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; and (3) to examine how these beliefs and values provide the foundation for your practice as an educational leader (4) to gain knowledge in different epistemologies and application of the epistemologies, (5) to understand the tenets of person-centered leadership.

RELATIONSHIP OF THIS COURSE TO THE 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 FROM PROFESSIONAL ORGANIZATIONS AND LEARNED SOCIETIES:

In general, the courses of this 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 Admin-
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.

RELATED COLORADO DEPARTMENT OF EDUCATION STANDARDS:
Learning activities of this course address the licensure standards for principals established by the Colorado Department of Education and the State Board of Education. A list of the specific standards addressed can be found at the following website: [http://www.unco.edu/coe/elps/principal/forms/PrincipalStandardsMatrix.pdf](http://www.unco.edu/coe/elps/principal/forms/PrincipalStandardsMatrix.pdf)

State standards and competencies addressed in this course include the following: 1.1, 1.2, 1.3, 1.7, 1.8, 2.4, 3.3, 6.1, 7.1, 10.6, 11.1.

CAEP/ELCC standards addressed in this course include the following:

4.1 Collaborate with Families and Other Community Members
a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.
b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.
c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.
d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.
e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.
f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.
g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.
h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2 Respond to Community Interests and Needs
a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
c. Candidates provide leadership to programs serving students with special and exceptional needs.
d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

4.3 Mobilize Community Resources
a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
b. Candidates demonstrate how to use school resources and social service agencies to serve the community.
c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

5.1 Acts with Integrity
a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly
a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically
a. Candidates make and explain decisions based upon ethical and legal principles.

Course Objectives

Part One: 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.

Part Two: 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 the following theories, concepts, and idea 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. assumptions about the political, social, and structural contexts of education
3. Comprehend models of reflective thought and action and strategies that can be used in the reflective process to examine belief and values systems related to being an educational leader/manager.

Part Three: 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. Identify prevailing problems of practice and use self-knowledge and reflective skills to work through these identified problems.
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 effect their practice.
7. Explore how organizational norms and ways people lead organizations can inhibit or facilitate using processes of inquiry and reflect

STUDENT EVALUATION:
Student performance is evaluated by various written and/or oral assessments. One goal of this course is to develop clarity in written and oral communication.

Students will also have several required assignments. Participants of this class will be expected to:

Participate and contribute to class. Much of what will occur in class will be student centered. Students are expected to read all assigned readings and complete assignments. Written assignments should follow the guidelines provided by the instructor and be concisely written, well organized, and address all parameters of the assignment. Class attendance and participation are important aspects of this class. Students who need to miss class for personal or professional reasons should contact the instructor for work missed. Class participation should be active and relevant to the topic of discussion. Active and relevant includes:

*Providing informed 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

Students will also complete several out-of-class assignments. These include the development of an educational platform and an assignment related to epistemologies.

**Assessment:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>50%</td>
</tr>
<tr>
<td>Educational Platform</td>
<td>25%</td>
</tr>
<tr>
<td>Epistemologies assignment</td>
<td>25%</td>
</tr>
</tbody>
</table>

This course requires active and relevant participation in online discussions and independent activities. “Active and relevant” participation includes:

- Providing informed opinions and relevant commentary
- Raising insightful and thought-provoking questions
- Remaining focused on the topic of discussion
- Clarifying other peoples’ ideas
- Challenging ideas in a constructive manner
- Providing appropriate leadership and followership in group work
- Displaying a professional demeanor
- Being responsible for readings and outside assignments

Students are expected to prepare for each week by reading the assigned material and completing assignments/activities.

**GRADING POLICY**

Assignments are graded according to a rubric with ratings from 4 (high) to 1 (low). Final grades are awarded in accordance with the Graduate Bulletin that specifies: "Superior is indicated by 'A,' above average is 'B,' average is 'C,' below average but passing is 'D,' and failure is 'F.'"

The University of Northern Colorado recently introduced pluses and minuses to its grading system. In Educational Leadership and Policy Studies the implementation of pluses and minuses in grading has been left up to the discretion of each professor. For this course pluses and minuses will be used to differentiate between the overall assessment/effort of each student if significant discrepancies arise.

