell, Ph.D.</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Summer 2008</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>GEC-B, Rm 301</td>
</tr>
<tr>
<td></td>
<td>Saturday 8:00-10:30am</td>
</tr>
<tr>
<td>Office Location:</td>
<td>GEC-A- Rm. 316</td>
</tr>
<tr>
<td>Telephone:</td>
<td>850-599-3438 (office)</td>
</tr>
<tr>
<td></td>
<td>850 599-3191-(Main office)</td>
</tr>
<tr>
<td></td>
<td>(850)877-8264 (H)</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:patricia.greenpowell@famu.edu">patricia.greenpowell@famu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>10:00am-3:00pm</td>
<td>EDA 5195 Madison</td>
<td>10:00 PM-3:00PM</td>
<td>Research</td>
<td>EDA 6061</td>
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</tbody>
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**Course Description**

**EDA 6061: Effective School Organizations** (3) explores means of improving school effectiveness through the study of organizational theory, development of proactive changes according to research, and utilization of best practices.

**Course Purpose**

This course is designed to prepare educational and other organizational leaders for 21st century leadership. Particular emphasis is placed on creating and maintaining effective school environments (as well as other effective organization environments) through leadership competencies. Candidates are immersed in leadership literature, effective schools and other organizational literature to assist in the development of a leader.
Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

CRITICAL THINKING

| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. |

Cross-Walk

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>Program Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct an interview with a school principal or CEO of an organization and develop a Profile of an Effective Leader (Access the literature)</td>
<td>Demonstrate an ability to apply leadership and organizational theories to effectively lead schools and other organizations.</td>
<td><strong>2.0:</strong> 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.</td>
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<td>Demonstrate an ability to apply leadership and organizational theories to effectively lead schools and other organizations.</td>
<td><strong>3.0:</strong> 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.</td>
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<tr>
<td></td>
<td>Demonstrate the ability to apply emotional intelligence in the leadership role.</td>
<td><strong>4.0:</strong> Candidate who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by effectively managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</td>
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<td></td>
<td>Demonstrate the ability to utilize tenets of effective leadership in school and other organizational</td>
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<tr>
<th>Fieldwork Project:</th>
<th>Demonstrate the ability to problem solve in the organizational context and initiate resolution for organizational vitality.</th>
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<tr>
<td>Field experience:</td>
<td>Attend a school board meeting or other enterprise meeting.</td>
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</table>
| **Gain entry into an organization and develop a Profile Essay of an Effective Organization**<br> *(Access the literature)* | Demonstrate the ability to utilize tenets of effective leadership in school and other organizational contexts. 
Demonstrate the ability to problem solve in the organizational context and initiate resolution for organizational vitality. 
Demonstrate the ability to initiate appropriate interventions in order to maintain effective schools and other organizations operations. |
| **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. |
| **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. |
| **5.0:** | This standard addresses the educational leader’s role as the “first citizen” of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of he school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved. |

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Overall Goals of the Course

1. Identify competencies, skills, and behaviors of effective leaders.
2. Compare and contrast effective leadership and ineffective leadership competencies, skills, and behaviors.
3. Facilitate candidates’ acquisition of emotional intelligence as a fundamental competency for leadership.
4. Provide candidates with theoretical and practical information to facilitate growth of leadership ability.
5. Provide candidates with a set of tools in order to engage in organizational diagnostics for improvement.
6. Provide opportunities for candidates to demonstrate leadership competencies, skills, and behaviors.

Specific Behavioral Objectives

Students will:

1. Demonstrate an ability to apply leadership and organizational theories to effectively lead schools and other organizations.
2. Demonstrate the ability to use tools to diagnose school and other organizational milieus to facilitate improvement in operations.
3. Demonstrate the ability to apply emotional intelligence in the leadership role.
4. Demonstrate the ability to utilize tenets of effective leadership in school and other organizational contexts.
5. Demonstrate the ability to problem solve in the organizational context and initiate resolution for organizational vitality.
6. Demonstrate the ability to initiate appropriate interventions in order to maintain effective school and other organizations operations.

National and State Standards Addressed in the Course

National Policy Board for Educational Administration-Standards for Advanced Programs in Educational Leadership
Topical Outline

Topical areas have been selected for in-depth attention because teachers and administrators need to develop a personal knowledge base that will support their classroom practice. Topical areas will be explored through group settings, role play, and hands-on, as is the case of technology, lectures, presentations, and guest speakers.

Leadership
Attribution Theory
The Change Process
Organizations as Social Systems
Problem Solving
Decision Making
Emotional Intelligence
Diagnostic Tools
Analyzing Data
Results Oriented Leadership
Collaborative Leadership
Goal Setting

Teaching Methods

Instructional methods used in this course will include, but not be limited to:

A. Instructor and other Educators (Guest) Presentations
B. Individual presentations
C. Group Presentations
D. Instructor/Student Interactions
E. Information dissemination via Media (i.e., videos, transparencies, graphs, charts)
F. Cooperative Learning Groups
G. Fieldwork
H. Case studies
I. Simulations
J. Role Play

Important Concepts, Principles, and People Discussed in this course

Course Requirements

1. **Conduct an interview** with a school principal or CEO of an organization and develop a Profile Essay of an Effective Leader (Access the literature) **100 Points.** This is a research activity; 10 or more pages are required. Paper should be written in APA style and must include References.
   
