

Fall 2015

EDAD 6930

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**The University of New Orleans
College of Education and Human Performance
Department of Educational Leadership, Counseling and Foundations
Leader Behavior in Educational Administration (EDAD 6930)
Fall 2015; Education Building, Room 224**

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Course Description

The purpose of this course is to explain conceptual frameworks, theories, models, and research methods related to the analysis of leadership and leader behavior in educational administration. In pursuing this purpose, students will fulfill the following objectives: (a) gain an understanding of leadership research as a scholarly field, (b) develop a more sophisticated understanding of educational leadership, (c) explore some of the key leadership issues in American elementary, secondary, and postsecondary education, and (d) learn about some of the salient issues to consider in conceptualizing and conducting leadership research.

This class is designed to serve as an introduction to the field of educational leadership analysis. Readings will focus on current issues in the field, as well as the theories and methods of leadership research. We will explore the complexities of varying influences on education. Upon completion of this course students will be able to:

- Identify the assumptions, problems, and solutions relevant to educational leadership.
- Understand what educational leadership is and some of the challenges leaders face.
- Describe the qualities of effective leadership.
- Detail the methods educational leaders can employ to enact change.
- Analyze class and real-life cases in regard to effective leadership in education.

Conceptual Framework for the College of Education Curriculum

College Mission:

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of practice and theory.

Conceptual Framework:

Note: Aspects of this syllabus were adapted from the syllabi of other faculty.

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Required Readings

Northouse, P. G. (2013). *Leadership: Theory and practice*. Thousand Oaks, CA: SAGE Publications.

Resources for the above text can be found at: <http://www.sagepub.com/northouse6e/>

Additionally, selected articles, documents, and book chapters will be available on the course Moodle website. Please visit the site often to read announcements and access course materials (Power Point presentations, assigned readings, syllabus, etc.). If you're unfamiliar with Moodle, you can find online tutorials at: <http://www.uno.edu/moodle/>. You must have a UNO access account to use our Moodle system. If you need help with your access account, please see the Help Desk: <http://ucc.uno.edu/helpdesk/>. The Moodle login page is: <http://uno.mrooms3.net/>

Course Policies and Expectations

Attendance:

While I realize that life situations occur that prevent students from attending every class, since we are meeting only once per week, students are expected to attempt to be present as much as possible. Students are only able to miss three classes without penalty (the first day of class does not count towards this number). Each additional absence, regardless of reason, may result in a one letter grade deduction from your final grade. The class participation grade makes attendance even more important, as it is essentially impossible to make-up missed participation. If you will be absent for any reason (e.g., illness, personal or family issue, religious observance, attendance at professional or scholarly conferences), please inform me as soon as possible.

Classroom Decorum Policy:

Free discussion, inquiry, and expression are encouraged. All individuals, students and instructor alike, are expected to demonstrate courtesy and respect for one another. Behavior that interferes with either teaching or learning is not acceptable. Rude, impolite, or offensive behavior or language will not be tolerated. Students may be barred from participation as a result of behavior that, in the opinion of the professor, is inappropriate or negatively affects the learning/work environment. While the use of laptop computers, iPads, and similar devices as aids in learning are encouraged, please do not inappropriately use such items, including cell phones, during class for non-instructional purposes. Such activity as surfing the web, instant messaging, reading and answering emails, and/or watching videos or listening to music, is unprofessional and considered an affront to the professor and other students in the class. These behaviors will be considered as a lack of engagement on the part of the student and, on the discretion of the professor, may result in a penalty to the class participation grade. In situations of violations of this policy by multiple students, it is the professor's prerogative to ban electronic devices from class.

Expectations for written assignments:

All written assignments are expected to follow to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association 6th edition. An excellent resource for APA style, among others, is the Online Writing Lab (OWL) at Purdue University: <http://owl.english.purdue.edu/owl/>. Every single assignment must be word processed, double-spaced, using 12-point font Times New Roman, and carefully edited and proofread prior to submission. All papers should have a title page, running head, appropriate margins (1 inch) and spacing, headings for sections, proper citations, pagination, and references. Papers not meeting require length or those excessively exceeding the page limit may be given a lower grade. Assignments must not be longer than the specified page limit and additional pages beyond the page limit may not be graded. All written work should be submitted to me via email. Please submit MS Word documents only (not PDF files) so that I may provide feedback using track changes and the comments function. All work submitted for this class must be your own and I reserve the right to upload your assignments to Turnitin.com to check for possible plagiarism. If you would like to improve your writing skills, please contact the UNO Writing Center at 280-7154. The instructor may refer students to the Writing Center. Finally, late work may be penalized up to 5% per day beyond the due date (one-half a letter grade).

