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 as email attachments using your university email account.

Assessment: Assignments are graded according to a rubric with ratings from 4 (high) to 1 (low).

- Class participation 25%
- “Corner Office” assignments 25%
- Educational platform 25%
- Final Reflection paper 25%

Final Grade Determination:

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. The following grading scale will be used to determine the final grade for the course after averaging individual assignment grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>0-59</td>
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<tr>
<td>Letter Grade</td>
<td>Decimal Grade</td>
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<tr>
<td>A</td>
<td>4.0</td>
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<td>A</td>
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<td>A-</td>
<td>3.7</td>
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<td>A-</td>
<td>3.6</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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<td>B+</td>
<td>3.3</td>
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<tr>
<td>B+</td>
<td>3.2</td>
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<tr>
<td>B</td>
<td>3.1</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B</td>
<td>2.9</td>
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</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td>Course introduction (go over syllabus; using the text’s supplemental materials); get acquainted; platform consensus activity</td>
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<tr>
<td>Class 1</td>
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<tr>
<td>Sept. 3</td>
<td>“Shoebox” activity Quotations Joel Barker video Leadership Theory</td>
<td>Bring list of quotations and which are your favorites</td>
</tr>
<tr>
<td>Class 2</td>
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<tr>
<td>Sept. 10</td>
<td>Reflective practice Epistemologies Six-inch square</td>
<td>Articles: (from Epistemologies folder in Bb) Culbertson article; Critical Pedagogy; Feminist Epistemology – An Intro.</td>
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<tr>
<td>Class 3</td>
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<tr>
<td>Sept. 17</td>
<td>Discussion on Leadership, class activities to be determined</td>
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<tr>
<td>Class 4</td>
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<tr>
<td>Sept. 24</td>
<td>Trait Approach Video: 2.2 – Colin Powell on Trust Emotional/Social Intelligence Video: Northouse (previous) 5.1 – Goleman Communication/Active Listening</td>
<td>Text: Chapters 1, 2 Northhouse (previous): Encyclopedia 1.2</td>
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<tr>
<td>Class 5</td>
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<tr>
<td>Oct. 1</td>
<td>“Corner Office” #1 reports Skills Approach Video: 3.2 Northhouse (previous) 9.2 Managing Conflict PPT</td>
<td>Text: Chapter 3 Videos: 3.1; 3.4; Northouse (previous) 9.2 “Corner Office” #1</td>
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<tr>
<td>Class 6</td>
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<tr>
<td>Oct. 8</td>
<td>Style Approach; LBDQ; Managing Change</td>
<td>Text: Chapter 4 Video: 4.4</td>
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<tr>
<td>Class 7</td>
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<tr>
<td>Oct. 15</td>
<td>Situational Leadership; LEAD Survey; C.A.P.S.; In-basket activity</td>
<td>Text: Chapter 5</td>
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<tr>
<td>Class 8</td>
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<tr>
<td>Oct. 22</td>
<td>Motivation Video: 9.3</td>
<td>Audio: 7.2 Videos: 7.2; 8.3; Northouse (previous) 10.3</td>
</tr>
<tr>
<td>Class 9</td>
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</table>
| Oct. 29       | “Corner Office” #2 reports Transformational Leadership; LPI; Servant Leadership | “Corner Office” #2 Transformational Leadership; LPI; Servant Leadership
                                    For next meeting: draft a personal code of ethics to share with class (enrichment activity) |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Class 10</td>
<td></td>
<td>Northouse: Chapters 9, 10 Videos: 10.1; 10.2; 10.3</td>
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<tr>
<td>Nov. 5</td>
<td>Authentic Leadership Video: 11.1 (Steve Jobs) Ethics; share personal codes of ethics Decision-making; reaching consensus simulation</td>
<td>Northouse: Chapters 11, 16 Videos: 11.4; 16.1</td>
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<tr>
<td>Class 11</td>
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<tr>
<td>Nov. 12</td>
<td>Psychodynamic Approach Video: 13.4 – Myers-Briggs</td>
<td>Northouse: Chapter 13</td>
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<td>Class 12</td>
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<tr>
<td>Nov. 19</td>
<td>“Corner Office” #3 reports Culture and Leadership Video: Northouse (previous) 6.2 Women and Leadership Video: 14.2 (Sheryl Sandberg)</td>
<td>“Corner Office” #3 Culture and Leadership Video: Northouse (previous) 6.2 Women and Leadership Video: 14.2 (Sheryl Sandberg)</td>
</tr>
<tr>
<td>Class 13</td>
<td></td>
<td>Educational Platform papers due by class time</td>
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<tr>
<td>Nov. 26</td>
<td>NO CLASS – THANKSGIVING BREAK</td>
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<tr>
<td>Dec. 3</td>
<td>Sharing of final reflection papers</td>
<td>Final Reflection papers due</td>
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<tr>
<td>Class 14</td>
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</table>

