George Mason University
College of Education and Human Development
Graduate School of Education
Education Leadership Program
Course Syllabus

COURSE NUMBER AND TITLE: EDLE 610 Leading Schools and Communities
Instructor information:
Name: Stephen Hockett
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Office Hours: by appointment

CLASS MEETING:
Day: Tuesday
Time: 5:00-8:00 p.m.
Dates: January 19, 2010 - April 27, 2010
Location: Wakefield High School - Room 129
Class Website: http://gmu.blackboard.com
                 https://gmu.blackboard.com/webct/logon/35869765001
                 http://www.taskstream.com

TEXTBOOKS AND RESOURCES:
1. Kenneth A. Strike, Jonas F. Soltis, Emil J. Haller. 2005. *Ethics of School Administration*. ISBN 0807745731. Paperback
2. Kitty Porterfield, Meg Carnes, 2008. *Why School Communications Matters: Strategies From PR Professionals.* ISBN 10: 1-57886-832-7. Paperback
3. A series of related case studies provided by the instructor

Website: http://blackboard.gmu.edu BLACKBOARD
                 http://www.taskstream.com TASKSTREAM

Nature of Course Delivery
A variety of instructional methods are used in this course including: large-and small-group instruction, cooperative learning activities, media use, Internet assignments, lectures, guest practitioner presentations, group presentation, individual research, case studies, simulations, and written and oral assignments.

National Standards and Virginia Competencies
The course addresses selected Virginia Department of Education (VADOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and Educational Leadership Constituent Council (ELCC) (NCATE) Standards.

Specific ELCC standards addressed include:

1.4a   Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

1.4b.   Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

1.4c.   Candidates assume stewardship of the vision through various methods.

1.5a.   Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.

1.5b.   Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

2.1a.   Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

3.2b.   Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.

4.1a.   Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.

4.1b.   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.

4.1c.   Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.

4.1d.   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.

4.1e.   Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.

4.1f   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.

4.1g.   Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.

4.1h.   Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.3a.   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.

4.3b.   Candidates demonstrate how to use school resources and social service agencies to serve the community.

4.3c.   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.   Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

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

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

6.1f.   Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.

6.1g.   Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.

6.2.   Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

Specific VADOE standards addressed in this course include:

a7. Identification, analysis, and resolution of problems using effective problem-solving techniques;

d2. Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;

d3. Developing appropriate public relations and public engagement strategies and process;

d4. Principles of effective two-way communication, including consensus building and negotiation skills;

e4. Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions;

f3. Identify and respond to internal and external forces and influences on a school;

Content
All of the EDLE program goals are active, to a greater or lesser extent, in this course. The primary purposes of this course involve helping students to exercise leadership in the school and larger community within an explicit ethical framework. Candidates will deepen their understanding of (1) ethics applied to school and community leadership, (2) the use of research and development tools to lead schools and communities, (3) how organizations function, and (4) how leaders influence school change and improvement. Specific content includes:

1. Reviewing and expanding on the meanings of leadership and the role leaders play in change within the school community through attendance at various public meetings and interviews with school and community leaders.

2. Applying reframing skills to address, assess, develop solutions and make appropriate decisions regarding critical instructional, personnel, community and financial issues at the local school level through analysis of a variety of cases including the student's own school Improvement Plan.
3. Investigating political, financial, legal and instructional implications of an instructional issue as it relates to the needs, strengths and opinions of the local school community and school division through case studies, including the student's own School Improvement Plan and attendance at various public meetings.
4. Exploring educators' codes of ethics to identify and embrace a personal code.
5. Clarifying which framework(s) students find most useful for informing their own leadership styles and choices;
6. Applying skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and in role-playing exercises involving leadership behavior and school change as demonstrated through both written and oral assessments.

Teaching and Learning

Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of TaskStream, and on the use of web-based resources created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
   a. Start and end on time;
   b. Maintain (flexibly) a written agenda reflecting objectives for each class;
   c. Agree to disagree respectfully during class discussions;
   d. Strive to be open to new ideas and perspectives; and
   e. Listen actively to one another.

2. Student work will reflect what is expected from leaders. As such, students are expected to:
   a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
   b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
   c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning

organization is a balance between openness and constructive feedback; hence, everyone is expected to:

a. come fully prepared to each class;
b. demonstrate appropriate respect for one another;
c. voice concerns and opinions about class process openly;
d. engage in genuine inquiry;
e. recognize and celebrate each other's ideas and accomplishments; and
f. display an awareness of each other's needs.

