

George Mason University
College of Education and Human Development
Graduate School of Education
Education Leadership Program
EDLE 610 Summer 2011
Leading Schools and Communities

Instructor information:

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Office Hours: By Appointment

CLASS MEETING:

Day: Tues/Thur/Sat

Time: 4:30-7:30/9:00 – 12:00

Dates: 7/05/11 – 8/2/11

Location George Mason Main Campus

TEXTBOOKS AND RESOURCES:

1. George E. Pawlas, 2005. *The Administrator's Guide to School Community Relations*, 2nd Ed. ISBN –1596670053 Paperback
2. Kenneth A. Strike, Jonas F. Soltis, Emil J. Haller. 2005. *Ethics of School Administration*. ISBN 0807745731. Paperback
3. Joel Spring, 2010. *American Education*, 14th Ed. ISBN-978-0-07-337868-8
4. Rob Goffee and Gareth Jones. 2006. *Why Should Anyone Be Led By You?* ISBN-10:1-57851-971-3

SUPPLEMENTAL LEADERSHIP READING

1. Max Dupree, Leadership is an Art
2. Adrian Gostick and Chester Elton, The Carrot Principal
3. Michael Fullan, Leading in a Culture of Change
4. Marshall Goldsmith, What Got You Here Won't Get You There
5. Patrick Lencioni, Overcoming The Five Dysfunctions of a Team

COURSE DESCRIPTION: EDLE 610 Leading Schools and Communities

Prerequisites: admission to the program and EDLE 620, 612, 614, 616, 618.690, Co-requisite: EDLE 791

Examines critical functions of leadership and management, complex decision-making of school executives, and constructive relationships between schools and communities. Studies historical, philosophical, and sociological foundations of American education, and impact of organizational structure on reform and student achievement. Emphasizes leadership skill development.

NATURE OF COURSE DELIVERY:

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

STUDENT OUTCOMES

At the conclusion of this course, successful students will be able to:

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

VADOE COMPETENCIES

The Program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:

- a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:
 - (7) Identification, analysis, and resolution of problems using effective problem-solving techniques
 - (8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.
- d. Knowledge and understanding and application of the conditions and dynamics impacting a diverse school community.
 - (2) Working collaboratively with , staff, families, and community members to secure resources and to support the success of a diverse population.
 - (3) Developing appropriate public relations and public engagement strategies and process.
- e. Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including:

- (4) Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions.
- f. Knowledge, understanding, and application of basic leadership theories and influences that impact schools including;
 - (3) Identify and respond to internal and external forces and influences on a school.

CEHD STATEMENT OF EXPECTATIONS

- The College of Education and Human Development (CEHD) expects that all students abide by the following:
- Students are expected to exhibit professional behavior and dispositions. See <http://www.CEHD.gmu.edu> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 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.

The Education Leadership program faculty expects candidates to enjoy their learning opportunities and to take their graduate experiences seriously by thinking and behaving in a professional manner. This means that candidates are expected to attend each class for its entirety, except when there is a personal or family emergency; and adhere to the Leader Dispositions found at the website for the Graduate School of Education. Failure to follow these requirements, including absences from class, may result in points being deducted from the participation grade.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

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.

Students are expected to exhibit professional behaviors and dispositions at all times.

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/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

COURSE REQUIREMENTS

If missing a class is unavoidable, you are responsible for notifying the professor (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

GRADING:

The grading scales and assigned percentages shown below are assessment guidelines only. Final grades for the semester will reflect the instructor's judgment of the candidates' performances as they attempt to demonstrate the leadership behaviors outlined above. In other words, candidates are expected to demonstrate, in observable behavior, written and oral communication skills and progress toward attaining the required knowledge, performances, and dispositions that are needed to accept the awesome responsibility and joy that comes with a leadership position in education.

GRADING

A+ = 100 points B = 80 - 84 points
A = 95 - 99 points B - = 75 - 79 points
A - = 90 - 94 points C = 70 - 74 points
B+ = 85 - 89 points F = 69 points or below

RELATIONSHIP TO PROFESSIONAL ORGANIZATIONS /PROGRAM GOALS:

Relevant ELCC Standards for Educational Leaders: 1.4 a b c, 1.5 a b, 2.1 a, 3.2 b, 4.1 a-h, 4.3 a b c, 5.1, 5.2, 5.3, 6.1 f g, 6.2 a

Candidate outcomes and activities are related to the following GMU/EDLE program goals:

- Service to communities,
- Improvement of communication skills,
- Reflective practice,
- Understanding of diverse communities,
Development of skills in bringing about change

COURSE CONTENT

In order to develop leadership savvy, students will deepen their understanding of how organizations function and how leaders influence school change and improvement.

Specific content includes:

1. Reviewing meanings of leadership and the role leaders play in school change and improvement;
2. Articulating a vision for effective school leadership and your beliefs about leadership, teaching, and learning;
3. Applying four major frameworks for analyzing organizational behavior and outcomes;
4. 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, school change and decision-making
5. Meeting with community leaders to gain understanding of their views of the school's success. Using this information to create an action plan to increase community involvement in implementing the school's vision.

