In this course, students will explore major concepts related to developing partnerships and communities of learners. Course topics include the change process, forms of school and community governance, school culture, the concept of collaboration, and agencies and organizations involved in community programs and initiatives. Special attention is focused on planning and implementing system-wide and building-level networks. Students will develop and evaluate a framework for collaboration and demonstrate systems thinking. This is typically the first course completed in the CAGS program.

Catalog Description

Course Overview

Essential Questions:
1. What is collaborative leadership?
2. How do we make collaboration work?
3. What are my natural leadership abilities and how can I use them to lead collaborative change efforts in my organization?
4. What knowledge, skills, attributes, and dispositions are necessary to be an effective collaborative leader?
5. How does Systems Thinking inform/impact leadership, collaboration, and continuous improvement efforts?
**Course Objectives:** Students will be able to:
- Describe their leadership style, its impact on their current role as a leader, and its implications for their future role as collaborative leaders.
- Define emotional intelligence and discuss its role in collaborative leadership.
- Explain the contributions of vision, affiliation, shared decision making, and coaching in facilitating and enhancing collaborative improvement efforts.
- Develop knowledge and skills fundamental to providing effective visionary, affiliative, democratic, and coaching leadership as components of collaborative leadership.
- Examine a specific site-based problem or issue and design a collaborative process for addressing it.

**Course Methods:** Activities are planned to allow students to engage in collaborative experiences and discussions. Class sessions will be delivered through small and large group instructional techniques. Students will have the opportunity to develop their individual collaborative skills through participation in and practice with specific cooperative learning techniques, strategies for successful group facilitation, and organizational approaches to system’s thinking.

**Textbooks and Recommended Reading**

**Required Textbooks:**


   *Important instructions for this book--Please do the surveys in appendix A & B before you read the book.

   


**Suggested Reading:**

Professional Standards, Course Goals/Objectives, and Assessment

Class Preparation & Participation:
Class begins at 8:30am. Arriving on time and being prepared when class begins will allow you to participate in whole class and cooperative group discussions using prior knowledge; explore, analyze, apply, connect and share knowledge related to our educational topic(s); and transfer your learning to personal understanding. You are expected to attend all classes, complete all assignments, and actively participate in class activities. *Except in an emergency, you must telephone or email the instructor prior to class if an absence is necessary. It is your responsibility to get copies of notes, handouts, and/or assignments if you miss a class.* Multiple absences and/or tardiness will have an adverse effect on your grade, and failure to complete and hand in assignments on time will result in grade reductions.

1. Reflection papers describing essential learning on assigned readings. (10% — 5% per paper Reflection Rubric on class Moodle site) (Approx. 2 pages)
   a. Reflection #1 Prompt Questions
      Based upon the Glanz Leadership Typology what are your natural leadership qualities? What are your natural leadership virtues? To what extent did the results match/not match your perceptions of yourself? (Any Ah Ha’s or surprises?) What examples of these styles/virtues can you see in your life? How do you/might you use your natural leadership qualities and virtues (as identified through the Glanz inventory) to be an effective collaborative leader of change in your organization?
   b. Reflection #2 Prompt Questions
      Within your profession/field of work, what issues consistently get your attention? Which ones make you angry? Which ones make you excited? What view of the future inspires and motivates you? What do you want for your profession/field in which you work and the clients you serve? What is the contribution you hope to make? Are you willing to risk being changed by your own journey?

2. On-line discussions [1 discussion—see course outline/calendar for dates] (5%) Credit for completion
   Have a brief on-line discussion with your classmates about your reactions to some of the readings. Comment on anything that resonated with you, thoughts/ideas that were stimulated by the reading, questions you have as a result of the reading, examples you have seen in your own life, or anything else on which you would like to comment.

3. Class preparation and participation (30%)
   Learning is greatly enhanced by “doing” and further; each of you has much to offer one another. I, therefore, urge you to complete the reading assignments in preparation for the class and to participate fully in class activities and dialogues.

4. Collaborative Change Project Paper (55%) (Project Rubric on class Moodle site)
   Select an issue/problem or new initiative within your workplace. Utilizing information gained through the readings and class work, analyze the issue/initiative from a systems perspective and develop a plan that details, how you would use what you have learned in this
class to organize and lead a collaborative effort to address this issue? What is the issue/initiative? What internal/external forces are involved? What aspects of the “system” will this issue/initiative impact and in what way? Who would you engage with you in addressing the issue/initiative, why, and how (be sure to think of all layers of the system)? What steps would be involved in your process?

