

**EDL 655: Communication, Problem Solving, and Decision Making in PK12
Syllabus
Fall 2008**

San Diego State University
College of Education
Educational Leadership Department

It is the mission of the Educational Leadership Faculty to:

- *Develop exceptional leaders in diverse preK-12 school systems*
- *Collaborate with K-12 leaders in effecting ever higher student achievement*
- *Offer quality administrator development programs using effective learning environments*

Motto:

***SHAPE THE FUTURE
BE AN EDUCATIONAL LEADER***

I. CONTACTING THE INSTRUCTOR

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II. COURSE DESCRIPTION AND RATIONALE

This course is designed for Preliminary Administrative Service Credential candidates, completing their Tier 1 Credential. Highly successful school leaders communicate effectively with key stakeholders, including students, teachers, families, and community members. They manage the complex dynamics of communicating across all levels of the organization, encouraging courageous conversations about student needs and building organizational capacity to meet these needs.

In preparation for this important work, Tier 1 candidates should gain proficiency across oral, written, non-verbal, and electronic modes of communication. They should learn skills in individual and collective problem solving. They should gain knowledge and expertise in understanding, managing, and leveraging conflict on behalf of individual and organizational growth. They should investigate the ways in which school leaders encourage the development democratic learning communities, investigating the following questions:

- How do educational leaders develop as problem finders and problem solvers?
- How do these same school leaders become the agents of intelligently guided, collective problem solving and inquiry?
- How do educational leaders manage the complex dynamics of communicating within and across increasing diverse school communities?
- How do they foster their own, and other's, capacity to confront and manage conflict as a natural part of collective human experience?

In this course, candidates will examine how school leaders develop school cultures conducive to collaboration and a collective sense of responsibility for student learning. Through various course experiences and assignments, they will demonstrate proficiency in effective communication, shared decision-making, problem solving, and conflict management strategies. They will explore how school leaders serve as role models, using their expertise to advocate for all children, as they build similar capacity in others.

As the culminating course in the Preliminary Administrative Service Credential Program, EDL 655 offers candidates the opportunity to complete their Educational Leadership Platform as a primary objective of the course.

III. STUDENT OUTCOMES TO BE ASSESSED.

This course totally or partially addresses the following California Professional Standards for Educational Leadership (CPSEL):

- Standard 2: Student Learning and Professional Growth.
- 2f Promote equity, fairness, and respect among all members of the school community
 - 2g Provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility
- Standard 3: Organizational Management for Student Learning
- 3e Utilize principles of systems management, organizational development, problem solving, and collaborative decision-making, fairly and effectively
 - 3h Evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration
- Standard 4: Working With Diverse Families And Communities
- 4f Communicate information to all members of the school community, regularly and predictably through a variety of media and modes
- Standard 5: Personal Ethics and Leadership Capacity.
- 5a Demonstrate skills in shared decision-making, problem solving, planning, conflict management, evaluation, and foster and develop those skills in others
 - 5b Model personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others
 - 5d Utilize technology to foster effective and timely communication with all members of the school community
 - 5f Demonstrate ability to encourage and inspire others to higher levels of performance, commitment, and motivation
- Standard 6: Political, Social, Economic, Legal and Cultural Understanding.
- 6c Respond appropriately to diverse community and constituent views and groups, generating support for the school through two-way communication with key decision makers in the school community

IV. REQUIRED TEXT(S) AND SUPPLEMENTAL MATERIALS

- Schneider, J.. & Hollenczer, L.L. (2006). *The principal's guide to managing communication*. Thousand Oaks, CA: Corwin Press.
- Lencioni, P. (2002). *The five dysfunctions of a team*. San Francisco, CA: Jossey-Bass.

- Other readings or class materials as assigned.

V. STUDENT REQUIREMENTS

Email Address

It is imperative that you have an active email address on file with the department office and the instructor. Should you change the address, please notify the department and the instructor within 5 days of the change.