Course Objectives

Students will deepen their understanding of (1) ethics applied to school and community leadership, (2) the use of research findings and tools to lead schools and communities, (3) the nature and strengths of diverse communities, (4) how organizations function, and (5) how leaders influence school change and improvement. Additionally, they will sharpen their communication, reflection and general leadership skills.

Student Outcomes

Successful students will emerge from the course able to:

1. Demonstrate knowledge and ability to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources to create and maintain a positive school culture which supports the success of all students.
2. Identify, assess and apply elements of a constructive relationship between a school and its community to support implementing the school's vision.
3. Gain insight into power structures and pressure groups in the school community to create coalitions and increase support for school programs and goals.
4. Identify leadership knowledge and skills that promote success of all students through integrity, fairness and ethical behavior.
5. Create a personal code of professional ethics and demonstrate the ability to resolve ethical dilemmas based on that code.

Relationship of Course Goals to Program Goals

Student outcomes and activities for this course are related to the following GMU/EDLE program goals:

1. Understand the complexities of change in schools.
2. Develop and demonstrate the knowledge, skills, and dispositions necessary to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice, and successful achievement of all school-aged youth.

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for this class is related to the internship. Students may write about embedded experiences in their internship journals and Collective Records, but they can only count over and above the minimum 320 hours required for the internship.

Course Materials

The required texts are available in the GMU Bookstore in the Johnson Center.

Recommended Resource*:*

> American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, D.C. American Psychological Association.

> Additional Resources will be listed in the weekly schedule and will be available on TaskStream.

Outside-of-Class Resources

> Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. **All students are now required to activate and monitor their GMU e-mail accounts**. If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages **with attachments**. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

> All students are required to use http://www.taskstream.com as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

> It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office 2007.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance
Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

General Expectations
Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class participation: 15 points
Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Written assignments: 85 points
Five performance-based assignments will be completed during the semester. Three of those assignments represent *required* program-level performance based assessments for this course. Each assignment relates to the application of educational research in your school setting.   A description and directions for each assignment and a rubric for grading each assignment are included at the end of this syllabus.

ALL ASSIGNMENTS must be submitted electronically, through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date.

Rewrites: Students may rewrite a paper (other than the final paper) and re-submit the paper for re-grading within one week of receiving the paper back. I recommend that

students not consider re-writing papers with scores of 3.5 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience. Papers that are initially submitted more than 48 hours late will not be graded.

<u>Grading scale:</u>

A+	=	100 points
A	=	95-99 points
A-	=	90-94 points
B+	=	87-89 points
B	=	83-86 points
B-	=	80-82 points
C	=	75-79 points
F	=	below 75 points

College of Education and Human Development Statement of Expectations

- Students are expected to exhibit professional behavior and dispositions. http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf
- Students must follow the guidelines of the University Honor Code. See http://academicintegrity.gmu.edu/honorcode/ for the full honor code
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

COURSE CONTENT

DATE	TOPIC	IN PREPARATION FOR THIS CLASS PLEASE DO THE FOLLOWING	WHAT'S DUE?	SPECIFIC TOPICS
Class 1 **1/19**	Introductions and Course Overview			
Class 2 **1/26** **(held 1/21)**	Public Schools in the United States The Ethics of Educational Leadership	<u>Ethics of School Administration</u> Chapter 1 Student led discussion	Nancy	• Public values • Review theories of leadership • Schools as Moral Communities • Legislated Learning • Public Confidence • Codes of Ethics • Values-vs. -Ethics
Class 3 **2/02**	Educational Leadership and Administration Dealing with Ethical Dilemmas	<u>Public Relations in Schools</u> Chapter 1 & 2 <u>Ethics of School Administration</u> Chapter 2 Student led discussion	Rachael D., Maggie & Mark	• Administration defined • Critical responsibilities • Roles: political, managerial and educational • Time Management • Public Relations • Effects of Climate and School Culture on Change • Dealing with Difficult People
Class 4	Culture and Climate	<u>Public Relations in Schools</u>		• Policy • PR practices that