*APA format is required.*

**How Final Grades are Calculated**

*Please note: Submission of required work after the due date may result in a lower grade unless prior arrangements have been made for an extension.*

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Papers</td>
<td>10% (5% each)</td>
</tr>
<tr>
<td>On-line Discussions</td>
<td>5%</td>
</tr>
<tr>
<td>Class preparation &amp; participation</td>
<td>30%</td>
</tr>
<tr>
<td>Collaborative Change Project</td>
<td>55%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-95</td>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>A-</td>
<td>94-90</td>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>C-</td>
<td>73-70</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
<td>Below C is</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
<td>unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

**Reflective Writing and Project Rubric on the class Moodle site**

**ISLLC Standards**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assignment</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Mission, Vision and Goals</strong></td>
<td>Class Activities and Discussions</td>
<td>Reflective Writing Rubric</td>
</tr>
<tr>
<td>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</td>
<td>On-line Discussions Reflection Paper Collaborative Change Project</td>
<td>Project Rubric</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 2: Teaching and Learning</strong></td>
<td>Class Activities &amp; Discussions</td>
</tr>
<tr>
<td>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</td>
<td>Reflection Paper Collaborative Change Project</td>
<td>Project Rubric</td>
</tr>
<tr>
<td>NH Ed614.13 (b)(2) Knowledge of the culture of teaching and learning</td>
<td>Class Activities &amp; Discussions Collaborative Change Project</td>
<td>Project Rubric</td>
</tr>
<tr>
<td>---</td>
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</tbody>
</table>
| **Standard 3: Management**  
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.  
NH ED614.13 (a) The curriculum administrator program shall provide the candidate with the ability to direct the curriculum, instruction, and assessment activities of a school district or administrative unit. | | |
| **Standard 4: Collaboration**  
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.  
NH Ed614.13 (b)(3) Skill in developing relationships with the broader community to foster learning | | |
| **Standard 6: Politics**  
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.  
NH Ed614.13 (b)(5) Knowledge of how the social fabric of the larger community | | |
influences the educational enterprise.

## ELCC Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assignment</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Develop a Vision:</strong> Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning (e.g., cultivate group norms, influence institutional culture, and affirm core values.).</td>
<td>Class Activities &amp; Discussions On-line Discussions Collaborative Change Project</td>
<td>Project Rubric</td>
</tr>
<tr>
<td><strong>1.3 Implement a Vision:</strong> Use data-based research strategies and strategic planning processes that focus on student learning to create conditions that motivate staff, students and families to achieve the school's vision (e.g., facilitate collegiality and teamwork, arrange significant work, encourage challenging standards, provide autonomy, support innovation, delegate responsibility, develop leadership in others, provide leadership opportunities, recognize and reward effective performance, provide knowledge of results, provide coaching and mentoring, gain resources, serve as a role model.).</td>
<td>Class Activities &amp; Discussions Reflection Paper Collaborative Change Project</td>
<td>Reflective Writing Rubric Project Rubric</td>
</tr>
<tr>
<td><strong>2.1 Promote a Positive School Culture:</strong> assess school culture using multiple methods and implement context-</td>
<td>Class Activities &amp; Discussions Reflection Paper Collaborative Change Project</td>
<td>Reflective Writing Rubric Project Rubric</td>
</tr>
</tbody>
</table>
2.4 Design Comprehensive Professional Growth Plans: demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.

3.2 Manage Operations: demonstrate the ability to use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision and to maximize ownership and accountability.

3.3 Manage Resources: Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills (e.g., identifying the problem, seek and analyze problem factors, collect and organize relevant information, identify causes, seek creative solutions, apply ethical standards, determine best solution with others when appropriate.)
4.1 Collaborate with Families and Other Community Members:
Demonstrate an ability to bring together the resources of family members and the community to positively affect student learning; demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.

6.1 Understand the Larger Context: Apply a systems perspective, viewing schools as interactive internal systems operating within external environments.

6.2 Respond to the Larger Context: Apply an understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

This course is part of a professional preparation program for school leaders. Therefore, students are expected to adhere to the highest ethical and professional standards. Students are expected to: cooperate with one another and with the instructor; contribute to group discussions and projects; and to represent their own work fairly and honestly. Work will be evaluated for effort, accuracy, and adherence to the style requirements outlined in the American Psychological Association (APA) publication manual.