**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 one of the instructors at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean. For a complete explanation of University academic student conduct policy, see [http://catalog.unco.edu/200809/wwhelp/wwimipl/js/html/wwhelp.htm?&accessible=true](http://catalog.unco.edu/200809/wwhelp/wwimipl/js/html/wwhelp.htm?&accessible=true)
Disability Access
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services at Campus Box 139 Greeley, CO 80639
Phone: (970) 351-2289 (Voice, TTY), FAX: (970) 351-4166 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Sexual Misconduct/Title IX Statement:
The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-3514040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Required Reading

BIBLIOGRAPHY


Objective: To develop a detailed statement of educational beliefs relating to personal leadership characteristics and learner achievement. You may select from the three models of platforms or create a hybrid of the models. However, the written product must address the following, with specific elements dependent on the model chosen:

- Major aims of education, academic and social learning outcomes, K-12
- Preferred instructional climate and organizational culture and context, K-12
- Community involvement and resources, K-12
- Leadership behaviors, K-12

The reflective portion of the platform should include the following:
- 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, and values do you need to develop or refine to strengthen your leadership?
## Educational Platform Rubric

### ELPS 601 Education Platform Rubric

**ELCC Standards 4.1, 4.2, 4.3, 5.1, 5.2, 5.3**

<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 of the selected model 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. 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).</td>
<td>A majority of elements of the selected model are addressed with some supporting details or examples responding to community interests and needs to develop a positive school culture. Demonstrates one of the following: involvement with persons with conflicting perspectives (4.2a), appropriate assessment and selected 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 of the selected model 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 of the selected model 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>Does not discuss 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 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 (4.1c). 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 are presented (4.1c). The inclusion of service organizations or community agencies (4.1g) using research-based knowledge and public information (4.1e) is clearly presented, feasible, and sustainable(4.1f, h), bringing together family and community resources to positively effect student learning (4.1a), using research-based knowledge (4.1c), public information (4.1e), and appropriate frameworks to collaborate with various service organizations and community agencies (4.1d) .</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(4.1 f, h), bringing together family and community resources to positively effect student learning (4.1a), using research-based knowledge (4.1c), public information (4.1e), and appropriate frameworks to collaborate with various service organizations and community agencies (4.1d) .</td>
</tr>
<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 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 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>

Total Performance (An overall average of 3 or above, with no more than one score below 3):
Epistemologies Paper

The study of epistemologies is meant to reveal how people create knowledge and make sense of their environment and contribute to our understanding of how we come to possess and use information. The articles in your course packet and “cheat sheet” focus on a variety of ways of knowing which include: (a) logical positivism, (b) hermeneutics, (c) critical theory, and (d) feminism. It is up to you to define how others and yourself come to possess knowledge, however.

A major assumption of this course is that understanding your own personal epistemological preferences is important as an educational leader. This paper is an attempt to assist you in synthesizing and obtaining personal meaning from the course readings, activities, and discussions, as they relate to a leader who you respect. In answering the following questions, please reference materials from the reading packet, handouts, and/or other sources.

1. Describe a leader who has influenced the learning of students, the community, or some other group and identify which epistemology he/she exemplifies.
2. Select three epistemologies to compare and contrast the actions of the leader you have chosen.
3. If you were in this leader’s place, what epistemology or values would you choose to guide your actions? Be sure to clearly describe your own epistemological beliefs.
4. Discuss what value there is in understanding differing epistemologies other than your own in resolving a situation and providing leadership to a group of people.

To answer the above questions, the paper should be approximately 5-7 pages in length.

