UNIVERSITY OF NORTHERN COLORADO
DIVISION OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

ELPS 601: Leadership Development Through Inquiry
Fall 2014 – Online section

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Course Description:

This course is an introductory experience in a sequenced program designed to prepare individuals to assume formal and informal leadership roles in educational organizations. The primary purposes of this course are fourfold: (1) to understand the nature of leadership, effective leadership practices, and personal leadership style; (2) to gain a deeper understanding and be able to articulate individual beliefs and values as an educational leader; (3) to examine how these beliefs and values provide the foundation for your practice as an educational leader; and (4) to gain knowledge in different epistemologies and application of the epistemologies.

Text:


Relationship of Course to Program Knowledge Base:

Students who enter study in educational leadership at UNC are exposed to five domains in which they (1) develop a personal vision for educational leadership; (2) examine and use modes of inquiry to frame problems and gather information; (3) understand organizational culture, communication, and change; (4) explore educational leaders' roles in supervising professionals and developing human potential; and (5) examine influences from the external environment that shape educational policies, structures, and operations.

Learning experiences from this course contribute to students' understanding of the underlying beliefs of our leadership development program; particular emphasis is given to the italicized statements below:

*Human growth and development are lifelong pursuits;*

*Organizations are artifacts of a larger society;*

*Learning, teaching, and collegiality are fundamental activities of educational organizations;*

*Validated knowledge and active inquiry form the basis of practice;*
Moral and ethical imperatives drive leadership behavior;

Leadership encompasses a learned set of knowledge, skills, and attitudes;

Leaders effect positive change in individuals and organizations;

Effective leadership in educational organizations depends on individual and team efforts; and

Leaders' behavior and actions model their beliefs and values.

Standards:

In general, the courses of the ELPS division are designed to prepare individuals to serve as leaders of educational organizations. The learning experiences are designed to address the skills, competencies, and performance expectations identified by numerous professional organizations and learned societies with an interest in the preparation of educational leaders. Among the organizations consulted are the American Association of School Administrators, the National Association of Elementary School Principals, the National Middle School Association, the National Association of Secondary School Principals, the National Policy Board for Educational Administration, and the University Council for Educational Administration.

Learning activities for this course will address selected standards for the licensure of principals and administrators by the Colorado Department of Education and the State Board of Education. Related standards are listed later in the syllabus.

Course Objectives:

A. What Is Leadership?

Students will:

1. Develop a personalized understanding of the nature of leadership
2. Differentiate between leadership and management
3. Understand personal leadership style
4. Comprehend key principles of effective leadership as found in the literature
5. Differentiate between leadership styles and behaviors
6. Identify preferred leadership styles/behaviors for specific situations

B. Understanding and Examining Beliefs and Values

Students will:

1. Define the concepts of personal beliefs and practice and how they relate to their practice as educational leaders and managers/administrators.
2. Understand and use theories, concepts, and ideas to examine their own belief and value
systems
  a. major epistemologies that undergird the practice of educators (logical positivism, hermeneutics, critical theory, and feminist theory)
  b. commonly used leadership and learning theories and concepts
  c. assumptions about the political, social, and structural contexts of education

3. Comprehend models of reflective thought and action

C. Articulating and Using Beliefs and Values in Practice as Educational Leaders

Students will:

1. Develop an educational platform that articulates their beliefs and values about their practice as an educational leader.
2. Explore the evolution of this educational platform to a vision statement for an educational program or organization.
3. Use the models of reflective thought and action introduced in this course to reflect on their educational platform.
4. Use self-knowledge and reflective skills to work through real and simulated problems of practice.
5. Discuss and examine how current leaders in education create positive learning environments.
6. Explore how educational leaders can establish norms of mutual inquiry and dialogue that allow both themselves and their staffs to explore their beliefs and values as educators and how these beliefs and values affect their practice.
7. Explore how organizational norms and ways people lead organizations can inhibit or facilitate using processes of inquiry and reflection.

Assessment: Assignments are graded according to a rubric with ratings from 4 (high) to 1 (low). Specific rubric appear later in the syllabus.

