UNIVERSITY OF NORTHERN COLORADO  
DIVISION OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES  

ELPS 601: Leadership Development Through Inquiry  
Fall 2014 Lowry Cohort  

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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.  

**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' behaviors 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.

Additionally, learning activities for this course address selected standards for the licensure of principals and administrators by the Colorado Department of Education and the State Board of Education.

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

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. common theories regarding motivation
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. Use self-knowledge and reflective skills to work through real and simulated problems of practice.
3. Discuss and examine how current leaders in education create positive learning environments.
4. Explore how organizational norms and ways people lead organizations can inhibit or facilitate a productive work environment.

Text:


Student Evaluation:

Student performance is evaluated by various written and/or oral assessments. All written assignments are to be submitted to the instructor via the Blackboard online classroom.

Assessment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Discussions (3)</td>
<td>30</td>
</tr>
<tr>
<td>Leader profile &amp; presentation</td>
<td>20</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td>Leadership Platform</td>
<td>40</td>
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</tbody>
</table>

Late Assignments

If you are late in participating in any of the 3 threaded discussions you will not receive credit.

Late submissions for other assignments will be assessed as follows: up to 24 hours late -10%, up to 48 hours late -50%, over 48 hours late = no credit.

IMPORTANT: Students should check their university email accounts often. Any important information will be sent to your university email address only. Likewise, assignments should be submitted via your university email account, not your personal email account.

Accommodations Statement

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.

**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, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews 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, we encourage you to seek assistance. Problems should be discussed with your instructor as soon as possible. Situations warranting consequences will be reported to the CEBS Dean.

**ASSESSMENTS**

**Online Discussions**

The discussions will be assessed in the following manner: Each of the 3 threaded online discussions will consist of 3 prompts. You must answer each of the 3 prompts in a thorough, clear, and concise manner. You must also respond to at least 1 classmate’s response. You may choose which classmate’s prompt you will respond to and you only have to choose one per threaded discussion. You will receive 1 point for your response to a classmate. You will receive up to 9 points for your initial response to the 3 prompts for a total of 10 points maximum for each threaded discussion. Your responses to the 3 prompts will be graded as 3=excellent, 2 = average, 1=below average, 0=unacceptable or no response.

**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.

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. You may choose to write your platform using a narrative form or with bullet points. The expected platform is 6-10 pages.

- 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)
• Your reflection on yourself as a leader.

The reflective portion of the product includes responses to the following prompts:

■ What experiences and/or materials have influenced your development as a leader?
■ What are the non-negotiable values/beliefs espoused in your platform?
■ Would you ever be willing to compromise these beliefs? Under what circumstances?
■ What additional attitudes, beliefs, values do you need to develop or refine to strengthen your leadership?

**NOTE:** 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.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
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</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</strong> 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).</td>
<td>A majority of elements are addressed with some supporting details or examples responding to community interests and needs to develop a positive school culture. Demonstrates <strong>one</strong> 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 addressed with some supporting details or examples responding to community interests and needs to develop a positive school culture. Demonstrates <strong>at least two</strong> 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>
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<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 <strong>not directly relate</strong> 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>
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<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 (4.1e, 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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<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>
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<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 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 and demonstrates leadership integrity (confidentiality, dignity, and honest communication) in respect to others (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>
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<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 explicit in discussing 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>
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Leadership Profile Project

This project allows you to take a closer look at the leader of your choice and learn from the study of him or her as well as well. You should also apply some of the theories learned in class. There are two components to the project: the written product and an in-class presentation.

You may select a public figure (historical or current) or you may choose to focus on a “local” leader. Initially try to suspend all value judgments about the leader—i.e. he/she was a “good” or “bad” leader. An initial suspension of value judgments allows you to more carefully consider the effectiveness of the leader’s characteristics or practices apart from your values about his or her agenda. The leader you choose should present some complexities for you to consider and learn from in terms of leadership philosophy, practice, agenda, espoused and practiced values, etc.

Your 3-5 page paper MUST address the following:
1. Background or context of the leader, including how he/she developed as a leader/came to be in the leadership position.
2. Type of leadership practiced. (Use theories discussed in class and the book)
3. Discussion of the ethical nature of the leader and his or her actions and decisions.
4. Discussion of the effectiveness of his or her leadership characteristics or practices when considering his or her agenda.
5. Reflective commentary on the leader—your opinion.

You must cite at least 2 primary sources. WIKIPEDIA DOES NOT COUNT. NEVER USE IT.

For the presentation you should address all the criteria of your paper. You must use a PowerPoint with a minimum of ten slides. Slide 1 may be the title slide and the last slide should be your references. You will submit your presentation and your paper to BlackBoard on the day you present.

PARTICIPATION EXPECTATIONS

Much of what will occur in class will be student-centered. Students are expected to read all assigned material and complete assignments (graded or ungraded). Class attendance and participation are important aspects of this 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
Some assignments will be “enrichment activities” that will not be individually graded, but will be part of the participation grade. Example: articles to be read prior to a class meeting, viewing videos related to text, etc.

**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. However, it is usually not possible to re-create what happened in class (lectures, discussions, etc.), so students missing class (for whatever reason) might lose participation points. You will be granted one excused absence for the course. More than one absence will result in deduction in participation points.

**RUBRIC FOR GRADING**

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<tbody>
<tr>
<td>4</td>
<td>Excellent attendance (no absences); often voluntarily participates in class discussions; comments are <strong>relevant and succinct</strong>; listens respectfully when others talk; is attentive during lectures/presentations; sensitive to others; active, productive member in team settings; all enrichment activities completed on time and demonstrate a seriousness of purpose.</td>
</tr>
<tr>
<td>3</td>
<td>Occasional voluntary participation in discussions; comments are usually relevant and succinct; usually attentive while others are talking/presenting; all but one enrichment activity completed on time and of high quality; usually a productive member in team settings.</td>
</tr>
<tr>
<td>2</td>
<td>Seldom participates in class discussions; occasionally dominates discussions; comments are often irrelevant or not succinct; occasionally fails to listen respectfully when others speak/present; more than one enrichment activity missed or done haphazardly; less than productive member in team settings.</td>
</tr>
<tr>
<td>1</td>
<td>Often fails to listen respectfully; distracting behavior in class; insensitive to others; virtually a non-productive member in team settings.</td>
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**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