Assessment: The paper will be assessed according to a 1-4 rubric using the following criteria:

<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 epistemologies</td>
<td>A majority of elements of the selected model are not addressed and/or there is little or no supporting detail or examples.</td>
<td>A majority of elements of the selected epistemologies are addressed with some supporting details or examples.</td>
<td>Each element of the selected epistemologies is addressed with some supporting details or examples.</td>
<td>Each element of the selected epistemologies is fully addressed in detail with supporting examples.</td>
</tr>
<tr>
<td>Reflective analysis of leadership development and values</td>
<td>Does not discuss personal experiences contributing to growth as an educational leader and/or his/her values.</td>
<td>Refers to personal growth experiences as an educator and his/her values but does not directly relate these experiences to development as an educational leader</td>
<td>Discusses personal experiences contributing to growth as a educational leader and articulates his/her values</td>
<td>Discusses personal experiences related to leadership development and articulates his/her values with supporting detail/examples</td>
</tr>
<tr>
<td>Quality of writing</td>
<td>Text lays out general content material. There are few clear sections or headings. Lack of clear organization, with many technical errors.</td>
<td>Syntactically and mechanically accurate. Logically organized with appropriate sub-headings. Citations included in the body of the text, as appropriate.</td>
<td>Written coherently and persuasively with systematic use of headings and citations, as appropriate.</td>
<td>Displays professional writing style suitable for publication.</td>
</tr>
<tr>
<td>Epistemology</td>
<td>Central Purposes</td>
<td>How Knowledge is Define</td>
<td>How Knowledge is Acquired</td>
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<tr>
<td><strong>Logical Positivism</strong></td>
<td>To predict and explain</td>
<td>Assumes knowledge about human phenomena is same as knowledge about natural phenomena</td>
<td>Based on scientific method (quantitatively based)</td>
<td></td>
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<tr>
<td></td>
<td>To test and generate theory with focus on basic and not applied research</td>
<td>Value-free</td>
<td>Confirmation/building of theory through tightly controlled research methods</td>
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<tr>
<td></td>
<td>To confirm and refine what we know</td>
<td>In quantifiable terms</td>
<td>Grounded in theory, problem, hypotheses, research questions, data collection and analysis, findings, conclusions, discussion and implications for further research</td>
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<tr>
<td></td>
<td>To develop &quot;laws&quot; of practice which can be generalized and are defendable</td>
<td>Facts</td>
<td></td>
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<tr>
<td></td>
<td>To find &quot;the truth&quot;</td>
<td>Buzz word today is &quot;data driven&quot;</td>
<td></td>
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<tr>
<td><strong>Hermeneutics</strong></td>
<td>To make or construct meaning for oneself</td>
<td>As personal and arises out of experiences and interactions which are unique to each person</td>
<td>Through inductive processes</td>
<td></td>
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<tr>
<td></td>
<td>To understand and interpret knowledge</td>
<td>Meaning-making</td>
<td>Through reasoned reflection</td>
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<tr>
<td></td>
<td>To make sense of experiences</td>
<td>Knowledge about human and natural phenomena is different</td>
<td>Through interpretation of past and current knowledge</td>
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<tr>
<td></td>
<td></td>
<td>Is both subjective and objective</td>
<td>Takes into account the context in which the knowledge is acquired (parts to whole)</td>
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<tr>
<td></td>
<td></td>
<td>Is qualitative in nature</td>
<td></td>
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<tr>
<td><strong>Critical Theory</strong></td>
<td>To seek changes in economic, political, and social systems</td>
<td>Power</td>
<td>Through reasoned discourse and dialogue</td>
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<tr>
<td></td>
<td>To give voice and power to the oppressed (more specifically, the working class and poor)</td>
<td>Power related to economic sphere and class</td>
<td>Praxis: blending of learning with social action</td>
<td></td>
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<tr>
<td></td>
<td>To use education as a process for social change</td>
<td>Has opened up to other areas of oppression such as race, gender, ethnicity</td>
<td>Reasoned reflection</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Critical examination of current educational practice</td>
<td></td>
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<tr>
<td><strong>Feminist Theory</strong></td>
<td>To critique the dominate culture in relationship to women's roles; driven by political agenda of social change</td>
<td>Knowledge is power which leads to empowerment</td>
<td>Through collaborative processes</td>
<td></td>
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<tr>
<td></td>
<td>To empower women of all classes and ethnic backgrounds</td>