<table>
<thead>
<tr>
<th>Participation</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational platform</td>
<td>25%</td>
</tr>
<tr>
<td>“Corner Office” reports</td>
<td>25%</td>
</tr>
<tr>
<td>Final Reflection paper</td>
<td>25%</td>
</tr>
</tbody>
</table>

For this class, the following scale will be used to determine final grade after averaging individual assignment grades.
GRADING SCALE

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Decimal Grade</th>
<th>%</th>
<th>Letter Grade</th>
<th>Decimal Grade</th>
<th>%</th>
<th>Letter Grade</th>
<th>Decimal Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>≥ 95</td>
<td>B-</td>
<td>2.8</td>
<td>83</td>
<td>C-</td>
<td>1.6</td>
<td>67</td>
</tr>
<tr>
<td>A</td>
<td>3.9</td>
<td>94</td>
<td>B-</td>
<td>2.7</td>
<td>82</td>
<td>C-</td>
<td>1.5</td>
<td>66</td>
</tr>
<tr>
<td>A</td>
<td>3.8</td>
<td>93</td>
<td>B-</td>
<td>2.6</td>
<td>81</td>
<td>D+</td>
<td>1.4</td>
<td>65</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>92</td>
<td>B-</td>
<td>2.5</td>
<td>80</td>
<td>D+</td>
<td>1.3</td>
<td>64</td>
</tr>
<tr>
<td>A-</td>
<td>3.6</td>
<td>91</td>
<td>C+</td>
<td>2.4</td>
<td>79</td>
<td>D+</td>
<td>1.2</td>
<td>63</td>
</tr>
<tr>
<td>A-</td>
<td>3.5</td>
<td>90</td>
<td>C+</td>
<td>2.3</td>
<td>78</td>
<td>D</td>
<td>1.1</td>
<td>62</td>
</tr>
<tr>
<td>B+</td>
<td>3.4</td>
<td>89</td>
<td>C+</td>
<td>2.2</td>
<td>77-76</td>
<td>D</td>
<td>1.0</td>
<td>61</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88</td>
<td>C</td>
<td>2.1</td>
<td>75-74</td>
<td>D</td>
<td>0.9</td>
<td>60</td>
</tr>
<tr>
<td>B+</td>
<td>3.2</td>
<td>87</td>
<td>C</td>
<td>2.0</td>
<td>73-72</td>
<td>D-</td>
<td>0.8</td>
<td>59</td>
</tr>
<tr>
<td>B</td>
<td>3.1</td>
<td>86</td>
<td>C</td>
<td>1.9</td>
<td>71-70</td>
<td>D-</td>
<td>0.7</td>
<td>58</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>85</td>
<td>C-</td>
<td>1.8</td>
<td>69</td>
<td>F</td>
<td>0.6 - 0</td>
<td>≤ 57</td>
</tr>
<tr>
<td>B</td>
<td>2.9</td>
<td>84</td>
<td>C-</td>
<td>1.7</td>
<td>68</td>
<td>F</td>
<td>0.6 - 0</td>
<td>≤ 57</td>
</tr>
</tbody>
</table>

**Students Needing Accommodations**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

**CEBS Inclusivity Statement**

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own.

**Academic Dishonesty:**

Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, please seek assistance. Problems should be discussed with the instructor at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean.
**COURSE FORMAT**

This course will be divided into a series of “modules” which will cover specific content. **Each module will have a certain “open” date.** Therefore, it will not be possible to jump ahead to a future module. Each module will include materials to be read, viewed, or listened to, and assignments to be completed by the closing date of the particular module. Readings (other than from the text), handouts and PowerPoints can be accessed in the “Course Materials” section of Blackboard (Bb). **Opening times for modules will be at 5:00 pm on the dates indicated.**

**IMPORTANT:** Any time a DUE DATE is listed, the TIME for the completion of that activity or assignment will be 5:00 pm.

Online sessions, through Bb Collaborate, are for the purpose of sharing, discussing, analyzing, and synthesizing the content covered in the assigned readings and assignments. **Online sessions will begin at 5:00 p.m. on the dates indicated in the syllabus.** Missing due dates/times or online sessions will affect your participation grade.

