L- COURSES

L-100  *The Workplace Lab for System-Level Leaders
Deborah Jewell-Sherman
Yearlong course; eight credits.
The Workplace Lab is the professional seminar for students in the Ed.L.D. Program in the first year of their studies. Through a variety of modalities, aspiring transformational leaders will demonstrate the knowledge, habits of mind, and disposition to act by (1) analyzing critically the education sector; (2) collaborating and teaming to identify and reflect on problems of practice; (3) developing mechanisms to solve problems; (4) understanding the instructional core; (5) simulating systemic reform; and (6) scaling up through design and innovation. The Workplace Lab provides an opportunity for students to combine action and reflection, to challenge their assumptions about leadership and improvement, and to integrate and deepen their learning across the Ed.L.D. core curriculum.
Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students.
Wednesday, 9:00 a.m. - Noon.

L-101  *Leadership and Organizational Change for System-Level Leaders
(formerly titled Leadership and Management for System-Level Leaders)
Members of the Faculty
Spring course; four credits.
In this course, Ed.L.D. students engage with Harvard faculty to build their knowledge and skills in core areas of leadership and organizational change. Topics of study include leading through difference, innovation, and change, and resource management, among others.
Permission of instructors required. Enrollment is limited to first-year Ed.L.D. students.
Days and times to be announced.

L-102  *Leaders of Learning
Richard Elmore
Spring course; four credits.
This course is designed to equip students in the Ed.L.D. Program with a common body of knowledge about learning and teaching to prepare them to actively shape the discourse and thinking around learning in the organizations they lead; provide clear guidance and support, based on the best available knowledge, in the design of learning environments for adults and children; participate in and influence broader social and political discourse around the purposes of teaching and learning; and design, build, and propagate the next generation of learning organizations for society at large.
Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students.
Days and times to be announced.

L-103A  *Thinking Strategically about Education Reform
(formerly titled Remaking Education Policy)
Jal Mehta, Elizabeth City
Fall course; four credits.
This course seeks to bring Ed.L.D. students into the major debates surrounding education policy today. The course is divided into two parts. On Tuesdays, students will learn to see education policy through four different lenses that provide competing accounts for how to understand the educational problem. Perspectives to be considered include (1) governance, including centralization and decentralization; (2) poverty and inequality; (3) markets and bureaucracy; and (4) professionally led change. Each of these units will explore how today’s conditions came to be created, consider the conceptual underpinnings of the perspective, examine cases past and present, and incorporate the best available evidence on the efficacy of the chosen reform strategies. On Thursdays, students will learn how to act on these problems by taking on a series of “live” cases. For each case, students will be faced with a real-world actor confronting a current dilemma and will be asked to develop a strategic approach to addressing the dilemma. Across the course as a whole, students will gain familiarity with major education policy questions today, as well as develop a capacity to form robust theories of action for education reform.
Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students.
Tuesday, 2:00 - 5:00 p.m., Thursday, 2:00 - 4:00 p.m.

L-103B  *Thinking Strategically about Education Reform
(formerly titled Remaking Education Policy)
Mark Moore
Spring course; four credits.
Topics to be addressed in this course include leveraging social forces for sector-level change in K-12 education, strategic and political management, and community mobilization.
Permission of instructor required. Enrollment is limited to first-year Ed.L.D. students.
Tuesday and Thursday, 2:00 - 4:00 p.m.

L-104  *Ed.L.D. - Personal Mastery
Members of the Faculty
Yearlong course; eight credits.
(New course.) This course is designed with the guiding principle that as aspiring “transformational leaders,” students must include themselves in the “change equation.” The Personal Mastery strand of the Ed.L.D. Program is an integrated set of curricular elements intended to foster (1) a significantly greater understanding of students as leaders and learners (including their strengths, growing edges, blind spots, and vulnerabilities, which, if not identified and addressed, are likely to limit and undermine leadership and personal effectiveness); (2) a deepening ability to help students overcome their gaps and blind spots and manage their vulnerabilities in their personal growth; and (3) a significantly greater facility with group and team dynamics,
including how to be an effective team leader and member, and
how to recognize and address collective processes that derail
a group's capacities to execute, deliver, and learn. Specific
components of this course include units on adult development
and team effectiveness, among others. Additionally, Ed.L.D.
students are supported in their leadership development with
regular, yearlong, individualized leadership coaching sessions.
Before the start of the course, students will complete a portfolio
of assessments, including a leadership 360 feedback assess-
ment, that will provide baseline data to develop individualized
personal learning agendas. These agendas are pursued and
supported in the coaching, within the structure of this course
and throughout the duration of the Ed.L.D. Program.