Academic Integrity:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

Students with Disabilities:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Teaching Philosophy and Instructor Responsibilities

My personal teaching philosophy centers on placing a high value on student-focused teaching that harnesses a culture of learning based on diverse viewpoints and academic excellence. I firmly believe that students should learn to embrace diverse opinions, which can partially be achieved by an understanding of the methods and concepts of a variety of academic disciplines. I believe that the classroom is the perfect setting for open discourse and introducing students to a diversity of opinions. Embracing a diversity of opinions not only allows students to consider alternative stances, but helps them learn to evaluate evidence and dissect scholarly arguments. It is a difficult task at times, as students are often hesitant to not only criticize others, but can be paralyzed by their own fear of criticism. I am an ardent supporter of the Socratic Method, as I feel its open dialogue and discussion engages students, facilitates student learning, and introduces students to the varying viewpoints of their classmates.

One of my primary goals in teaching is to improve students' understanding of the methods of conducting research, enhance their knowledge of current trends, to develop their ability to recognize and construct evidence-based arguments, and to strengthen their ability to write. In pursuing this goal, I feel incorporating the methods and theories of a variety of disciplines will equip student with the proper tools to engage in scholarly research. I want students to focus on developing their own ideas, backed with evidence, to aspire to become a great scholar themselves. Our field is filled with a litany of great scholars-I want students to join those ranks. I feel a good teacher helps awaken their students' awareness of their own potential to contribute to their field's scholarship. While I push students hard to excel, I believe that creating a culture of scholarly creativity in the classroom with assist them in acquiring an expertise in their area.

To become innovative scholars themselves, students must begin their mastery of the material presented in both their courses and own research. By expecting disciplined excellence of students, a good teacher will help them acquire the skills and dispositions needed for their future professional success. Such mastery often requires repeated exposure to material, which helps ensure that content will not be quickly forgotten. It also requires an in-depth analysis of course readings. While some teachers adhere to a "more is better" approach to assigning course readings, I feel mastery of selected works is not only more beneficial, but will provide students with the scholarly foundations to build upon.

I not only have high expectations for my students, but also myself as an instructor. Students should expect that I will:

- 1) Be prepared for class, read and return your work in a timely manner, and be interested and engaged in your work;

- 2) remember that each of you brings a different background, experience, and perspective to this course
- 3) learn from you and your diverse perspectives;
- 4) meet with you individually or in groups upon request and be available in person, by telephone, and by e-mail.

Assignments

Participation (15 points):

This class is largely dependent on your participation in class discussions, exercises, and other planned activities. Your participation points will be determined by your presence in class (not missing class during the semester), your preparation for class (demonstrating through our discussions that you have carefully read and reflected on the material), and your full engagement in all class discussions, exercises, and activities. A good student is expected to be an active contributor to the class by enthusiastically participating in discussions and activities and demonstrating, through comments and questions, that they have read the assigned material prior to the class meeting. Possible reasons for deductions to the participation grade include, but are not limited to: not evidencing preparation for class (see above), failing to observe accepted standards of classroom civility (such as speaking when others are speaking or presenting), or continually or excessively arriving late or departing early from class. You will not be able to “make up” participation points for a missed class. Participation credit will be assessed as follows:

Excellent – Active participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic. This does not mean dominating the discussion or talking for the sake of talking – 13-15 pts.

Satisfactory – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and reflection – 9-12 pts.

Marginal – Passive participation including being present, awake, attentive, but not actively involved – 5-8 pts.

Unsatisfactory – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the progress of the discussion, exhibiting disrespect or incivility, or dominating discussion to the point of precluding the contributions of others – 0-4 pts.

As part of the participation grade, you should complete (and bring to class) the 15 leadership questionnaires/instruments contained at the back of chapters 2-16. We will be discussing the results as a class. PDF's of the questionnaires can be found on the textbook website and on Moodle.

Application of Theory: Case Analysis (20 total points)

By the Friday before each class we discuss readings from Northouse (with the exception of Week 3), I will email the class two links that showcase a current issue in educational leadership (one from K-12, one from higher education). Students are expected to read these articles each week and think about how the theories/concepts from that week apply. We will discuss this application each week. Four times during the semester you will need to write a 500 word mini-case analysis of readings, applying one of the theories/concepts from *that week* to the scenario presented in the article. In other words, how does the theory explain/inform the events in the article. You may choose any of the articles you wish (either the K-12 or higher education). There are no set due dates for this assignment, save that you must turn in the application the same day we discuss it (and must be present in class). We have eight separate classes in which we will discuss the Northouse readings-you may choose any four of those eight.