**IF YOU MISS AN ONLINE SESSION:** If you have a legitimate reason for missing a session, and have notified the instructor in advance, you may make up the session by accessing it and listening to the archived version. You must then email the instructor, **no later than one week after the original online session**, a 1-2 page reaction to what you saw/heard during the archived session. Example: If you miss an online session on October 6, your make-up paper would be due no later than 5:00 pm on October 13.

Make-up papers are not graded or returned, but rather document for the instructor that the student did listen to the archived session and formed opinions about the material covered and what the student heard in the session.

**NOTE:** Making up an online session should not be a frequent occurrence. Making up a session through the archives should only be done due to extenuating circumstances for which the student has notified, and received permission from, the instructor.

**COMMUNICATION:** Communication between the instructor and students (individually or collectively) will be through UNC’s email system. Therefore, **students should check their BearMail account frequently to determine if any additions or adjustments to assignments have been made or for any changes to the class schedule.**
NAVIGATING THE MODULES

Aside from assigned readings and other activities, you will be required to access various links (e.g., audio, video, journal, encyclopedia) from Sage Publications’ student resource site for the textbook. NOTE: Some of the links are tied to a previous text the instructor used, but that has interesting links. Those links will be identified as Northouse (previous).

The optimum way of completing the tasks is to do them in the order in which they are listed.

TO ACCESS LINKS SUPPLEMENTING TEXTBOOK CONTENT:

Keep in mind that until a specific module opens, you won’t know exactly which audios, videos or other supplemental materials to access. However, you can still experiment with the instructions below to become familiar with where the supplemental materials for the text are.

1. Open “Course Materials” in Blackboard
2. Click on “Northouse Text-Current,” or “Northouse Text (Previous)” (depending on where the resource is)
3. Click on a chapter and a drop-down list of resources will appear (e.g., video links)
4. NOTE: There are several questionnaires in the text at the end of chapters. If you would like to print a copy of the questionnaire, you may access it under “Leadership Questionnaire” in the drop-down list for Northouse (Current). Note: In the “Northouse (previous) text, questionnaires may be accessed by clicking on “General Resources” on the right side of the web page (just above “Chapter Resources”).

When reading, viewing, or listening to the links, you should make notes so you have something to contribute to class discussions, whether through online sessions or discussion boards. The notes should reflect, at a minimum, your answers to the following:

1. How did the material presented resonate with you? In other words, did anything “strike home” or have particular meaning for you?
2. How did the material relate to what you have seen in the workplace?
3. What were the implications for school leadership in particular? In other words, how did the material (which sometimes is general or related to business) also apply to a school setting?
TENTATIVE CLASS SCHEDULE

NOTE: For each module listed you will see an “opening date” in the right-hand column. Modules cannot be accessed prior to the opening date and time (5:00 pm). Modules are accessed through the “Course Materials” section of Blackboard. Each module will include a listing of activities, readings and assignments, as well as reflection questions to ponder in preparation for the specific online session for the specific module. **Whenever a due date is mentioned, the deadline for that date will always be 5:00 pm.**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Opening Date for Module</th>
</tr>
</thead>
</table>
| 1      | Introduction to Leadership; Trait Approach; Skills Approach | Opens: August 18  
**Online Session: Sept. 8** |
| 2      | Styles Approach; Situational Approach; Contingency Theory | Opens: September 8  
**Online Session: Sept. 22** |
| 3      | Motivation; Transformational; Servant Leadership | Opens: September 22  
**Online Session: Oct. 6** |
| 4      | Authentic Leadership; Ethics | Opens: October 6  
**Online Session: Oct. 20** |
| 5      | Psychodynamic Approach; Women in Leadership | Opens: October 20  
**Online Session: Nov. 3** |
| 6      | Culture and Leadership; Reflective Practice | Opens: November 3  
**Online Session: Nov. 17** |
“Corner Office” Reports

The New York Times runs a twice-weekly column called “Corner Office,” written by Adam Bryant, based on interviews he has conducted with successful CEOs, entrepreneurs, or other types of leaders. These edited interviews reveal leaders’ beliefs or practices regarding various leadership topics (e.g., motivating employees, hiring, vision, etc.). Although most of the interviewees are from the corporate world, some of their leadership theories/practices can be very thought-provoking and could be applied by school administrators.