Class participation

Classes are structured on the belief that each student has important contributions to make to class discussions and that one's learning is greatly enhanced by collaborative interactions with other students. Quality participation in discussions, presentations, and exercises is an expectation, as is quality written work. Students are expected to attend all class sessions, having read and prepared any material assigned for that day unless prevented from doing so by an emergency, illness, or school-related occasions. ***Class absences may result in a lowered grade.*** Please notify the instructor by phone or e-mail if you expect to be absent; explanations are unnecessary. Work is due on the day assigned. ***Late work may result in a lowered grade.*** All students are expected to have and use e-mail accounts. Special problems need to be discussed with the instructor privately.

VI. COURSE ASSIGNMENTS

When preparing writing assignments for submission, please do not use special binders, folders, etc. Simply put your name and the course in the top, right-hand corner and staple the upper, left-hand corner. Also, be sure to use APA style for all written projects. Here are some on-line writing and research references you might find helpful.

A Guide for Writing Research Papers <http://www.ccc.commnet.edu/apa/index.htm> The library at Capital Community College in Hartford, Connecticut provides this writing guide. This free site answers many questions that students uncover when developing manuscripts and submitting citations. Based on the 5th edition of the APA Publication Manual.

APA Style <http://www.apastyle.org/> This is the official website of the American Psychological Association (APA) Publication Manual. This site provides APA style tips as expected. Citing Electronic Media in APA Style - The material provided by this site covers commonly asked questions regarding how to cite electronic media. Because electronic media change rapidly, this site provides e-mail updates regularly. This page also shows how to remove bias in language regarding disability, sexuality, and race and ethnicity.

Template for APA Format – Reference Point Software

<http://www.charm.net/~rps/whatdo.htm>

The templates found at this fee-based site aid writers in conforming to APA style. The templates provided do two basic things: 1) With just a few clicks of the mouse, a writer can set up a document in APA format that is ready to type into. 2) The templates make typing the reference list much easier. These templates are based on the 5th edition of the APA Publication Manual and are not affiliated with APA.

The following is an outline of the requirements for this course. Details follow on pp. 9-13 of the syllabus.

A. Class Attendance and Participation (10 points).

Attend and participate in all large group class sessions and work team planning sessions. Complete all readings prior to the class for which they are assigned.

B. Understanding and Assessing Team Effectiveness (20 points)

Using the Lencioni book as a guide, analyze and assess the effectiveness of a team working to increase student achievement.

C. Implementing a Communication Plan (40 points)

Develop a strategic plan for communication in response to the Carson High School case scenario.

D. Revising and Refining the Educational Leadership Platform (30 points)

Re-examine, refine, and revise your initial Educational Leadership Platform.

E. Self-Evaluation. Students will be expected to use the rubric as outlined in the assessment/evaluation portion of this syllabus to honestly reflect on their performance this semester and to assess their level of proficiency in this class. *Completed in class.*

VII. DIVERSITY

Through their assignments and class discussions, candidates will study curricular issues that address the learning of all students. Candidates will learn about the history and politics of curriculum as they have influenced the current state of curriculum practice. Furthermore, candidates will explore means to individualize programs and practices on behalf of gifted and talented, disabled, English-language, and other special need learners.

VIII. TECHNOLOGY

Candidates will explore the use of technology as a tool to manage and evaluate instructional programs. In addition, candidates will learn to promote and support the instructional use of technology and to manage multiple types of databases within a school.

IX. FIELDWORK ASSIGNMENTS

Your fieldwork assignments should document your professional experiences and provide evidence at the application level of competencies in the standards covered in this class.