**NOTE:** In addition to chapter readings, students are required to access (view, listen, or read) the various “links” (e.g., audio, video, journal) that are referenced. Most of these are relatively short in length. These are considered “enrichment activities” and will be discussed in class.
Accessing Supplemental Textbook Materials

1. Go to the course Blackboard (Bb) site and access the website through the Course Materials folder.

2. Once at the specific textbook site, click on a chapter and a drop-down list of resources will appear (e.g., video links, audio links, journal links, encyclopedia links).

3. **NOTE:** There are some questionnaires in the text at the end of chapters. If you would like to print a copy of the questionnaire instead of filling it out in the book, the questionnaires are available under each chapter heading.

4. You will notice that some assignments in the syllabus refer to supplemental materials in Northouse (previous). This refers to a different Northouse text the instructor used previously that, while not currently being used, still has some excellent supplemental materials. To access that particular student resource, click on “Northouse (previous) in Bb. For this earlier text, however, questionnaires are accessed under “General Resources” on the right side of the page.

5. When reading, viewing, or listening to the links, students should make notes so as to have something to contribute to class discussions, whether in class or discussion boards. The notes should reflect, at a minimum, the students’ answers to the following:

   (a) How did the material presented resonate with you? In other words, did anything “strike home” or have particular meaning for you?

   (b) How did the material relate to what you have seen in the workplace?

   (c) 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?
“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 has 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. Zila will assign particular years for each student, so wait for your specific years.

**FORMAT:**

1. Please keep reports under 7 minutes (from when you begin speaking). It’s timed!

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 fine. Avoid too many words on a slide.**

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

4. 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.

5. 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.

6. The rubric mentions “excellent public speaking skills.” What does that mean? Among other things:
   - Is your voice loud enough?
   - Do you maintain good eye contact with the audience?
   - Is your articulation (diction) understandable?
   - Do you avoid “swallowing” the last words of sentences?
   - Did the quality of your presentation suggest your practiced it?
   - 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.
# Rubric for “Corner Office” Reports

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strength of quote(s) selected</strong></td>
<td>Quite interesting, thought-provoking, and provided a new way of looking at the issue.</td>
<td>While potentially interesting and helpful, it only marginally added to what has already been said about the topic.</td>
<td>Quote was minimally informative, but didn’t really provide any new ideas.</td>
<td>Quote was poorly selected and would provide minimal, if any, help to future leaders.</td>
<td></td>
</tr>
<tr>
<td><strong>Applicability to school leaders</strong></td>
<td>Excellent, specific example(s) of how the idea(s) could be applied by school leaders.</td>
<td>Indicated how the idea(s) could be used by educational leaders, but lacked specificity or examples.</td>
<td>Indicated some way(s) in which the idea(s) might help educational leaders, but it was not compelling.</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>
</tr>
<tr>
<td><strong>Oral presentation</strong></td>
<td>Logically organized making it very easy for the class to follow. Student demonstrated excellent public speaking skills.</td>
<td>Good, but at times difficult to follow, or the class had difficulty understanding because of relatively weak speaking skills.</td>
<td>Somewhat unorganized or it seemed like the student was unsure of himself/herself.</td>
<td>Very weak presentation skills or lack of organization made it difficult for the class to get anything meaningful from the presentation.</td>
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</table>

**COMMENTS:**
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. You may choose to write your platform using a narrative form or with bullet points.

- 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)

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>
</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</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>
</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 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><strong>Refers to</strong> personal growth experiences as an ethical educator and his/her values but does <strong>not 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><strong>Discusses</strong> 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><strong>Discusses</strong> 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 (4.1e, 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>
</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 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 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>
</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 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>
</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>
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</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>
<td>x 3</td>
<td></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>
<td>x 1</td>
<td></td>
</tr>
</tbody>
</table>
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. To receive a “4,” student must meet ALL criteria for a 4. Points between categories (e.g., 3.7) are at the instructor’s discretion.

RUBRIC FOR GRADING

4 Excellent attendance (no absences); often voluntarily participates in class discussions; comments are relevant and succinct; 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.

3 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.

2 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.

1 Often fails to listen respectfully; distracting behavior in class; insensitive to others; virtually a non-productive member in team settings.
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 the 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