INSTRUCTIONS:

Students will report on select interviews that revealed interesting leadership concepts and have implications for school leadership. The exact number of interviews is dependent on class size and class duration and will be indicated in the Tentative Course Outline section of the syllabus. Dr. Armenta will assign particular years for each student, so wait for your specific years.

FORMAT:

1. Please keep reports from 5-7 minutes.

2. PowerPoints only. No PREZI. Be sure your slide is readable. Don’t get too exotic with your slides. Readability is key. Black on White is preferred (it is more compatible with Collaborate). Avoid too many words on a slide.

3. IMPORTANT: Your PowerPoint should be emailed to the instructor at least two days prior to the Collaborate session for which it will be presented.

4. Slide 1: Provide name and title of the CEO and his/her company or organization; date the interview was published.

5. Slide 2 (or additional if needed): What was/were the question(s) asked? What quote(s)/concept(s) in the interviewee’s answer(s) did you find thought-provoking or resonated with you? Why? You don’t have to include the entire response; you may select a portion that you found interesting. NOTE: While you might find several quotes that are interesting and useful, be sure to pick ones you believe can apply to educational leaders as well.

6. No Slide – Talk to us: How could this idea/practice be applied by leaders in an education setting (or your professional setting if not an educator)? Provide an example, or examples, from what you have seen or experienced in your workplace, citing how this idea would have improved the situation.

7. The rubric mentions “excellent public speaking skills.” What does that mean? Among other things:
   • Is your voice loud enough?
   • Is your articulation (diction) understandable?
   • Did you stay within the time limit? Practicing will help this.
ACCESSING “CORNER OFFICE”

1. Go to UNC’s main site: www.unco.edu.
2. Click on “Libraries” under “Quick Links” at the bottom of the page.
3. Click on “Databases A-Z” under For articles and more (on top-left side of page).
4. Click on “L” in the alphabetical list.
5. Find “Lexis-Nexis Academic” and click on it.
6. NOTE: This step is necessary only if you’re using a private computer. If you are in a UNC Computer Lab, skip to #7. On the left of the page, log in. Your User Name and Password will be the same as you use to access URSA. Click “Submit.”
7. Now you should be at the Lexis-Nexis Academic search page.
8. Open the “Search the News” box, then click on the triangle at top right of box.
9. Under “Search For,” type: Adam Bryant Corner Office
10. Under “Source Type,” select Newspapers from the drop-down list.
11. Click “Go” (bottom right of “Search the News” box).
12. You’ll now see several “Corner Office” columns by Adam Bryant with the most recent at the top. Scrolling down to the bottom, you’ll see you can go to several more pages with more interviews. Note: The furthest back you can search is about March 2009 (approximately page 30 at the bottom of the listings on the web page).
13. Click on the title of the interview you’d like to read. Make sure the words “Corner Office” appear in the title so you don’t click on something else by the author.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strength of quote(s) selected</strong></td>
<td>Quote was poorly selected and would provide minimal, if any, help to future leaders.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Quote was minimally informative, but didn’t really provide any new ideas.</td>
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<tr>
<td></td>
<td>While potentially interesting and helpful, it only marginally added to what has already been said about the topic.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quite interesting, thought-provoking, and provided a new way of looking at the issue.</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Applicability to school leaders</strong></td>
<td>Student made a very weak, or no, connection between the interviewee’s ideas and how they might be used by educational leaders.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indicated some way(s) in which the idea(s) might help educational leaders, but it was not compelling.</td>
<td></td>
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<tr>
<td></td>
<td>Indicated how the idea(s) could be used by educational leaders, but lacked specificity or examples.</td>
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<td></td>
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<tr>
<td></td>
<td>Excellent, specific example(s) of how the idea(s) could be applied by school leaders.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Oral presentation</strong></td>
<td>Very weak presentation skills or lack or organization made it difficult for the class to get anything meaningful from the presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somewhat unorganized or it seemed like the student was unsure of himself/herself.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Good, but at times difficult to follow, or the class had difficulty understanding because of relatively weak speaking skills.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Logically organized making it very easy for the class to follow. Student demonstrated excellent public speaking skills.</td>
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</tbody>
</table>
ELPS 601: Educational Platform Assignment

Objective: To develop a detailed statement of educational beliefs relating to personal leadership characteristics and learner achievement. The educational platform is integral in meeting standards of the Educational Leadership Constituents Council (ELCC), a body instrumental in the accreditation of leadership preparation programs, including UNC’s ELPS program.