2/09	The School as a Political Organization	Chapter 4 Ethics of School Administration Chapter 3 Student led discussion	Rob, Colette, & Ellen	work • Identifying the stakeholders • Teacher organizations and collective bargaining • Minority interests • Influence, Power and Authority • Collective Choice • School board politics • Site-based management
Class 5 **2/16**	Federal and State Influence on Change in the Public Schools Selling a Vision The Power of Data and Demographics	Public Relations in Schools Chapter 4 & 13 Ethics of School Administration Chapter 4 Student led discussion	I A. Code of Ethics DUE Rosa, Verlese, & Marcus	• A historical glimpse • Federal aid • Presidential politics and school reform • The role of the State • Interest groups • Using data to build community support • Capitalizing on diversity
Class 6 **2/23**	Community Communicating with a community of teachers, parents and others	Public Relations in Schools Chap.2 & 4 Ethics of School	I B. Reflecting and Reframing - Applying your Educators Code of Ethics	• How school divisions survive and thrive • What you must know about your school division in order to be an effective leader. • Procedures for applying for a

		Administration Chapter 5 Student led discussions	Dawn, Paula, & Zevlin	school leader position. • Promising Practices • Defining a community
Class 7 **3/02**	Real Community Engagement	Public Relations in Schools Chapter 4 and 9 Ethics of School Administration Chapter 6 Student led discussion	Barbara, Carmen, & Danie	• Identifying a community • Influence, Power and Authority in the community – who holds these attributes and how to harness them Power-influence
Class 8 **3/09**	Leadership for next decade	Presentation by sitting school administrators		• Sources of Leadership energy • Emerging Trends • Who is prepared to lead? • What principals have to say about leadership
Class 9 **3/16**	No Class in lieu of attendance at the GMU Leadership Conference			
Class 10 **3/23**	Delivering the message	Public Relations in Schools Chapters 5, 8 Ethics of School Administration Chapter 7 *Student led	II A. Interview with School/Comm unity Leaders to Assess the Implementa- tion of the School Vision Rachael, Melanie,	• Persuasive language • Humor and knowledge • Cultural literacy • Compatibility of school leaders and the community

		discussion	& Kati	• The *KISS* Theory
3/30	Spring Break – No Class			
Class 11 **04/06**	Leading in a Political World Leading through Crisis	<u>Public Relations in Schools</u> Chapters 11-12	II B. Presentation To The Community	• Discussion focusing on election results and implications for education • "*Faster than a speeding bullet"* Electronic communication • Maintaining focus • Identifying the problem before trying to solve it
Class 12 **4/13**	Public Writing In Class Work Session for collaborative group planning for the Community Engagement Project**s**	<u>Public Relations in Schools</u> Chapter 14 *Bring in resources necessary for work session		• Effective practices in communication
Class 13 **4/20**	Reframing Your School Improvement Plan Papers		III. Presentations	
Class 14 **4/27**	Reframing Your School Improvement Plan Papers		III. Presentations	

Class Participation Rubric- EDLE 610

http://www.taskstream.com/

	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1
Attendance (40%)	Exemplary attendance (no absences, tardies or early dismissals)	Maximum of one absence or two tardies and/or early dismissals	Occasional absences (more than one)...and/or frequent tardies and early dismissals	Frequent absences and/or tardies
Quality of interaction --- questions, comments, suggestions (15%)	Most queries are specific and on target. Deeply involved in whole class and group discussions.	Often has specific queries, stays involved in class discussion.	Asks questions about deadlines, procedures, directions. Little discussion about class topics and/or ideas.	Rarely interacts with the instructor or class mates in an appropriate manner
Effort (10%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups.	Actively avoids involvement. Complains about others and uses excuses to explain deficiencies.
Demonstration of preparation for class (15%)	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Demonstrates preparation and readiness periodically.	Is unable to demonstrate readiness for class
Reflections on class Activities (20%)	Submits all required reflections in a complete manner. Including a description and analysis of the activity as well as a thorough discussion of how this activity specifically impacted the student's understanding of leadership and their practice thereof.	Submits all required reflections. The reflections include some description and analysis of the activity. The student describes limited examples of how this activity will impact their leadership.	One or more reflections were not submitted and/or the reflections are vague.	The majority of the reflections were not submitted.

Writing Assignment 1: Building an Educators Code of Ethics and Applying it to Two Case Studies   (30 points)

This assignment has two parts:

A. Build an Educators Code of Ethics (10 points)*
    1. Identify, read and analyze at least five well written, existing Educators Code of Ethics
    2. After reading and analyzing the five existing codes, identify one that best complements and enhances the code's ethical base. Explain the reasoning behind the choice and then add or delete content that will strengthen the ethical base.
    3. Rewrite and personalize the Educators Code of Ethics as your own. The conclusion will focus on the personalized code of ethics, emphasizing characteristics of the code that strengthen your leadership performance and effectiveness.