X. ASSESSMENT/EVALUATION

Students have the opportunity to earn a grade of A, B, C, Incomplete, or F. The professor will establish rubrics, which will define standards of work for grade attainment. Students will be expected to engage in self-reflection and provide meaningful input related to their ability to demonstrate competency in meeting course outcomes. Each student will be expected to lead teaching and learning activities related to developing consensus, managing conflict, and practicing communication processes. Since this is a seminar course, discussion will be a major component of class time. All students are expected to contribute on a regular basis to class discussions. All discussions and presentations will be conducted in a professional manner appropriate for a graduate level class. *Lack of participation due to absences may affect a student's grade.*

Grading Scale

93 % - 100 % = A	87 % - 89 % = B+	80 % - 82 % = B-	73 % - 76 % = C
90 % - 92 % = A-	83 % - 86 % = B	77 % - 79 % = C +	70 % - 72 % = C-

XI. STUDENT APPEALS

If for any reason a student feels that he/she has need for an exception to the program or any other programmatic issue that needs to be addressed, they must adhere to the following procedures:

1. Talk to their professor of record or Department Coordinator (depending on the issue)

2. If the issue is not resolved, talk with their Program Coordinator
3. If still not resolved, talk to the EDL Chair.
4. If the chair does not resolve the problem to the student's satisfaction, the student can send a letter of appeal to the Department of Educational Leadership's Error and Omissions committee.

The student also has the right to the SDSU Student appeal process delineated at the following web site: <http://www.sa.sdsu.edu/srr/index.html>

XII. UNIVERSITY EXPECTATIONS

SDSU rules and regulations concerning graduate students can be found in the Bulletin of the Graduate Division that you received in class. The Bulletin can also be found on line at: <http://coursecat.sdsu.edu/GB0203/index.html>

Disability

Students with special needs (as specified in the Americans with Disabilities Act) should notify the instructor immediately so that special accommodations may be made.

Field Trips and Liability Coverage

Should this course require students to participate in field trips, research or studies that include course work that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Student participating in the event are aware of these risks, and agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Student using their own vehicles to transport other students to such activities should have the current automobile insurance.

Plagiarism

Students may be suspended, placed on probation, or given a lesser sanction for one or more of the following causes which must be campus-related:

- (a) Cheating or **plagiarism** in connection with an academic program at a campus.
- (b) Forgery, alteration, or misuse of campus documents, records, or identification.

XIII. OUTLINE/SCHEDULE OF TOPICS

October 22: Course introduction and overview. Consider problem solving, conflict management and communication as primary acts of educational leadership. Examine a case in point. Conduct self and other assessments of **Educational Leadership Platform** drafts.

Note: Bring copy of syllabus and current draft of personal educational leadership platform to first class session .

Assignment for October 29:

- Read and study:
 - Lencioni, P. (2002). *The five dysfunctions of a team*. Part 1 & 2, pp. 1-114.
 - Jentz, B.C. & Murphy, J.T. (2005). Embracing uncertainty: What leaders do when they don't know what to do. *Phi Delta Kappan*, 86(5), 358-366.
 - Uline, C., Tschannen-Moran, M., & Perez, L. (2003). Constructive conflict: How controversy contributes to school improvement. *Teacher College Record*, 105(5), 782-816.
 - Villaume, S.K. (2000). The necessity of uncertainty: A case study of language

arts reform [Electronic version]. *Journal of Teacher Education*, 51(1), pp. 18-25.

- **Re-examine, refine, and revise your Educational Leadership Platform:** In light of comments and suggestions provided by your colleagues in class, revisit your current platform and begin to consider appropriate revisions and refinements.

October 29: Identify the five potential dysfunctions of a team. Identify and analyze the specific behaviors and actions Kathryn employed to mediate dysfunction and build an effective leadership team. Consider the ways in which these same dysfunctions manifest themselves within a school context. Explore how effective leaders accept and leverage confusion and conflict as opportunities for individual and organizational growth. Introduce **Understanding and Assessing Team Effectiveness** assignment.

Assignment for November 5:

- **Read and study:**
 - Lencioni, P. (2002). *The five dysfunctions of a team*. Part 3 & 4, pp. 115-195.
 - Perez, L. & Uline, C. (2003). Educational administrative problem solving in the information age: Building and employing technological capacity. *Journal of Educational Administration*, 41(2), 143-157.
- **Platform assignment:** Make appropriate revisions per colleague assessments. *Personal Vision of Leadership, Personal Mission of Leadership, Philosophy of Education, and Philosophy of Leadership* due in class November 5.