Model Components

Your written product should address the following, with a separate heading for each component. If a specific component might be different depending on grade levels (elementary/middle/high school), you should address it from each level of schooling.

• Major aims of education in general
• Major achievements (academic and social) desired of students
• Image of the learner
• Image of the teacher
• Desired curriculum
• Preferred kind of pedagogy
• Preferred kind of student-teacher relationship
• Preferred kind of school climate (social and instructional)
• Instructional organization
• Community involvement and resources (how can the school serve the community and vice versa?)
• Leadership behaviors
• Creating an inclusive culture (appropriate methods to meet the needs of diverse school and community conditions, special populations, and involvement with persons of conflicting perspectives) – Be sure to cover this one, with examples.

Your overall platform should reflect an emphasis on developing a positive and inclusive culture, demonstrating an awareness of ethical and legal practices, collaboration with community members, use of community resources, and being mindful of social justice goals.
# ELPS 601 Education Platform Rubric

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation of model components responding to community interests and needs to develop a positive school culture. (ELCC 4.2)</td>
<td>A majority of elements are not addressed and/or there is little or no supporting detail or examples responding to community interests and needs to develop a positive school culture. <strong>Does not demonstrate involvement with persons with conflicting perspectives (4.2a), appropriate assessment and research methods to accommodate diverse school and community conditions (4.2b), serves special and exceptional needs populations (4.2c), or capitalization of school and community diversity (4.2d).</strong></td>
<td>Each element is addressed with some supporting details or examples responding to community interests and needs to develop a positive school culture. Demonstrates at least two of the following: involvement with persons with conflicting perspectives (4.2a), appropriate assessment and research methods to accommodate diverse school and community conditions (4.2b), serves special and exceptional needs populations (4.2c), and capitalizes on school and community diversity (4.2d).</td>
<td>Each element is fully addressed in detail with supporting examples responding to community interests and needs to develop a positive school culture. Demonstrates involvement with persons with conflicting perspectives (4.2a), appropriate assessment and research methods to accommodate diverse school and community conditions (4.2b), serves special and exceptional needs populations (4.2c), and capitalizes on school and community diversity (4.2d).</td>
<td>Each element is fully addressed in detail with supporting examples responding to community interests and needs to develop a positive school culture. Demonstrates involvement with persons with conflicting perspectives (4.2a), appropriate assessment and research methods to accommodate diverse school and community conditions (4.2b), serves special and exceptional needs populations (4.2c), and capitalizes on school and community diversity (4.2d).</td>
</tr>
<tr>
<td>Reflective analysis of ethical leadership development (ELCC 5.3)</td>
<td><strong>Does not discuss</strong> personal experiences contributing to growth as an ethical educational leader and/or his/her values to provide an effective instructional program or explain the ethical and legal reasons for actions and decisions (5.3a)</td>
<td>Refers to personal growth experiences as an ethical educator and his/her values but does not directly relate these experiences to development as an educational leader to provide an effective instructional program or explain the ethical and legal reasons for actions and decisions (5.3a)</td>
<td>Discusses personal experiences contributing to growth as an ethical educational leader and articulates his/her values to provide an effective instructional program, explaining the ethical and legal reasons for actions and decisions (5.3a)</td>
<td>Discusses personal experiences related to ethical leadership development and articulates his/her values with supporting detail/examples to provide an effective instructional program. Demonstrates knowledge of ethical and legal conduct in making and explaining decisions (5.3a).</td>
</tr>
<tr>
<td>Plan for collaboration with families and other community members (ELCC 4.1)</td>