B. Reflect on apply your Educators Code of Ethics as you analyze its application to two case studies (20 points)
    http://www.tenj.edu/-set/mw-steps.htm Procedures for Analyzing Ethical Dilemmas, The College of New Jersey. This site may be of assistance in analyzing the problems presented in the cases.
    Each analysis will incorporate reframing skills with two cases that involve the leaders' role in school and community change. The instructor will provide the cases. In analyzing the cases, reflect on personal learning experiences, apply understandings gained through the internship and coursework and demonstrate the ability to apply those understandings and experiences in addressing the conflicts presented in each case study. Using reframing to strengthen your chosen course of action. In particular:
    1. Identify the players and their political agendas
    2. Identify and analyze the profit each player has to gain/lose through action you may take.
    3. Identify the power base.
    4. Describe the education leadership in the case by noting how it is displayed and what needed leader behaviors may be missing.
    5. As you write your response to each case study, include statements in response to the following questions:
        a. Did my code of ethics help guide me in addressing the ethical dilemma?
        b. Did I break, alter or question the code?
        c. After putting it to this test, may I conclude that my code is strong and dependable? Does it need to be changed? If so, how?

Educator's Code of Ethics Rubric

http://www.taskstream.com/

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations Enter optional heading
The introduction of the Code of Ethics captures the attention of the reader through clarity, tone, depth of understanding of the topic and relevancy to both the author and reader. (10%)	Introduction sets a tone for a comprehensive, clear and concise Code. Clear references are made to the Codes which served as models.	The introduction contains an appropriate thesis for the Code. Codes which served as models are mentioned.	The introduction attempts to set the tone for a Code of Ethics. Little or no mention is made of Codes which served as models.	The introduction is weak with a vague thesis statement and no references to the Codes which served as models.
The codes which served as models are compared and analyzed. Their relation to the candidate's own Code is explained. (20%)	At least 5 Codes are identified, compared, and analyzed in detail. Their relation to the candidate's own Code is fully explained.	At least 5 Codes are identified, compared, and analyzed. Their relation to the candidate's own Code is explained.	Fewer than 5 Codes are identified and/or the comparison, and analysis of the Codes are weak.. Their relation to the candidate's own Code is not sufficiently explained.	Fewer than 5 Codes are identified. There is little comparison or analysis. There is no clear relationship between the models and the candidate's own Code.
The candidate's Code demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions. ELCC 5.1 (25%)	The candidate's Code explicitly demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.	The candidate's Code demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.	The candidate's Code vaguely implies respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.	The candidate's Code does not address respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
The candidate's Code speaks to the need to combine impartiality, sensitivity to student diversity, and ethical considerations in his or her interactions with others. ELCC 5.2 (25%)	The candidate's Code explicitly speaks to the need to combine impartiality, sensitivity to student diversity, and ethical considerations in his or her interactions with others.	The candidate's Code speaks to the need to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	The candidate's Code vaguely refers to the need to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	The candidate's Code does not include any mention of the need to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
Citation of Resources (10%)	All references and resources are clearly identified using proper APA format.	Most resources and references are identified. APA form is generally present.	Some resources and/or references are not cited and/or APA form is not used.	No references or resources are cited.
- Writing and flow of thought are clear and thorough - Content is scholarly, useful and instructive - Paper is grammatically correct and has no spelling errors (10%)	The paper is generally error-free, reflects serious editing and proofreading skills. Word choice is mature.	The paper has few spelling and/or grammatical errors. Word choice is acceptable.	Several spelling and/or grammatical errors. Weak word choice.	Poor spelling and/or grammar. Weak word choice.