November 5: Dr George Cameron will join us with details about the mock interview process. Constructing the resume and cover letter. Consider the ways in which school leaders develop as problem finders and problem solvers. Review the tools of individual and group problem solving and inquiry. Partner work on your **Educational Leadership Platform**.

Assignment for November 12:

- **Read and study:**
 - DeBlois, R. (2000). The everyday work of leadership. *Phi Delta Kappan*, 82(1), 25-27.
 - Gray, S.P. & Streshly, W.A. (2007). *From good schools to great schools: What their principals do well*. Thousand Oaks, CA: Corwin Press, Chapter 2.
- **Understanding and Assessing Team Effectiveness** assignment due November 12.

November 12: Share and discuss **Understanding and Assessing Team Effectiveness** projects. Identify the key stakeholder groups engaged in the life of a school. Explore the ways in which publics form around a given school or school district issue. Consider a case in point. Introduce the **Designing and Implementing the Communication Plan** assignment.

Assignment for November 19:

- Read and study Schneider, J. & Hollenczer, L.L. (2006). *The principal's guide to managing communication*, Chapters 1 – 3, pp. 1-52.
- **Platform assignment:** *Vision of an Effective School, and Implementing the Vision* due in class November 19.

November 19: Explore four approaches to managing communication. Return to the case of Carson High School (page 8 of syllabus). Work in teams to define and clarify the problem and articulate the role communication played in causing or exacerbating the problem. Who are the relevant stakeholders and publics? How might the school more effectively manage communication around the problem? Which communication approach(es) would be helpful and

why? How might effective communication help this school leader avoid a similar problem in the future?

Assignment for December 3:

- Read and study:
 - Schneider, J. & Hollenczer, L.L. (2006). *The principal's guide to managing communication*, Chapters 5-9, pp. 73-140.
 - Lehr, A.E. (2001). Why school administrators should be model writers, *Phi Delta Kappan*, 82(10), 762-764.
 - Glendinning, M. (2006). Email: Boon or bane for school leaders? *Phi Delta Kappan*, 88(1), 83-86.
- Continue work on platform: ***Introduction and Implementing the Vision*** due in class December 3.

November 26: Thanksgiving Holiday. No Class.

December 3: Consider the ways effective leaders manage communication across various settings including sticky, conflict-rich situations. Identify the various types of communication essential to an effective communication plan, including oral, written, non-verbal, and electronic modes. Teams continue to design a communication plan for Carson High School. Prepare for mock interviews.

****Monday, December 8: Mock Interviews***

Assignment for December 10:

- Read the *10 Commandments of Meetings*. Explore the *Effective Meetings* web site.
- Continue to revise and refine **Educational Leadership Platform** assignment. Continue work on your team **Designing and Implementing a Communication Plan**.

December 10: Examine how school leaders develop school cultures conducive to collaboration and a collective sense of responsibility for student learning. Explore how effective leaders “decide how to decide.” Identify the tenets of effective meetings.

****Monday, December 15: Mock Interviews***

Assignment for December 17:

- Upload your completed **Educational Leadership Platform** to Taskstream.
- Bring one team copy of your completed **Designing and Implementing a Communication Plan** to class on December 17.

December 17: Discuss and debrief the **Educational Leadership Platform**. Share the team **Designing and Implementing a Communication Plan** assignment. Complete self-evaluation and EDL exit survey.

Carson High School Case Scenario

With an enrollment of 2,400 students, Carson High School (CHS) is located in an affluent suburb of a major southwestern city. CHS is perceived as an effective school whose primarily college bound clientele are successful in both academics and athletics. Because of the school's successes, families have begun to relocate to this area in an effort to enroll their students in the already overcrowded school.