<td>Plan for collaboration with families and other community members is not clearly articulated. External organizations and agencies are not included.</td>
<td>Basic elements of a plan for collaboration with families (4.1b) and other community members are presented (4.1e). At least one external organization or agency is included in the collaboration (4.1g).</td>
<td>A plan for collaboration with families (4.1b) and other community members (4.1e) is presented in a clear and feasible manner (4.1f, h) with the inclusion of service organizations or community agencies (4.1g) using research-based knowledge and public information (4.1c).</td>
<td>A plan for collaboration with families (4.1b) and other community members and agencies (4.1c, g) is clearly presented, feasible, and sustainable (4.1f, h), bringing together family and community resources to positively affect student learning (4.1a), using research-based knowledge (4.1c), public information (4.1c), and appropriate frameworks to Collaborate with various service organizations and community agencies (4.1d).</td>
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<tr>
<td>Articulation of model components for mobilizing community resources to develop a positive school culture. (ELCC 4.3)</td>
<td>A majority of elements of the selected model are not addressed and/or there is little or no supporting detail or examples for mobilizing community resources to develop a positive school culture.</td>
<td>A majority of elements of the selected model are addressed with some supporting details or examples for mobilizing community resources to develop a positive school culture (4.3a).</td>
<td>Each element of the selected model is addressed with some supporting details or examples for mobilizing community resources to develop a positive school culture (4.3a). Either external youth or social services are included (4.3b) OR school and public resources (4.3c).</td>
<td>Each element of the selected model is fully addressed in detail with supporting examples for mobilizing community resources to develop a positive school culture (4.3a). External youth and social services are included (4.3b), as well as school and public resources (4.3c).</td>
</tr>
<tr>
<td>Plan is consistent with personal values and demonstrates leadership integrity. (ELCC 5.1)</td>
<td>Plan is inconsistent with personal values and/or does not clearly demonstrate leadership integrity (confidentiality, dignity, and honest communication).</td>
<td>Plan is consistent with personal values but does not clearly demonstrate leadership integrity (confidentiality, dignity, and honest communication).</td>
<td>Plan is consistent with personal values, providing personal support for actions/beliefs, and demonstrates a high level of leadership integrity (confidentiality, dignity, and honest communication) in dealing with difficult situations with respect for diverse stakeholders (5.1a).</td>
<td>Plan is consistent with personal values, providing personal support for actions/beliefs, and demonstrates a high level of leadership integrity (confidentiality, dignity, and honest communication) in dealing with difficult situations with respect for diverse stakeholders (5.1a).</td>
</tr>
<tr>
<td>Plan treats all stakeholders fairly and is mindful of social justice goals. (ELCC 5.2)</td>
<td>Plan does not treat all stakeholders fairly (impartial, sensitive to diversity and ethical).</td>
<td>Plan treats all stakeholders fairly (impartial, sensitive to diversity and ethical) but does not address social justice goals (5.2a).</td>
<td>Plan treats all stakeholders fairly (impartial, sensitive to diversity and ethical) and is mindful of social justice goals in regard to diverse student and community populations (5.2a).</td>
<td>Plan treats all stakeholders fairly (impartial, sensitive to diversity and ethical) and is explicit in discussing social justice goals in regard to diverse student and community populations (5.2a).</td>
</tr>
</tbody>
</table>
Final Reflection Paper and Rubric

Instructions: Write a 3-5 page (no longer than five pages) paper in which you answer the following four questions. Cite course materials (e.g., inventories, readings, discussions, etc.) to support or illustrate your responses when appropriate.

- What aspects of your personal values or code of ethics will contribute to your functioning as an effective leader?
- What experiences and/or materials have influenced your development as a leader?
- Based on what you have learned in this class, or perhaps what you already knew, what additional attitudes, beliefs, and values do you need to develop or refine to strengthen your leadership?
- What strategies could you employ to develop those strengths?