Comment [BRB1]: Didn't work... their responses fell short of what he wanted. ½ way through shifted to in-class discussion/presentation of the same idea. Harvard leadership case studies... and connect the theory.

Perhaps model the application of theory for them at the beg. Of semester, and then move that do their job and in writing. Gradual release of responsibility....

Educational Leadership in Louisiana Project (65 total points):

To better understand the concepts and theories we discuss throughout the course, and to apply them to real-world situations/people, the class will explore the experiences of educational leaders in Louisiana. To accomplish this goal, this assignment has three parts:

Comment [BRB2]: 2 interviews, transcribe, poster session, reflection piece.

Leadership Interviews (30 total points):

Each student will conduct two interviews with an educational leader. To be interviewed, the individual must be in a leadership position in the state (either K-12 or higher education) whose primary focus is education. Each interview must elicit responses to an interview protocol created by the class. Students may ask additional questions if they so desire. Possible questions for the protocol we develop could include the following:

What is your definition of leadership?

What are the positive aspects of being in a leadership position?

What are the negative / difficult aspects of being in a leadership position?

What recommendations would you make for a person to prepare for leadership?

How do you deal with the politics in your organization?

What ethical standards do you hold dear?

How do you effectively get groups to work together to reach the goals of the organization?

What strategies do you use to motivate your staff?

What are your beliefs on developing other leaders within your organization? What methods have you found successful?

What methods have you found effective for resolving conflicts in your organization?

What books, training, or professional organizations would you recommend for further professional development in leadership?

Any additional experience, learning, or advice that you might share?

Please describe for me what you feel are the qualities of an effective leader.

How would you describe your leadership style?

How do you manage conflict when it arises within your organization?

How would you describe the culture of your organization?

How do you promote a positive climate within your organization?

Comment [BRB3]: Class developed.

You should inform me the details (name and role in educational leader) of the individuals you will interview as soon as possible. No individual can be interviewed by more than one student, so potential interviewees are on a first come basis. That said, before you forward me any names, you must first contact the individual! (You can't provide me a name to "reserve" that person). You should record the interview, as you will need to provide a transcription of the interview. You may use whatever method best suits you for the interview, including conducting the interview by phone or Skype. The interview should be at least 20 minutes long, though no more than 1 hour. There is no need to obtain a legal release from the interviewee. Prior to the interview, you should have had a preliminary conversation with the interviewee to explain the nature of the project. In the transcription, avoid correcting the interviewee's grammar, regional dialect, or colloquialisms. On the transcription, you remove any information that identifies your interviewee and use the terms "interviewer" and "interviewee" to describe the roles of the participants. Because of the time it takes to conduct and transcribe interviews, I have set aside two weeks for you to complete this project (though you are welcome to conduct the interviews at any time more convenient for you and the interviewee). Once the semester is ended, please destroy/delete the digital copies of the interview. Each interview & transcription is worth 15 points. *All interview transcriptions are due not later than March 31st!*

Interview Reflections (20 total points):

Following each interview you are to complete a 2-3 page critical reflection detailing what you learned about leadership from this individual and how you can use this information in your own professional development. As part of this critical reflection, you should analyze how the leader fits into the leadership styles we will discuss until that point. Each interview will be worth a possible 10 points. The reflections are due on no later than February 24th and March 24th (for the first and second interviews). You are welcome to turn them in prior to those dates, should you complete the interviews during times not set aside in the syllabus. If you are unable to interview the first person by the due date of the reflection, you must provide me justification.

Comment [BRB4]: Lower point total?

Poster Session (15 points)

The final stage of this project is to analyze all of the interviews and apply one of the leadership frameworks/theories we will cover for this course. The analysis will be presented as a poster (not a paper). As noted by ASHE (the Association for the Study of Higher Education), "poster presentations provide a forum for scholars to engage in active discussion ... about a completed research project or about a project in developing stages. The poster venue allows scholars with similar research interests to interact by using the poster as a focal point." Your poster should be fairly self-explanatory, as to allow you to provide particular points of interest. You should have the following elements (adapted from NASPA):

Comment [BRB5]: Points higher?