Ethics Case Study Rubric

http://www.taskstream.com/

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
The analysis of Case #1 includes the identification of the people involved, their political agendas and what they have to gain or lose, their power base and the leadership involved in this case. (15%)	The analysis of Case #1 includes a thorough analysis of each of the elements.	The analysis of Case #1 includes an adequate analysis of each of the elements.	Several elements of the assignment are missing from the analysis of Case #1-or the analysis of those elements is inadequate to provide sufficient information to the readers	Elements of the assignment are missing from the analysis of Case #1 and/or the analysis of those elements is inadequate.
The analysis of Case #2 includes the identification of the people involved, their political agendas and what they have to gain or lose, their power base and the leadership involved in this case. (15%)	The analysis of Case #2 includes a thorough analysis of each of the elements identified in the assignment.	The analysis of Case #1 includes an adequate analysis of each of the elements identified in the assignment.	Several elements of the assignment are missing from the analysis of Case #2-or the analysis of those elements is inadequate to provide sufficient information to the readers	Elements of the assignment are missing from the analysis of Case #2 and/or the analysis of those elements is inadequate.
The application of the candidate's Code in both cases demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions. ELCC 5.1 (20%)	Case studies are addressed thoroughly, applying and challenging the principles created for the Code and demonstrating a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	Case studies are addressed using the principles created for the Code and demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	An attempt is made to address Case studies using the principles created for the Code. There is little demonstration of respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	Case studies are not addressed with regard to the Code and the desired demonstrations are missing.
The application of the candidate's Code in both cases demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. ELCC 5.2 (20%)	The application of the candidate's Code in both cases explicitly demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	The application of the candidate's Code in both cases demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	The application of the candidate's Code in both cases vaguely suggests the potential ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	The application of the candidate's Code in both cases is either missing or fails to demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
The application of the candidate's Code in both cases demonstrates commitment to make and explain decisions based upon ethical and legal principles. ELCC 5.3 (20%)	The application of the candidate's Code in both cases explicitly demonstrates commitment to make and explain decisions based upon ethical and legal principles.	The application of the candidate's Code in both cases demonstrates commitment to make and explain decisions based upon ethical and legal principles.	The application of the candidate's Code in both cases vaguely suggests commitment to make and explain decisions based upon ethical and legal principles.	The application of the candidate's Code in both cases is either missing or fails to demonstrate commitment to make and explain decisions based upon ethical and

				legal principles.
- Writing and flow of thought are clear and thorough - Content is scholarly, useful and instructive - Paper is grammatically correct and has no spelling errors. (10%)	The paper is generally error-free, reflects serious editing and proofreading skills. Word choice is mature.	The paper has few spelling and/or grammatical errors. Word choice is acceptable.	Several spelling and/or grammatical errors. Weak word choice.	Poor spelling and/or grammar. Weak word choice.

Writing Assignment 2: Interview with School/Community Leaders to Assess the Implementation of the School Vision (25 points)

This assignment has two parts.

A. Interviews and/or focus groups(15 points)
1. Have your intern supervisor/principal identify a minimum of three leaders in the school community, community at large or business community who have a stake in this issue.
2. Your class study group will develop an interview protocol to be used in interviewing the identified leaders, with the major question being "How well is our school implementing its vision statement? "
3. You will make an appointment with each leader. Provide a clear, concise summary of the purpose of the interview, the nature of questions, how data will be used, the right to confidentiality of responses and the time needed for the interview meeting. When you interview you will use the same questions with each individual. The individual may want to have a copy of the questions ahead of time.
4. After interviewing the three or more leaders, build a matrix with questions and significant responses. Look for common responses, contrasting points of view, lack of clarity of the issue, and other significant concerns.
5. Your paper will be no more than seven pages in length:
   a. *Page one will emphasize the issue and its importance to the school and to the individuals selected to interview.*
   b. *Page Two and Three will summarize the results of the interviews. Make sure to describe the role the interviewee has in the issue.*
   c. *Page Four will be the matrix for individual interviews and/or a summary table of themes gathered from focus groups.*
   d. *Page Five will reflect significant findings.*
   e. *Page Six is your plan of action based on the data collected.*
   f. *Your summary will be on Page Seven.*

B. **Presentation to the Community (10 points)***
   Using the interview information gathered, build a five-minute presentation about "*How Well We Are Implementing Our School Mission*". The presentation

will be delivered in class with the audience being parents, teachers and community members of your school. In the speech you will emphasize how the school is implementing its vision and how it can do a better job**. Be sure you address your presentation to the specified audience-not to your professor and classmates.**