   Note: A description of a Profile Follows:
   
   ➢  Profile essays closely observe their subject. The content of a profile essay includes a combination of the description that follows from that observation and any supplemental factual information the writer can provide so that readers get both a vivid impression and a deeper understanding of the subject.
   
   ➢  The writer’s observations may be freshly acquired, called up from memory, or acquired through some form of research. Researching means seeking information rather than impressions. But once you have the information and you’ve had a chance to digest it all, it’s bound to make some kind of impression on you. The profile is therefore, an “expressive” and an “objective” purpose—It’s both informative and impressionistic.

2. **Fieldwork Project**: Gain entry into an organization and develop a **Profile Essay of an Effective Organization** (Access the literature) **100 Points.** This is a research activity of 10 or more pages. Paper should include References.

3. **Field experience.** Attend a school board meeting or other enterprise meeting.

4. **Case Studies and Scenarios** will be discussed (individually and in groups)
Outside reading and papers: Practicing professionals are expected to be current in regard to the knowledge base of their specialty area(s). It is recommended that extensive reading in applicable journals be an ongoing activity. See Reading list.

Oral reports: Yes

Laboratory/Field Experiences: Yes

College LiveText: All specified assignments must be completed and uploaded to College LiveText.

**Course Evaluation**

Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit counts. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the following assignments: All assignments will receive a numerical score ranging from 0-100.

**Grading**

Evaluation in the course will be based on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, examinations, and projects. The quality of the work you submit in consideration of a grade counts. Grades are determined by the quality of student performance.

**Grading Scale:**

- A=100-90, B=89-80, C=79-70, D=69-60, F=Below 60

**Scoring Rubric**

[FAMU] Favorable (4) Acceptable (3) Marginal (1) Unacceptable (0)

**Favorable** performance is exemplified in outcomes (products) that exceed or meet established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to outcomes (products), which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

**Acceptable** performance is exemplified in outcomes (products) that approach or proximate established criteria, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

**Marginal** performance is exemplified in outcomes (products) that do not exceed, meet, or approach or proximate established criteria, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-70.

**Unacceptable** performance is exemplified in outcomes (products) that do not exceed, meet, or approach or proximate established criteria, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.
and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

**Course Policies**

All assignments submitted for consideration of a grade are to be word processed and are due on the date and time specified in the syllabus or by course professor. A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date and time. Plagiarism is unethical and unacceptable. Essays, papers, tests and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged.

Supervisory responsibilities for teachers and administrators are a part of public education. Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Students are expected to be punctual (on time) and attend all classes and contribute to the learning process. Two absences will result in a letter grade reduction for the semester. Consultation with course professor needs to occur if a student is absent more than two class meetings.

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**Tentative Course Calendar**

**Thematic Areas (PEU Conceptual Framework Standards)**

Values
Educational Technology
Diversity
Urban/Rural Education
Professionalism
Critical Thinking

**Tentative Course Calendar**

Week 1  5/17 Introduction, Course Overview, Definitions, Concepts, Requirements, Leadership, Chapters 1-4  “Effective Leadership for School Improvement”

Week 2  5/24  Chapter/Research Discussant

Week 3  5/31  Chapter/Research Discussant

Week 4  6/7  Chapter/Research Discussant
            Guest Speaker
Week 6  6/14  Chapter/Research Discussant
   Project: Develop a Profile Essay of an Effective Leader (Due)
Week 7  6/21  Chapter/Research Discussant
Week 8  7/5  Chapter/Research Discussant
Week 9  7/12  Chapter/Research Discussant
   Project: Develop a Profile Essay of an Effective Organization (Due)
Week 10 7/19  Chapter/Research Discussant
   Project of Synopsis of board meeting/Organizational Meeting (Due)
Week 11 7/26  Chapter/Research Discussant
   Group Project Due
Week 12 8/2  Chapter/Research Discussant

References

Selected References


Dufour, Richard and Robert Eaker; Creating the New American School: A Principals Guide to School
   Improvement, National Education Service, Bloomington, Indiana, 1992


Lezotte, Lawrence W.; Learning for All; Effective Schools Products Ltd., Okemos, Michigan, 1997

Marzano, Robert J. et al; Classroom Instruction that Works: Research Based Strategies for Increasing

   Communitarian Climate and Academic Climate to Mathematics Achievement and Attendance

Reeves, Douglas B.; Accountability in Action: A Blueprint for Learning Organizations, Advanced Learning

Schmoker, Mike; RESULTS: The Key to Continuous School Improvement, ASCD, Alexandria, Virginia,
   USA, 1999.

   Partnership Perspective." (ERIC: ED 396 416).


Professional Behavior

The educational enterprise and teaching is a public trust. That is, parents have confidence in those in whom they have entrusted their most precious possession. The behavior of teachers and administrators in the professional and public arena is a reflection upon you and the educational profession. Unprofessional conduct exhibited in this class will result in a lowered grade. In such an event, a conference will be arranged with the student to discuss the specifics of the incident. Subsequent incidents will result in the student being dismissed from the class.

PLEASE READ AND SIGN THE FOLLOWING STATEMENT--DETACH AND RETURN TO THE PROFESSOR

I have read this course syllabus and understand the grading and attendance policies and the professional requirements of this course.

____________________________________                       _________
Signature                                          Date