**Content of Course Which Addresses Technological Standards/Competence**

Students in this course will contribute to online discussions.
<table>
<thead>
<tr>
<th>Date</th>
<th>Focus Questions</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Saturday, September 28</strong></td>
<td>Getting Started • Who is in this class? • What will I learn in this class? • What is expected of me? • What is collaborative leadership? • Why is collaborative leadership important? What is resonant leadership? and • What does “resonance” have to do with collaborative leadership? What is visionary leadership? • What role does vision play in collaborative leadership? • How can a leader build a vision?</td>
<td>The following should be read in preparation for this class session—Goleman, et.al.—Read Part 1 (Chapters 1-5)</td>
</tr>
<tr>
<td><strong>By Wednesday, October 9</strong></td>
<td></td>
<td>Online Discussion #1 • Post a brief reflection on the Goleman (Chaps. 1-5) and/or Wheatley &amp; Frieze Parts I &amp; II • Refer to p. 3 of syllabus for guidelines</td>
</tr>
<tr>
<td><strong>By Sunday, October 13</strong></td>
<td></td>
<td>• Respond to 2 classmate’s postings</td>
</tr>
<tr>
<td><strong>By Monday, October 14</strong></td>
<td>Please e-mail your 1st reflection paper as a Word document to me at <a href="mailto:plclark@plymouth.edu">plclark@plymouth.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Saturday, October 19</strong></td>
<td>What is affiliative leadership? • How important are relationships? • How are dialogue, discussion, and debate the same or different? • How do I facilitate dialogue in my organization? What is “systems thinking?” • What insights/understandings do I gain when I apply systems thinking to an issue/problem in my organization? Who am I as a leader? • What is my leadership style and how does it manifest in my work life? • What are my leadership virtues and how do they manifest in my work life?</td>
<td>The following should be read in preparation for this class session—Wheatley—Part I: Leaving Home &amp; Part II: Journeying Glanz—1st Do Appendix A &amp; B before you read the book Then read the complete book</td>
</tr>
<tr>
<td>October 28</td>
<td><strong>Word document to me at <a href="mailto:plclark@plymouth.edu">plclark@plymouth.edu</a></strong></td>
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</tbody>
</table>
| Saturday, November 2 | What is democratic leadership?  
  - What is power?  
  - What power do I have?  
  - How do I empower others?  
  - How are decisions made?  
  - What is consensus and how do I know when I have it?  
What is coaching leadership? (Coaching the Individual)  
  - How do I empower and promote the growth of each individual?  
  - How do I give feedback that is truly helpful?  |
| The following should be read in preparation for this class session--  
  Goleman, et. al.—Read Parts 2 & 3 (Chapters 6-11)  
  Wheatley & Frieze—Read Part III Returning Home & Part IV Reflection |

| Saturday, November 23 | What is coaching leadership? (Coaching the Team)  
  - What is professional learning and how do I make it happen?  
  - What are professional learning communities and how do I create them?  
  How can I apply what I have learned?  
  - How do we bring all these authors and theories together?  
  - How can I apply what I have learned in my work setting?  |
| By Wednesday November 27 | Collaborative Change Project Paper Due  
  As Word document e-mail to me at plclark@plymouth.edu  
  NO CLASS |

**Conceptual Framework**

**College of Graduate Studies (CoGS) Program Hallmarks**

Plymouth State is dedicated to providing learning experiences that promote understanding and respect for all people, and constructive discourse that includes a range of perspectives. The University strives to create an environment that embraces diversity, equity, and inclusiveness for the entire community.

The College of Graduate Studies is dedicated to providing a learning environment that supports development of the mind, body, and spirit. By providing a solid foundation for continuous learning, students are encouraged to grow and serve as scholars and professionals. The College of Graduate Studies recognizes the contributions of faculty and students to disciplinary and interdisciplinary best practices.
The purpose of graduate study is to:
- Promote intellectual curiosity;
- Investigate advanced subject matter in depth and breadth;
- Master scholarly techniques and developmental research;
- Cultivate an atmosphere of intellectual discipline that facilitates faculty and student scholarship and research; and
- Contribute to the knowledge base of professionals and improve society’s understanding of the systems in which people, organizations, and communities thrive.

Learners in the College of Graduate Studies are encouraged to be active agents in their graduate programs through dynamic collaboration with our diverse faculty of scholars and practitioners. The graduate programs foster inquiry and critical thinking through a commitment to the following **hallmarks**:

1. Leadership and Advocacy
   *Through this course, students gain knowledge and skills, which contribute to their capacity to be effective collaborative leaders and to engage with others in advocating for sound, ethical, and effective educational practice, programs, and policies.*

2. Reflection and Innovation
   *Throughout this course, students regularly engage in reflection upon their own strengths/weaknesses as collaborative leaders and on new insights gained through the course readings and class activities. Through their final project, they demonstrate the ability to develop an effective plan for collaborative engagement in educational improvement.*

3. Scholarship and Action/Application
   *Through this course, students read a variety of texts with theoretical approaches and practical strategies for effective collaborative leadership. They demonstrate the ability to apply their new learning in class activities and discussions and through their final projects.*

4. Professionalism and Service
   *Students engage in professional dialogue with one another in the class setting and through online discussions. They demonstrate service to their profession and particularly their place of employment, through their final project.*

5. Global Awareness and Social Responsibility
   *Through the course readings, activities, and discussions, the students examine education from a systems perspective including both the traditional mechanistic system paradigm and the newer emerging living systems paradigm. They discuss the implications of these paradigms for the ethical treatment of all others within their educational organizations and communities.*

*Plymouth State University, College of Graduate Studies Graduate Academic Catalog 2010–2011 (pp. 7–8), Retrieved May 23, 2011 from [http://www.plymouth.edu/graduate/files/2010/12/graduate-academic-catalog-1011.pdf](http://www.plymouth.edu/graduate/files/2010/12/graduate-academic-catalog-1011.pdf)
University Policies and Procedures

- **ADA Policy**: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity**: Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials**: Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtailed Operations Information**: Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

Following are the PSU curtailed operations and/or class cancellation notification
procedures:
In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.

Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Lamson Library and Learning Commons**
  Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk in on the Main Floor.