Community Vision Rubric –Paper

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Statement of the issue and its importance to the school and individuals interviewed. (10%)	The school vision is clearly identified as are the interviewees. The importance of the vision to the interviewees and school is clearly explained	The school vision is mentioned and its importance to the school and the interviewees is referred to.	There is some mention of the school vision and its importance to the school and the interviewees. T	The school vision is ignored and/or no mention is made of its importance to the school and the interviewees.
Summary of the Interviews- including a matrix of responses and interviewee's role (15%)	The interviews are clearly summarized in a narrative and in a matrix. The interviewee's role is explicitly stated.	There is a brief summary of the interviews and a matrix. The interviewee's role is mentioned.	Either the narrative summary or matrix is missing or incomplete.	Very little information about the interviews is included.
Summary of Significant Findings (15%)	The significant findings from the interviews are clearly identified and stated demonstrating understanding and insight into the issue itself.	Most significant findings are clearly identified and stated.	Significant findings are either missing or not clearly stated, indicating little understanding of the issue.	No significant findings are identified.
Action Plan (10%)	The Action Plan is clearly stated. Its relationship to the data collected is explicitly stated.	The Action Plan is outlined. There is some relationship shown between the plan and the data collected.	The Action Plan is vague and/or there is little relationship between the plan and the data collected.	The Action Plan is incomplete and there is little relationship to the data collected.
Element 2.1: The action plan focuses on ways to promote a positive school Culture (10%)	The action plan clearly states steps to be taken to promote positive school culture as well as means of assessing that impact.	The action plan outlines steps to be taken to promote positive school culture.	The action plan vaguely refers to ways to promote positive school culture.	There are is no indication of any attempt to promote positive school culture in the action plan.
Element 4.1 The action plan demonstrates an ability to bring together the resources of family members and the community to positively affect student learning. (10%)	The action plan explicitly demonstrates an ability to bring together the resources of family members and the community to positively affect student learning.	The action plan demonstrates an ability to bring together the resources of family members and the community to positively affect student learning.	The action plan includes some items which point to an ability to bring together the resources of family members and the community to positively affect student learning.	The action plan includes no demonstration of an ability to bring together the resources of family members and the community to positively affect student learning.
Summary/ Conclusion (10%)	The summary/conclusion clearly states the learnings taken from this assignment.	The summary/conclusion suggests some of the learnings from this assignment.	The summary/conclusion adds little to the understanding of the assignment.	There is no conclusion/summary.
Element 6.1 Understanding the larger context. (10%)	The paper explicitly demonstrates the ability to analyze and describe cultural diversity as well as cultural norms	The paper demonstrates the ability to analyze and describe cultural diversity as well as	The paper indicates some sensitivity to cultural diversity as well as cultural norms and values in a school	There is no indication of sensitivity to cultural diversity as well as cultural norms and values in a school

			community.	community.
	and values in a school community.	cultural norms and values in a school community.		
Mechanics (10%)	The paper is error free.	There are only a few minor errors in the paper.	The paper has several errors indicating a lack of proofreading.	The paper contains many significant errors.

Rubric for Community Vision Presentation

http://www.taskstream.com/

	4	3	2	1
Attention to Audience (20%)	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Little attempt to engage audience	Did not attempt to engage audience
Content (20%)	Exceptional use of material that clearly relates to a focused thesis; abundance of various supported materials	Information relates to a clear thesis; many relevant points, but they are somewhat unstructured	Thesis is clear, but supporting information is disconnected	Thesis is unclear and information appears randomly chosen
ELCC 1.4 Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision (10%)	The presentation demonstrates a thorough understanding of the role effective communication skills play in building a shared commitment to the vision	The presentation demonstrates an adequate understanding of the role effective communication skills play in building a shared commitment to the vision	The presentation demonstrates a developing understanding of the role effective communication skills play in building a shared commitment to the vision	The presentation demonstrates a total lack of understanding of the role effective communication skills play in building a shared commitment to the vision
ELCC 4.3 The presentation demonstrates 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. (10%)	The presentation provides several examples which 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.	The presentation provides at least one example which demonstrates 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.	The presentation demonstrates an attempt to understand ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.	The presentation demonstrates no understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.
ELCC 6.2 The presentation demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates. (10%)	The presentation clearly demonstrates a strong ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates.	The presentation demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates.	The presentation demonstrates an attempt to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates.	The presentation demonstrates no attempt or ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates.
ELCC 4.1 Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	The presentation demonstrates a strong ability to use public information and research-based knowledge of issues and trends to collaborate	The presentation demonstrates the ability to use public information and research-based knowledge of issues and trends to collaborate	The presentation demonstrates a developing ability to use public information and research-based knowledge of issues and trends to collaborate	The presentation demonstrates a total lack of ability to use public information and research-based knowledge of issues and trends to collaborate