In addition to the content goals stated above, the following represent process goals for this course:

Learning Environment and Classroom Climate:

1. Each class will serve as a microcosm of education leadership by following these guidelines:
 - Begin and conclude on time;
 - Follow the syllabus agenda for each class;
 - Listen first to understand, then seek to be understood; and
 - Work toward common goals in a professional manner.
 - Work individually and in groups to develop strategies for addressing organizational problems or challenges;
 - Apply previous learning in writing assignments and ongoing self-assessments of performance.
 - Actively engage in a variety of learning activities, including case studies; simulations, and oral presentation of analyses and conclusions;
2. We will endeavor to create a classroom climate that approximates what we know about effective leadership dispositions and the attributes of learning organization.

Therefore, we are committed to creating a space that allows candidates to express new ideas and opinions without fear of ridicule or embarrassment. A hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:

- Come fully prepared to each class;
- Demonstrate appropriate respect for one another;
- Voice concerns and opinions about class process openly;
- Recognize and celebrate each other's ideas and accomplishments;

Candidates will strengthen their understanding of how organizations function within many communities and how leaders influence school change and instructional 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, embrace and incorporate one into 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.

ASSIGNMENTS AND EXPECTATIONS

Major assignments for this course will be submitted through the student's TaskStream account. Rubrics for each assignment are posted on Task Stream and attached to this syllabus. In order to earn a grade of at least "B" all of the following must be accomplished satisfactorily:

I. Participation (Class Involvement/Reflection) (15% of Course Grade)

- Review Dispositions for Leadership at <http://www.gse.gmu.edu>
- Review The Honor Code of George Mason University
- Review Expectations of the instructor

- **Class Involvement/Reflection** An important component of any leader’s learning involves balancing action and reflection. As such, we will engage in a variety of learning activities in class, including exercises, debates, oral presentations, and analyses of cases. Since both the Frederick County Board of Supervisors and the Frederick County School Board meet regularly during school or class time, you will visit either a school board meeting or a joint Supervisors’ School board work session by the third class meeting in April. Your focus will be to observe the interactions between and among the board members as well as staff and community members.

II. Interview with School/Community Leaders to Assess the Implementation of the School Vision (25 % of course grade)

A. Interviews (15 points)

- 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.
- Your class study group will develop a series of questions to be used in interviewing the identified leaders, with the major question being “How well is our school implementing its mission statement?” 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.
- After interviewing the three 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.
- Your paper will be no more than seven pages in length:
 - Page One will emphasize the issue and its importance to the school and to the three individuals selected to interview.
 - Page Two and Three will summarize the results of the three interviews. Make sure to describe the role the interviewee has in the issue.
 - Page Four will be the matrix.
 - Page Five will reflect significant findings
 - Page Six is your plan of action based on the data collected.
 - 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 presented 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 mission and how it can do a better job. **Be sure you address your presentation to the specified audience-not to your professor and classmates.**

III. Building an Educators Code of Ethics and applying it to Two Case Studies (30 % of Course Grade)

This assignment has two parts:

A. Build an Educators Code of Ethics (10 points)

- Identify, read and analyze at least five well-written, existing Educators Codes of Ethics.
- After reading and analyzing the five existing Codes of Ethics for Educators, then identify one that best complements and enhances his/her ethical base. He/She will explain the reasoning behind the choice and incorporate additions/deletions of content that will strengthen that ethical base.
- The candidate will rewrite and personalize the Educators Code of Ethics as his/her own. The conclusion will focus on the personalized code of ethics, emphasizing characteristics of the code that strengthen the leadership performance and effectiveness of the candidate.

B. Reflecting and Applying - Applying your Educators Code of Ethics as you analyze two case studies (10 points each)

- <http://www.tcnj.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 candidate will incorporate reframing skills with two cases that involve leaders' role in school and school community change. The instructor will provide these 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. Where is the power base?
 4. Describe the education leadership in the case. What leadership is occurring? What leadership is needed? What is not?
 - a. While writing your response to each case study by reflecting on the above questions, include statements in response to the following two questions:
 - a. Did my code of ethics help me; guide me in addressing the ethical dilemma?
 - b. Did I break, alter or question the Code?

- c. After being put to the test is this a strong, dependable code? Does it need to be changed? If so, how?

The conclusion draws together responses to case studies and the resilience of the Educators Code of Ethics when put to the test

IV. Reframing Your School Improvement Project. (30% of course grade)

You will use Bohman and Deal's 4 frames as a basis for analyzing your SIP.

Your paper should have 3 parts.

- A. Executive Summary of your project – this should include
 - 1. The research question you were seeking to answer. What was the purpose of your project?
 - 2. The outcomes you expected.
 - 3. A brief description of what you did.
- B. A BRIEF summary of your data – If you have not completed your project, this summary can be a progress report. A reflection of your experiences and personal learnings as a result of this project. Use the four frames to structure your discussion.

Class Participation- EDLE 610

	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1	Score/Level
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%)	(see meets expectations) ...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.	

