GEORGE MASON UNIVERSITY
COLLEE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM

EDLE 610, Section 601, Spring 2012
Leading Schools and Communities

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Schedule Information

Location: Fairfax Main Campus. Enterprise Hall/ Room 275
Meeting times: Tuesdays, 4:30-7:10 p.m. (January 24 – May 8)

Course Description: EDLE 610 Leading Schools and Communities (3:3:0)

This course examines critical functions of leadership and organizational management, complex decision-making responsibilities of school executives, and constructive relationships between schools and communities. It incorporates historical, ethical, philosophical, and sociological foundations of American education and the impact of organizational structure on reform and student achievement. Practical and academic emphasis on leadership skill development and dispositions are interwoven through the course.

Course Materials/Resources

Website: www.taskstream.com

Class BLOG: http://campusleadspring12.blogspot.com/

Required Text: Strike, K.A., Haller, E.J. & Soltis, J.F. (2005). *The ethics of school administration*. New York: Teachers College Press. (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.

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.

Learner 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.

Nature of Course Delivery

A variety of instructional methods are used in this course to create a dynamic, interactive learning environment. These methods *may* include: large-and small-group instruction, cooperative learning activities, media use, Internet assignments, lectures, group presentations, individual research, case studies, simulations, and written and oral assignments. ***The challenge is to become a community of learners.***

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance
You are expected to attend each class because discussion, presentations, and hands-on activities are critical parts of the course. If missing a class is unavoidable, you are responsible for notifying the instructor (preferably in advance). **It is your responsibility to check with class colleagues for notes and assignments and complete any missed assignments and readings, etc. before the start of the next class.** All absences **may** affect your final grade because of the heavy emphasis on class participation.

General Expectations
Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns due to weather or other issues. **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.

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; and
3. Clarity, concision and organization.

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 constructively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. Arriving to class more than 30 minutes late or leaving class more than 30 minutes early 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 three assignments (SIP Reframing, School Effectiveness and Code of Ethics) are the program-level Performance-Based Assessments for this course.

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. All written assignments must be completed on a word processor (unless otherwise indicated) and turned in on or before the due date.

Late work: Students are expected to submit their work on time, meaning no later than midnight of the due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date. Late assignments will lower your grade on the project, and will not be accepted or given credit if received 48 hours late. Specific course requirements and assigned due dates _may_ be altered as the instructor receives input from you and your classmates about your school calendars.

Rewrites: Students may rewrite an assignment [other than the final paper] for re-grading within one week of receipt. The original assignment should be clipped/stapled to the re-write.

Grading scale:
  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

General Goals

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.

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:

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
1.4 Steward a Vision
1.5 Promote Community Involvement in the Vision

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
2.1 Promote Positive School Culture

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
3.2 Manage Operations

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
4.1 Collaborate with Families and Other Community Members
4.3 Mobilize Community Resources

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
5.1 Acts with Integrity
5.2 Acts Fairly
5.3 Acts Ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
6.1 Understand the Larger Context
6.2 Respond to the Larger Context

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;

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.

CEHD/GSE Expectations for All Students

The College of Education and Human Development (CEHD) and the Graduate School of Education (GSE) expect that all students abide by the following:

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
  - *Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.*
- Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- University Libraries – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

Writing Assignment #1: Reframing Your School Improvement Project (30 points)*

Rationale

Bolman and Deal (2003) argue that effective leaders engage in reframing—or re-analyzing—their organizations continually so that they can more clearly understand what is going well, what is going poorly, and what to do about it. The Education Leadership Program agrees with this argument and sees the practice of reframing as an essential component of assessing your leadership efforts as embodied in your School Improvement Project. This should be of great help to you as you reflect on your own effectiveness and the importance of organizational context for improving student and school performance.

Process

Before you begin to write, gather and think about the following information:
1. What was the initial research question that drove your pre-action planning problem analysis? Assuming that this guided the main purpose of your SIP, were you able to maintain this purpose, or did your purpose change over time?
2. What outcomes did you expect when you began your SIP? Are you starting to see those outcomes? Why, or why not? What procedures or activities have you pursued in an effort to achieve these outcomes? How effective were they? How do you know?
3. Which frame(s) do you believe you used initially to engage in problem analysis and action planning? How would using additional frames alter your thinking about the problem and/or action plan?

Product

Use Bolman and Deal's four frames as a basis for analyzing your SIP. Your paper should have **five** 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
> > a. the purpose of the project,
> > b. the research question you sought to answer, the outcomes you expected,
> > c. a brief description of what you did
> > d. a brief summary of your data (If you have not completed your project, this summary may be a progress report).
> > e. 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 frame(s) 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-Rubric

	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: 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.