(10%)	with families and community members.	with families and community members.	with families and community members.	with families and community members.
Speaking Skills (10%)	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	Clear articulation of ideas, but apparently lacks confidence with material	Little eye contact; fast speaking rate, little expression, mumbling	Monotone; speaker seemed uninterested in material
Presentation Length (10%)	Presented within the allotted time	Remained close to the allotted time	Exceeding or falling short of allotted time	Greatly exceeding or falling short of allotted time

Assignment 3: Reframing Your School Improvement Project. (30 points)*

Use Bohlman and Deal's 4 frames (provided by instructor) as a basis for analyzing your SIP. Your paper should have 5 parts.

1. An *introduction* which should include a thesis statement and what you intend to do with the paper.
2. A *description of the SIP*, including
   - the purpose of the project,
   - the research question you sought to answer, the outcomes you expected,
   - a brief description of what you did, and
   - a brief summary of your data (If you have not completed your project, this summary may be a progress report. A reflection of your experiences and personal learning as a result of this project. Use the four frames to structure your discussion)
3. A *description* of the original frames through which you viewed the project.
4. A *discussion* of reframing of the project.
5. A discussion of *implications* of the reframing.

   *A required program-level performance assessment

SIP Reframing Paper Rubric

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations

Thesis & introduction (10%)	Establishes thesis in introduction and maintains clear purpose via suitable voice and tone	Evidence of thesis can be found in a clear introduction to the paper	Attempt to create a thesis statement and communicate the purpose in introduction.	There is no clear purpose of the paper; seemingly little attempt to create a thesis statement
Description of School Improvement Project (15%)	The project is described thoroughly, with clear delineation of the critical events relating to the SIP project	The project is described thoroughly	Description of the project is incomplete or poorly constructed	Description of the project is largely missing or wholly inadequate.
SIP analysis: Framing: Applies appropriate models of organizational management (ELCC 3.1.a) (20%)	The model of organizational management (frame) used to initially describe the SIP is accurately identified, characteristics of the frame are clearly described, and the frame is used as a conceptual lens to gain an understanding of the SIP	The model of organizational management (frame) used to initially present the SIP is identified, discussed, and applied as a conceptual lens for understanding the case	Analysis is weak or incomplete, or superficially considers the application of a model of organizational management (frame) to the analysis	Analysis is unrelated to the SIP, is largely missing or wholly inadequate. .
SIP re-analysis: Reframing: Applies appropriate models of organizational management (ELCC 3.1.a) (20%)	At least one additional theoretical frame is clearly and thoroughly described, and the frame is used as a conceptual lens for re-analyzing the SIP and highlight additional insights to explain the SIP	At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case	Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame	Re-analysis is unrelated to the case, is largely missing or wholly inadequate.
Implications: Explains & applies various theories of change (ELCC 6.1.h) (15%)	Specific lessons are presented relating to the process and value of reframing for school leaders, and the insights gained by using reframing to describe and explain educational change in this case	General lessons are presented relating to the process and value of reframing for school leaders, and the insights gained by using reframing to describe and explain educational change in this case	Superficial conclusions are offered relating to the process and value of reframing, and the insights gained by using reframing to describe and explain educational change in this case	Conclusion and implications are largely missing or wholly inadequate.
Support: Acts as informed consumer of educational theory and concepts (ELCC 6.1.a) (10%)	Specific, developed ideas and/or evidence from theory or research are used to support analysis	Supporting theory or research used to support analysis lacks specificity or is loosely developed	Uses some supporting ideas and/or evidence in analysis of case	Few to no solid supporting ideas or evidence
Organization of paper (5%)	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (5%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

How to Avoid Plagiarism

Give Credit Where Credit's Due from:
College board. Com, Inc. (2005) How to Avoid Plagiarism. Online available:
http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html

Plagiarism -- the attempt to pass off the ideas, research, theories, or words of others as one's own -- is a serious academic offense. Most students know when they are intentionally plagiarizing, for example copying an entire essay out of a book or buying a paper off the Internet. However, many people are tripped up by unintentional plagiarism -- not giving proper credit for others' quotes, facts, ideas, or data.

When in Doubt, Give Credit
A good rule-of-thumb is to always give credit for any ideas that aren't yours by citing your sources. Different disciplines, publications, and professors have different standards for citation. Usually, your professor or teaching assistant will specify how you should present your citations, and if they don't, ask.