- Title
- Brief and clear statement of introduction (e.g. describe the setting, relevant literature)
- Statement of the problem or issue you have assessed (i.e. why is this important?)
- Methodology/Data (i.e. how was your assessment conducted?)
- Key findings/results (i.e. what was most interesting or important?)
- Theoretical and/or practical significance and implications of the research (i.e. how will the assessment findings be integrated into practice?)

- References (you can include Northouse, but need to move beyond that source).

On the final day of class, we will conduct a poster session. Half of the students will present their posters during the first half, with the roles switching during the second half of the class period. Students will conduct peer reviews of the posters, which will be used to help determine the final grade.

List of Journals and Websites/Additional Texts

The following journals and websites may be helpful resources for your assignments this semester:

- History of Education Quarterly
- Journal of Higher Education
- Research in Higher Education
- Review of Higher Education
- Higher Education: Handbook of Theory & Research
- Journal of College Student Development
- About Campus
- NASPA Journal About Women in Higher Education
- Journal of College And Character
- Journal of Student Affairs Research and Practice
- Oracle
- SACSA Journal
- New Directions for Student Services
- New Directions for Higher Education
- New Directions for Institutional Research
- New Directions for Community Colleges
- Community College Journal of Research and Practice
- American Educational Research Journal
- Leadership Review
- Journal of Leadership Development
- Journal of Leadership Studies
- Educational Researcher
- Harvard Educational Review
- Review of Educational Research
- Chronicle of Higher Education
<http://chronicle.com>
- Inside Higher Education
<http://www.insidehighered.com/>

Baldoni, J., & NetLibrary, I. (2005). *Great motivation secrets of great leaders*. New

York: McGraw-Hill.

Badaracco, J. & Ellsworth, R. (1989). *Leadership and the Quest for Integrity*. Cambridge: Harvard Business School Press.

Barker, R. A. (2002). *On the nature of leadership*. Lanham, MD: University Press of America.

Bennis, W. (2003). *On Becoming a Leader*. Basic Books.

Bennis, W. & Thomas, R.J. (2002). *Geeks & Geezers: How Era, Values, and Defining Moments Shape Leaders*. Boston: Harvard Business School Press.

Bennis, W. (2000). *Managing the Dream*. Cambridge, MA: Perseus Publishing.

Bennis, W & Goldsmith, J. (1997). *Learning to Lead*. Toronto: Canada Publishing INC.

Bennis, W. and Nanus, B. (1985). *Leadership: The Strategies for Taking Charge*. New York: Harper and Row.

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco, CA: Jossey-Bass.

Brock, B.L. & Grady, M.L. (2004). *Launching Your First Principalship: A Guide for Beginning Principals*. Thousand Oaks, CA: Corwin Press

Burns, J. M. (1978). *Leadership*. New York, NY: Harper Perennial Political Classics.

Burns, J. M. (2003). *Transforming leadership: the new pursuit of happiness*. New York: Atlantic Monthly Press.

Cohen, M. D., & March, J. G. (1986). *Leadership and ambiguity: The American college president*. Boston, MA: Harvard Business School Press.

Coles, R. (2001). *Lives of moral leadership: Men and women who have made a difference*. New York, NY: Random House.

Connors, N.A. (2000). *If You Don't Feed the Teachers, They Eat the Students: A Guide to Success for Administrators and Teachers*. Nashville: Incentive Publications, Inc.

Crosby, B. C., & Bryson, J. M. (2005). *Leadership for the common good: tackling public problems in a shared-power world*. San Francisco: Jossey-Bass.

Deal, T.E. & Peterson, K.D. (1999). *Shaping School Culture: The Heart of Leadership*. San Francisco: Jossey Bass.