Permission of instructor required. Enrollment is limited to first-
year Ed.L.D. students.

Monday, 2:00 - 5:00 p.m.

**L-200B *Ed.L.D. Second-Year Core Seminar**

*Paul Reville, Lisa Labey*

Fall course; four credits.

This course is specifically constructed for Ed.L.D. students
who have completed their first year of coursework and are
preparing for their third-year residency. It is divided into two
concurrent streams. One stream will consider examples of or-
ganizations, change initiatives and leadership that elucidate the
challenges of organizational position and context throughout
the education sector. The other stream is internally directed,
reflective and personal, and supports students in the continued
development of their own leadership skills and effectiveness.
Context, organizational position, and leadership are important
ingredients in successful change equations. Through weekly
structured, live case discussions, students will analyze a series
of change initiatives presented by leaders from various types of
organizations including a national nonprofit, district, founda-
tion, union, and others. A number of cases will also be derived
from students' summer work as well as experiences presented
by Ed.L.D. residents and alum. Through interactions with
these leaders from across the sector, students will gain a deeper
understanding of the factors that come into play with attempts
to enact change, and will develop a framework for analyzing
an organization and its capacity with respect to these factors.
In addition, students will progress on individualized leadership
agendas as a continuation of the Ed.L.D. personal mastery
strand that began in year one of the program. Working in small
groups, as well as in pairs, students will deepen their skills in
supporting and challenging their colleagues in the attainment
of goals aimed at increasing leadership effectiveness. A variety
of protocols and skill building concepts will be introduced to
facilitate this work and progress will be tracked and reflected
on through the use of a leadership journal.

Permission of instructor required. Enrollment is limited to second-
year Ed.L.D. students.

Friday, 9:00 a.m. - Noon.

**L-200A *Ed.L.D. Second-Year Core Seminar**

*Paul Reville, Lisa Labey*

Fall course; four credits.

This course is specifically constructed for Ed.L.D. students
who have completed their first year of coursework and are
preparing for their third-year residency. It is divided into two
concurrent streams. One stream will consider examples of or-
ganizations, change initiatives and leadership that elucidate the
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of goals aimed at increasing leadership effectiveness. A variety
of protocols and skill building concepts will be introduced to
facilitate this work and progress will be tracked and reflected
on through the use of a leadership journal.

Permission of instructor required. Enrollment is limited to first-
year Ed.L.D. students.

Monday, 2:00 - 5:00 p.m.

**L-300B *Ed.L.D. Residency 2**

*Members of the Faculty*

Fall course; sixteen credits.

This required course corresponds with Ed.L.D. students' en-
agement in the Summer component (July-August) of their
third-year residency. During the residency, students work
directly with an Ed.L.D. partner organization on significant
improvement initiatives, and assume leadership of and contrib-
ute to a strategic project as the foundation for their Capstone.
Successful completion of the course requires fulfilling time and
project commitments at the residency site as well as adequate
academic progress on Capstone components.

Permission of instructor required. Enrollment is limited to Ed.L.D.
students engaged in their third-year residency.

Dates and times to be announced.

**L-300A *Ed.L.D. Residency 1**

*Elizabeth City*

Summer 2013 course; eight credits.

This required course corresponds with Ed.L.D. students' en-
agement in the Summer component (July-August) of their
third-year residency. During the residency, students work
directly with an Ed.L.D. partner organization on significant
improvement initiatives, and assume leadership of and contrib-
ute to a strategic project as the foundation for their Capstone.
Successful completion of the course requires fulfilling time and
project commitments at the residency site as well as adequate
academic progress on Capstone components.

Permission of instructor required. Enrollment is limited to Ed.L.D.
students engaged in their third-year residency.

Dates and times to be announced.
L-300C  *Ed.L.D. Residency 3

Members of the Faculty

Spring course; sixteen credits.

This required course corresponds with Ed.L.D. students’ engagement in the Spring semester component (January-May) of their third-year residency. During the residency, students work directly with an Ed.L.D. partner organization on significant improvement initiatives, and assume leadership of and contribute to a strategic project as the foundation for their Capstone. Successful completion of the course requires fulfilling time and project commitments at the residency site as well as adequate academic progress on Capstone components.

Permission of instructor required. Enrollment is limited to Ed.L.D. students engaged in their third-year residency.

Days and times to be announced.