In-Text Citations
These will usually suffice if you are referring to a small number of assigned texts or you are including a bibliography with the more specific information about the texts you cite. In-text citations usually list either the name of the publication or the author of the work. Here is an example:

Bellow writes, "Knowledge divorced from life equals sickness" (*More Die of Heartbreak*, p. 7).

Here is another acceptable way to format in-text citations:

The term "hunter-gatherer," when used to describe nomadic societies that practice neither agriculture nor animal husbandry, places undue emphasis on hunting both as a source of nutrition (Oakes, 1980, 121) and as a time commitment (Peachtree, 12).

If you use this approach, make sure you include enough information about each of the sources you are citing so that it can be identified in your bibliography. The reason that Oakes has a date and Peachtree doesn't is that this writer's bibliography included two articles by Oakes and only one by Peachtree. Also, once you've chosen a way to format your citations, be consistent.

Citing Material from Websites
Rules for citing websites are still evolving. For now, a good general rule is to give the site's name, the page's URL, the date of publication if you are citing an article or a journal, and the date you consulted it, as shown below:

Mihm, Stephen. "Pet Theory: Do Cats Cause Schizophrenia?" *Lingua Franca*, December 2000/January 2001. Online. Available: http://www.linguafranca.com/print/0012/cover_pet.html. November 30, 2000.

A word of caution about using the Internet for research: the Web is full of rumors posing as facts, as well as plagiarism of every sort, so evaluate sources carefully before relying on them.

When DON'T You Have to Cite?
Common Knowledge
You don't have to give credit for a fact stated in your own words. For instance, information that is common knowledge does not need to be cited:

Thelonious Monk, acclaimed jazz pianist and composer, wrote the classic tune, "Round Midnight."

Your Own Ideas
You also don't have to give a citation for facts or ideas that you, yourself, have established. However, it's always a good idea to make the origin of such material clear, as shown in the example below:

After conducting a survey of sophomore engineering majors, I found that 72 percent cite the potential for high salaries after graduation as an important factor in their choice of major.

Is Paraphrasing Plagiarism?
Paraphrasing is putting information and ideas into other words for the sake of clarity or brevity. Used properly, paraphrasing can be a powerful tool for both explaining ideas and making persuasive arguments. But what constitutes proper and improper use of the paraphrase?

Take the following example of an original text:

The lost-wax casting process (also called cire perdue, the French term) has been used for many centuries. It probably started in Egypt. By 200 BCE the technique was known in China and ancient Mesopotamia and was soon after used by the Benin peoples in Africa. It spread to ancient Greece sometime in the sixth century BCE and was widespread in Europe until the eighteenth century, when a piece-mold process came to predominate.

--Marilyn Stokstad, *Art History, Volume Two* (New York, Prentice Hall, Inc. and Harry Abrams, Inc., 1995), 31.

And here is a paraphrase:

The lost-wax casting process is an ancient method for making metal sculpture. While the ancient Egyptians appear to have been its first practitioners, other cultures around the world also developed or imported the technique. Introduced to Europe by the ancient Greeks in the sixth century BCE, lost-wax casting remained an important artistic method up to the eighteenth century (Stokstad, 31).

Rather than simply restating the text, the author of the paraphrase changes the text to draw out a particular idea and leaves out the details that aren't relevant to the point she's making. Moreover, she adds some clarity by including a short definition of the lost-wax method in her opening sentence. Most importantly, the author has cited her source by author and page number.

A Note on Notes
If you are not careful in your note-taking process, it's very easy to closely paraphrase or even copy a source unintentionally. When in doubt, copy out the exact words of the

original quote in your notes, put it in quotation marks, and include the citation information. Then you can later decide whether to quote or paraphrase, according to your reason for citing the text.

Avoid Plagiarism in Oral Presentations

It is very easy to use other people's words in a speech without realizing it. Do your best to make it clear when you are borrowing. For example, you can say, "As the Roman playwright Terence observed, 'While there's life, there's hope,.'" Keep a written list of citations you can use as a reference if you are asked about your quotes.

Plagiarism can be a risk if you depend too heavily on outside sources. But if you rely on your own ideas, are conscientious about citing your sources, and are careful about how you paraphrase, you can steer clear of it, and write better papers or speeches in the process.

If you have doubt about using another's work, ask the professor for direction.