EDLE 610 Reframing Your SIP-BP

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Score/Level
Introduction and thesis (10%) Any written document must begin by conveying to the reader purpose and direction.	The introduction begins with a general discussion of your School Improvement Project and narrows to a thesis focused on how you view that project after reframing. The roadmap for the paper is made clear.	The introduction orients the reader to the topic and the thesis is clear. The roadmap is apparent.	The reader is not adequately brought into the topic of the paper. The thesis may be vague or not establish a burden of proof. The roadmap is unclear.	Basic elements of a good introduction are missing.	
Synopsis of School Improvement Project (15%)	The synopsis is complete and concise and includes only the most important features of the SIP to date. The author is able to link the synopsis to the thesis in a logical and persuasive way.	The synopsis is complete and concise, emphasizing the most important features of the SIP to date.	The synopsis is either incomplete or includes too much detail about the SIP. It distracts the reader from the main purpose of the paper—reframing.	The synopsis is wholly inadequate.	
Presentation of Results (15%) (ELCC 6.1)	Results are presented in a persuasive and reflective manner, using both text and graphics to convey concisely what has been achieved by the SIP to date.	Results are presented in a clear, concise, and reflective manner.	Results are presented in a way that is vague or confusing to the reader.	No results are presented.	
Framing and Reframing (50%) (ELCC 3.1)	Both how the author framed his/her SIP initially and the reframing analysis are presented in a manner that is precise with regard to the frames and compelling in terms of analysis. At least two new frames are used. In addition to being analytical, the author is appropriately reflective.	Discussion of how the SIP was framed initially and how the author has come to see the SIP presently are presented in a manner that is precise and accurate. Analysis is persuasive and at least two new frames are used.	Some discussion of initial framing and reframing is presented. Errors with regard to the frames may be present. Analysis is generally weak	The discussion of framing and reframing does not indicate a thorough understanding of the framing concept.	
Mechanics and APA (10%)	The paper is nearly error free.	The paper contains a few errors.	The paper contains many errors.	The paper has so many errors it is difficult to read.	

Rubric for Community Vision Presentation

	4	3	2	1	Score/ Level
Attention to Audience 10%	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 15%	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 demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new	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	The presentation provides at least one example 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	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.	

resources to address emerging student problems. 15%	student problems.	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. 15%	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. 15%	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 ti

Community Vision Rubric - Paper

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Score / Level
Statement of the issue and its importance to the school and individuals interviewed.	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	he 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	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 30%	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	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	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 tp promote positive school culture in the action plan.	

Element 4.1 The action plan demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. 30%	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 15%	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. 15%	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.

Educator's Code of Ethics Rubric

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations Enter optional heading	Score/Level
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.	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.	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 engage in honest interactions. ELCC 5.1	The candidate's Code explicitly demonstrates a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	The candidate's Code demonstrates a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	The candidate's Code vaguely implies respect for the rights of others with regard to confidentiality and dignity and engage 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.
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The candidate's Code speaks to the need to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. ELCC 5.2	The candidate's Code explicitly speaks to the need to combine impartiality, sensitivity to student diversity, and ethical considerations in their 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.
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Citation of Resources	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	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

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Score/Level
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.	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. 30%	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.	

<p>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 engage in honest interactions. ELCC 5.1 25%</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Case studies are not addressed with regard to the Code and the desired demonstrations are missing.</p>
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<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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<p>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 30%</p>	<p>The application of the candidate's Code in both cases explicitly demonstrates commitment to make and explain decisions based upon ethical and legal principles.</p>	<p>The application of the candidate's Code in both cases demonstrates commitment to make and explain decisions based upon ethical and legal principles.</p>	<p>The application of the candidate's Code in both cases vaguely suggests commitment to make and explain decisions based upon ethical and legal principles.</p>	<p>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.</p>
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- Writing and flow of thought are clear and thorough - Content is scholarly, useful and instructive - Paper is grammatically correct and has no spelling errors
15%

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.

Proposed Course

- 7/5 Intro to Course
Read Spring 1 – 5
- 7/7 Public Schools in the US
Read Spring 6 – 10
- 7/9 Power and Control In American Education
Who has the power?
- 7/12 The Ethics of School Administration:
Administration and Ethical Thinking
Intellectual Liberty
Individual Freedom and Public Interest
- 7/14 The Ethics of School Administration:
Equal Education Opportunity
Educational Evaluation
Educational Authority and Accountability
Diversity
- 7/16 School and Community Relations (Pawlas)
Read Goffee and Jones
- 7/19 Uncommon Principals
School-Coummunity Relations Plan
School Internal Politics
School External Politics
- 7/21 Written Communication
Effective Parent Involvement
Read Goffee and Jones
Working with news Media
Read Strike Supplemental Cases
- 7/23 Mentors,Volunteers, other Supporters
Crisis Planning and Management
Assessing the Effectiveness
Read Leadership Supplement
- 7/26 Goffee and Jones
Ethics Cases
- 7/28 Leadership Jig-Saw

7/30 Community Presentations

8/2 Reframing Due
Course Wrap-up