- Eckel, P. D., & Kezar, A. J. (2003). *Taking the reins: institutional transformation in higher education*. Westport, CT: Praeger.
- Gabriel, J. (2005). *How to Thrive as a Teacher Leader*. Alexandria, VA: Association for Supervision and Curriculum Development
- Gardner, H., & Laskin, E. (1995). *Leading minds: an anatomy of leadership*. New York, NY: BasicBooks.
- Gardner, J. W. (1990). *On leadership*. New York: Free Press.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence*. Boston, MA: Harvard Business School Press.
- Greenleaf, Robert K. (1970/2008). *The servant as leader*. Westfield, IN: The Greenleaf Center for Servant Leadership.
- Helgesen, S. (1990). *The female advantage: women's ways of leadership*. New York, N.Y.: Doubleday Currency.
- Heider, J. (1985). *The Tao of Leadership*. New York: Bantam Books.
- Hoerr, T.R. (2005) *The Art of School Leadership*. Alexandria, VA: Association for Supervision and Curriculum Development
- Katzenmeyer, M. & Moller, G. (2001). *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders*. Thousand Oaks, CA: Corwin Press.
- Kellerman, B. (1984). *Leadership: multidisciplinary perspectives*. Englewood Cliffs, N.J.: Prentice-Hall.
- Kezar, A., Carducci, R., & Contreras-McGavin M. (2006). *Rethinking the "L" Word in Higher Education: The Revolution of Research on Leadership*. San Francisco: Jossey-Bass.
- Kezar, A. & Lester, J. (2011). *Enhancing Campus Capacity for Leadership: An Examination of Grassroots Leadership in Higher Education*. Palo Alto, CA: Stanford University Press.
- Kouzes, J. M. (Ed.). (2003). *Business leadership: A Jossey-Bass reader* (1st ed.). San Francisco, CA: Jossey-Bass.
- Schein, E. H. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass Publishers.
- Spears, L. C. (1998). *Insights on leadership: service, stewardship, spirit, and servantleadership*. New York: Wiley.

Wheatley, M. J. (2006). *Leadership and the new science: discovering order in a chaotic world*. San Francisco, CA: Berrett-Koehler.

Yukl, G. A. (2002). *Leadership in organizations*. Upper Saddle River, NJ: Prentice Hall.

Zimmerman-Oster, K. A., & Burkhardt, J. C. (1999). *Leadership in the making: Impact and insights from leadership development programs in U.S. colleges and universities*. Battle Creek, MI: W. K. Kellogg Foundation.

Grading Rubric

Each assignment will be given a letter grade and an associated point value in accordance with the quality it reflects:

A (90-100% of points) – Excellent/Outstanding. At the high end of the scale, the work at this level is extraordinary, surpasses expectations for the assignment, and is essentially error free. At the low end of the scale, the work is thorough, well-reasoned, and creative. Work is of excellent quality and has minimal errors.

B (80-89% of points) – Good/Very Good. At the high end of the scale, represents strong work for a graduate student that illustrates creativity and is generally thorough and well-reasoned, but evidences a few errors and/or minor conceptual weaknesses. At the low end of the scale, represents sound work for a graduate student that meets the basic objectives of the assignment and demonstrates a general understanding of and application of concepts. Work has some errors and/or conceptual weaknesses.

C (70-79% of points) – Borderline/Adequate. At the high end of the scale, represents adequate work for a graduate student that evidences strengths in some areas, but these are offset by errors or conceptual weaknesses in other areas. At the low end of the scale, weak work for a graduate student. Work just meets the minimal expectations for the assignment, but understanding of salient concepts is somewhat incomplete and work evidences errors in several areas.

D (60-69% of points) – Inadequate. Work fails meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important concepts.

F (Below 60%) – Unacceptable. Work is far below expectations for a graduate student in the course. Work is incomplete, contains copious errors, and disregards important concepts.

Final Grades

A	=	90-100%
B	=	80-89%
C	=	70-79%
D	=	60-69%
F	=	below 60%

Weekly Course Schedule

Weekend #1 August 21-22 **Course Introduction, Leadership & Theory, Trait and Skills Approach**

Class Introductions
Course Requirements

Read:

Northouse, Chapter 1-3

Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40(3), 371-384.

Weick, K. E. (1995). What theory is not, theorizing is. *Administrative Science Quarterly*, 40(3), 385- 390.

DiMaggio, P. J. (1995). Comments on 'what theory is not'. *Administrative Science Quarterly* 40(3), 391-397.

Weekend #2 Sept. 18-19 **Theory, Path-Goal Theory** **Style and Situational Approach, Contingency**

Read:

Northouse, Chapters 4-7

Due: First Interview Reflection

Weekend #3 Oct. 23-24 **Leader-Member Exchange Theory, Transformational Leadership, Team Leadership, Psychodynamic Approach**

Read:

Northouse, Chapters 8-11

Weekend#4 Nov. 13-14 **Women and Leadership, Culture and Leadership, Leadership and Ethics**

Read:

Northouse, Chapters 12-14

Kezar, A.& Lester, J. (2008). Leadership in a divided world of feminism. *Journal of Women in Higher Education*, 1(1), 49-73.

Due: Second Interview Reflection

Due: ALL INTERVIEW TRANSCRIPTIONS!

Mandatory	Dec. 3rd (7-9 PM)	Poster Session
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Due: Educational Leadership in Louisiana Posters