Unfortunately, in the past 6 months, the media have reported several on-campus drug-related arrests of students, ranging from simple possession of marijuana to possession of marijuana with intent to distribute. One of the students arrested was Bob Wickert, a highly regarded athlete and student leader. Wickert was arrested for possessing more than 2 ounces of marijuana packaged in varying amounts for distribution. After his arraignment, a local television station interviewed his mother. She claimed that drugs, specifically marijuana, are pervasive at CHS. The arrest of Wickert and the negative media coverage raised community awareness about the drug problems at the school. In the brief span of 6 months, the reputation of CHS changed from a highly regarded learning community to a drug-infested school. Largely because of its negative image, parents began to withdraw their children from the school.

Dr. Stanley Washington, principal of the school for the last 12 years, was understandably concerned. In the weeks following the arrest of Wickert, Principal Washington and the school governance council developed a three-step strategy to correct the drug problem. First, Washington employed two additional guidance counselors to advise students on drug-related issues and to improve communication among parents, faculty, and students. Second, a school resource officer was hired to assist James Padgett, vice principal for discipline, in developing strategies to resolve the drug problem. Finally, Martha Reynolds, a veteran English teacher and member of the community, was selected as the school's first PR coordinator. Despite these measures, Dr. Washington continued to receive reports that drugs were being sold and used on campus.

In an annual school board survey, parents were asked to rate CHS's effectiveness in academics, teacher-student relationships, school climate, security and maintenance, student discipline, and parent and community-school relations. Despite significant increases in standardized test scores from the previous year, parents rated academics and teacher-student relationships significantly lower than the previous year. In the categories of school climate, security and maintenance, student discipline, and parent and community-school relations, the school received the lowest marks since the survey's implementation 9 years ago. The principal and staff were disappointed that many achievements had been overshadowed by the continuing drug problem.

UNDERSTANDING AND ASSESSING TEAM EFFECTIVENESS

As you already know, effective school leaders strive to develop and guide others toward a shared vision of educational excellence. To achieve the vision, all members of the school community must work together as a cohesive team. Yet, as you are also aware, real teamwork in schools remains a challenge, leaving principals the difficult task of developing among individuals the capacity to function effectively as a team. To help prepare you as a team builder, you will assess the effectiveness of a team – possibly a team that has fallen prey to one or more of the 5 dysfunctions we have read about. Here’s how.

A Step-by-Step Guide to Understanding and Assessing Team Effectiveness: To assess your team’s effectiveness and susceptibility to the 5 dysfunctions of a team, simply complete the following steps:

1. Assemble the team. Select a team already operating in your school in the form of a building leadership or school improvement team, school governance, teaching team, department or grade level team, department chairs, administrative team, etc. However, if none of these groups currently operates in your school, you may artificially assemble a team – on paper, your team will be made up of a few real colleagues you might bring together to collaborate on a task related to increasing student achievement.

2. In chart or table form, *describe each team member* across the following characteristics: Name (please use a pseudonym), job responsibilities, pertinent personal/professional background, strengths as a team member, and weaknesses as a team member (see Lencioni, pages 19-26 for examples). If helpful, you may add a category. Using the information included in the table, *compose a concise summary of the team* you have assembled. What general, initial conclusions can you make about your team?

Name	Job Responsibilities	Background Information	Strengths	Weaknesses
S. Jones	ESL			
F. Smith	Freshman English			
C. Williams	World literature			
D. Clark	Asst. Principal			
L. Griffin	Resource teacher			

3. Assess and analyze the team’s susceptibility to the 5 dysfunctions. Complete the questionnaire in Lencioni, pages 192-193. If possible, ask team members to complete the questionnaire as well. Score the responses using the rubric on page 194. Report the findings in writing, articulating how your team scored on each of the 5 dysfunctions and which dysfunction/s present/s the greatest challenge to team effectiveness.

4. Select the one dysfunction you feel needs the most attention and describe how your team is manifesting the dysfunction. Begin by naming and describing the dysfunction. (See Lencioni, pages 188-220.) Then, explain why you chose the dysfunction as your focus (include evaluation results for support). Articulate clearly why this dysfunction is a threat to teamwork, in general, and, more specifically, to your team’s capacity to improve student achievement. Finally, describe in sufficient detail how your team is demonstrating the dysfunction. What are team members doing/not doing? Because this dysfunction is occurring in a school rather than a business context, be sure your description moves beyond Lencioni’s and reflects any special concerns regarding the work of schools and educators.