<td>Knowledge is socially constructed and grounded in the dominant culture</td>
<td>Individual and collective experiences of women is acknowledged as critical in acquiring knowledge</td>
<td></td>
</tr>
<tr>
<td>Epistemology</td>
<td>Significant Outcomes</td>
<td>Practical Examples</td>
<td>Characterizing a Leader</td>
<td></td>
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<tr>
<td><strong>Logical Positivism</strong></td>
<td>Theory validation and construction</td>
<td>Standards-based education stated in behavioral terms</td>
<td>Predominantly uses quantitative data to make decisions</td>
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<td></td>
<td>Sets of data that are useful in making practice decisions (primarily technical in nature)</td>
<td>Data driven practice (when that data is quantitatively based)</td>
<td>Is very objective in their work; does not let the subjective be part of practice, including for the most part exclusion of feelings</td>
<td></td>
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<td></td>
<td>As often research is basic and not applied---results often are not translated into practice, can not be translated, or are poorly translated---leaps of faith are made</td>
<td>Experimentalist research trials for new practices</td>
<td>Separates work from other parts of lives as work is objective and other parts may not be</td>
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<td></td>
<td>Orientation tends to be present and not future oriented as focusing on what we already know and refining that knowledge</td>
<td>Use of CSAP tests to measure learning and growth for children</td>
<td>Practices in the here and now, based on what we know to be true</td>
<td></td>
</tr>
<tr>
<td><strong>Hermeneutics</strong></td>
<td>Personally constructed knowing and experiential knowledge are viewed as legitimate</td>
<td>Reflective practice</td>
<td>Values and uses the knowledge that staff have developed through their experiences and self-reflection</td>
<td></td>
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<tr>
<td></td>
<td>Growth of individual, which occurs through experience, reflection, and self-examination</td>
<td>Teacher education programs and staff development grounded in constructivism</td>
<td>Acknowledges the importance of interpreting practice through understanding and interpretations of past events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Viewing values and beliefs as an important part of building knowledge</td>
<td>Experiential learning</td>
<td>Recognizes their values, beliefs, and ways of viewing the world as critical to his/her practice</td>
<td></td>
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<td></td>
<td></td>
<td>Self-directed learning</td>
<td>Listens to the ideas of their staff, and facilitates the exchange of these ideas among his/her staff in a way that all voices are heard</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Theory</strong></td>
<td>New economic, political, and social order with aim for equal distribution of power and resources</td>
<td>Full inclusion of all children into regular classrooms</td>
<td>Passion to &quot;fight&quot; for the oppressed (in terms of economic level and class)</td>
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<tr>
<td>Power or empowerment of the oppressed (term depends on who you read)</td>
<td>Resource allocation for schools and higher education based on social class and economic criteria</td>
<td>Ensure that conversations related to children and their parents always addressed issues of poverty</td>
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<tr>
<td>Community-based social action programs focused on changing economic balance of power</td>
<td>Provide ways to give voice and power to the poor and working class</td>
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<td></td>
<td>May be highly political for their &quot;cause&quot;</td>
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<td></td>
<td>Provides staff development about poor and working class people</td>
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<tr>
<td></td>
<td>Is highly challenging related to economic and social class issues that affect learning</td>
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<tr>
<td><strong>Feminist Theory</strong></td>
<td>New human possibilities for women and changes in cultural norms</td>
<td>A class for adults in which collaborative dialogue, use of experience, and emotions are central to learning</td>
<td>Champions of women's issues</td>
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<td>A political rally to support such causes as welfare reform, family medical leave, affirmative action, and the rights of &quot;homemakers&quot; who are women</td>
<td>Views gender as critical to decision-making (for example, examining new schools' curriculum materials for gender bias)</td>
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<td></td>
<td>Challenging the accepted norms and practices for women's roles as workers, parents, and the like</td>
<td>See empowering women as part of their role</td>
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<td>Willingly takes on the political frame</td>
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<td>Sees empowering their staff as central to their practice</td>
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<td>Views relational leadership as critical</td>
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