	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: Does Not Meet Expectations
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	

Writing Assignment #2: School/Community Leaders Assessment of School Effectiveness (25 points)*

Rationale

It is easy (and popular) to talk about school vision, but it is rare that we check whether or not others perceive our schools as achieving the vision they set out for themselves. This assignment requires you to determine how leaders in your school community perceive your school's performance. Taking the interview as raw data and analyzing it through the frame of your school's vision statements requires you to determine if your school's theories in use are well aligned with its espoused theories—an important initial step toward school improvement. Weaving community perceptions into the school improvement process is critical to building community support for change and advancement. Presenting your analysis and action plans in writing and orally is a crucial part of the process of leading for school improvement.

This assignment has **two** parts:

Process

1. Consult with your principal and/or internship supervisor to identify 5-7 leaders in your school community who are both knowledgeable about the school and open to being interviewed. "School community" should be broadly defined to include everyone from the PTA president to the small business owner who hires your students for part time work and should be representative of the demographics of your school.
2. Work with your class study group to develop a series of questions to be used in your interviews. Also develop a script for potential interview participants that will help them to understand the purpose and nature as well as the anonymity of their responses.
3. Conduct your interviews (not more than 30 minutes each). Take detailed notes or record interviews, possibly transcribing them and build a matrix with the questions and significant responses.
4. Identify common responses and/or themes from the interviews. Look also for contradictory or inconsistent perceptions.
5. Use your school's vision statement as a framework or perspective from which you analyze the interview responses. You are trying to answer the essential question: *Is our school living up to the promise of its vision in the eyes of school community leaders?*

Products

1. **The Paper** (15 points) - The thesis for this paper is your answer to the essential question posed in #5 above and contains an indication of what you consider to be an appropriate response. The body of your paper must demonstrate the validity of your thesis through the use of the qualitative data you collected in your interviews and your analysis of those interviews. A vital portion of the body is your **action plan** for addressing significant (findings) community perceptions. Be sure to conclude with a restatement of your thesis and a brief discussion of the implications of what you learned from the interview experience and your action plan.

Your paper will include:

    a. a statement of the issue and its importance to the school and to the individuals selected for the focus group;

    b. a summary of the results of the group discussion, including a matrix of responses with the participant roles clearly labeled;

    c. a summary table of themes gathered from focus groups;

    d. significant findings;

    e. a plan of action based on the data collected; and

    f. a summary.

2.   **The Presentation** (10 points) - Using the interview information, develop a 15-minute presentation about "*How Well We Are Implementing Our School Vision*". The presentation will be presented in class with the audience representing parents, teachers and community members of your schools. The presentation should 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.**

* A required program-level Performance-Based Assessments

School/Community Leaders Assessment of School Effectiveness (Paper) Rubric

	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: 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.

	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: Does Not Meet Expectations
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 and values in a school community	The paper demonstrates the ability to analyze and describe cultural diversity as well as cultural norms and values in a school community.	The paper indicates some sensitivity to cultural diversity as well as cultural norms and values in a school community.	There is no indication of sensitivity to cultural diversity as well as 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.

School/Community Leaders Assessment of School Effectiveness (Presentation) Rubric

	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: Does Not Meet Expectations
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.

	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: Does Not Meet Expectations
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. (10%)	The presentation demonstrates a strong ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	The presentation demonstrates 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 developing ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	The presentation demonstrates a total lack of ability to use public information and research-based knowledge of issues and trends to collaborate 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

Writing Assignment #3 A & B Educators' Code of Ethics and Case Study Application (30 points)*

Rationale
Having your own code of ethics serves as a moral compass "as you navigate the choppy waters" of education leadership. As a place to begin, you will explore published codes of ethics. Select elements of each code that represent your thoughts about ethical leadership. This will result in codes that are attractive to you, while adapting others, as you build your own personal code of ethics. Next, having developed your own Code of Ethics, it makes sense to apply it to a particular situation to test whether or not it is actually helpful to you.

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.

*A required program-level performance assessment

B. Reflect on and apply your Educators Code of Ethics as you analyze its application to two case studies (20 points)

The site identified below may be of assistance in analyzing the problems presented in the cases. http://www.tenj.edu/-set/mw-steps.htm-Procedures for Analyzing Ethical Dilemmas, The College of New Jersey.

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. Use 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 leader behaviors may be needed.
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

	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: Does Not Meet Expectations
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.

	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: Does Not Meet Expectations
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

	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: 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.

	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: Does Not Meet Expectations
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.

Class Participation-Rubric

	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: Does Not Meet Expectations
Attendance (25%)	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 (25%)	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 (25%)	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 (25%)	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