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of reflection</td>
<td>Reflection showed almost no depth of thought or did not make use of course material to support the reflection</td>
<td>Few of the questions were answered, or the reflection showed little depth of thought, or course material used to support the reflection was sparse</td>
<td>Most of the questions were answered, or the reflection made few references to course material that related to the reflection</td>
<td>Each of the questions were answered in a way that demonstrated depth of thought; several examples of course material (e.g., readings, presentations, guest presenters, simulations, etc.) were used as stimuli for the reflection</td>
</tr>
<tr>
<td>Quality of writing</td>
<td>Language, usage, or writing style impedes understanding of the content; several major errors in mechanics</td>
<td>Lack of mature command of the language and usage, or more than two major errors in mechanics</td>
<td>Generally mature command of language and usage; no more than two major errors in mechanics; some minor errors in mechanics</td>
<td>Mature command of language and usage; variety of correct sentence patterns; effective transitions; consistent tense; excellent agreement; no spelling or punctuation errors</td>
</tr>
</tbody>
</table>
PARTICIPATION EXPECTATIONS
Students are expected to read all assigned material and complete assignments (graded or ungraded). Participation in Collaborate sessions and discussion boards is a crucial component of this online class. Class participation should be active and relevant to the topic of discussion. Active and relevant includes:

- Providing informed, succinct opinions and commentary
- Raising insightful questions
- Remaining focused on the topic of discussion
- Clarifying others’ ideas
- Challenging ideas in a constructive, professional manner
- Providing leadership/followership in group work
- Displaying a professional demeanor
- Accepting responsibility for completing make-up work

Note: The instructor understands that some absences (e.g., medical reasons; mandatory school-related activities) are unavoidable. The instructor will work with students who have legitimate reasons for being absent and, working with the student, will attempt to structure a resolution that does not negatively affect the student’s participation grade. To receive a “4,” student must meet ALL criteria for a 4.

RUBRIC FOR GRADING

4 Participates in ALL online sessions; often voluntarily participates in class discussions; comments are relevant and succinct; sensitive to others; participation indicates that student has completed all readings/activities prior to the online session; participates in all discussion boards and meets all deadlines for initial posts and responses. Postings are meaningful and show preparedness which reflect course readings. In-depth thought and contributions add to the overall learning of the others in the course. Demonstrates courtesy and respect to others. Initial postings made prior to reading those of others.

3 Occasional voluntary participation in online discussions; comments are usually relevant and succinct; overall contribution in discussion boards is lacking in that readings are only sometimes incorporated into the discussions; takes part in all discussion boards, but has at least one late posting. Demonstrates courtesy and respect to others.

2 Seldom participates in class discussions during online sessions; misses ONE discussion board; overall contributions not meaningful – type of comments, for example, ‘good idea’ or ‘I agree.’ Very little evidence of having read course materials or giving any in-depth thought to the reading.

1 Participation is erratic or non-existent. Little or no evidence of having read course materials and preparing for discussions. Failed to participate in at least two discussion boards. Misses more than one discussion board or misses (without prior permission or make-up) at least ONE online session.
Related Colorado Principal Standards – ELPS 601

1.1. Vision, Mission and Strategic Goals: Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitate their integration into the life of the school community.

Principals engage all stakeholders in building a shared vision of student learning outcomes for the school community that reflects the State of Colorado’s definition of school readiness, and Colorado’s definition of postsecondary and workforce readiness, including student readiness for global citizenship. They ensure that the school’s mission and strategic goals all directly support this vision of student success, in a way that is aligned with district priorities.

1.3 Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students.

Principals demonstrate the ability to effectively manage organizational change, developing and fostering a collaborative culture that inspires innovation, creativity, and continuous school improvement. They model self-awareness, reflective practice, transparency and ethical behavior. Principals analyze organizational practices and make changes as necessary based on a review of data. They understand the implications of changes for the school community, and demonstrate flexibility and adaptability. Principals can clearly define and communicate challenges to all stakeholders in their school community and can implement problem-solving strategies to seek positive solutions to school challenges.

1.4. Distributive Leadership: Principals create and utilize processes to distribute leadership and decision making throughout the school.

Where appropriate, they involve staff, parent/guardians and students in decisions about school governance, curriculum and instruction. Principals build internal capacity by creating opportunities for staff to demonstrate leadership, by assuming decision-making roles both inside and outside of the school.

3.1. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school’s culture, and involve students, families, and staff in creating a climate that supports it.

Principals articulate a strong and clear vision for the school’s culture, and foster broad ownership among the school community for that vision. Principals deploy school structures in a manner that supports the culture. They build relationships that create a trusting, collaborative, innovative, respectful and supportive school culture where teachers want to work, students want to learn and all families feel welcomed and empowered to help their students succeed.
References