See the rubric on page 15.

**DESIGNING AND IMPLEMENTING
A COMMUNICATION PLAN**

In their book, *The Principal's Guide to Managing Communication*, Schneider and Hollenczer, advance a theory of action for effective communication. They describe a set of strategies across four communication models, including *press agency*, *public information*, *two-way asymmetric*, and *two-way symmetric*. When applied in combination and in accordance with the needs of particular situations and conditions, these models and corresponding strategies support a principal's efforts to facilitate an open, transparent, collaborative environment within the larger bureaucratic context of public education. As Schneider and Hollenczer suggest, "It is one thing to understand communication. It's another thing to understand it in the context of management." The authors underscore the need for a strategic approach to communication, planned in response to the following key three-pronged question:

- a. What communication tools are appropriate?
- b. In which situations?
- c. With which key stakeholder(s)?

This project provides leadership candidates the opportunity to draft a strategic plan for communication in response to the Carson High School case scenario. Your group plan should include the following and will be assessed according to these 6 criteria (see rubric on page 16):

1. **Describe the problem(s) to be addressed.** (2-paragraph narrative)
2. **List the relevant stakeholders associated with this situation.** Identify which of the 4 publics (*active*, *aware*, *latent*, and/or *non-publics*) best describes each stakeholder or stakeholder group. Finally, briefly explain why the stakeholder belongs within the designated public. (Chart attached)
3. **Develop a plan for managing communication.** Consider what has already been done to resolve the problem(s) and how effective communication can help? Describe how you will employ the four approaches to communication management, including *press agency*, *public information*, *two-way asymmetric*, and *two-way symmetric*, as you work to resolve this problematic situation. (2-page narrative)
4. **Revisit the chart you developed in step 2.** Identify 3 key stakeholders—those whom you feel will be most helpful in resolving the problem(s). Explain how you will help these key individuals/groups become an *active public* in resolving this problem. How and to what degree will you communicate with *aware publics*, *latent publics*, and/or *non-publics* around this concern? (2-page narrative)
5. **Include within your communication plan (Steps 2 and 3), one written, one oral, and one electronic communication.** Examples include a memo, letter, email, press release, audiotape, community meeting agenda, audiotape, or video. See your text for additional examples.
6. **Include at least three references from course readings and/or resources to support your chosen strategies.** Be sure to apply appropriate APA style for all referenced works and include a bibliography.

See rubric on p. 16.

Key Stakeholder/Stakeholder Groups	Identify the Public to Which Each Stakeholder Belongs: <i>active, aware, latent, and/or non-publics</i>	State Rationale for Their Placement in the Public Indicated

**THE EDUCATIONAL LEADERSHIP PLATFORM
REVISE AND REFINE**

What is an *Educational Leadership Platform*?

An *educational leadership platform* summarizes one's values, beliefs and philosophies about education. Written as a self-reflective document, the *Educational Leadership Platform* provides the candidate a forward-looking framework for administrative action.

Your leadership platform includes the following:

Introduction (A 3-paragraph introduction to the platform that addresses the significance, summary, and reflections on changes in understandings and beliefs.)

Vision (Your *leadership* vision – a realistic, credible, and compelling picture of what your leadership will be based on your values, beliefs, and hopes for the future.)

Mission (Your *leadership* mission – a brief statement that articulates the purpose of your leadership)

Philosophy of education (Your beliefs about the purpose of education and the importance of schools to society)

Philosophy of leadership (Your beliefs about balancing leadership and management functions, sustaining effective leadership for learning, and assuring accountability for all constituents)

Vision of an effective school: (Your image of the school you seek to lead, including the nature of the learning culture you will attempt to encourage for students as well as adults)

Implementing the vision: (Key strategies for moving the organization toward the vision, applying new knowledge of organizational management, curriculum and instruction, supervision and evaluation, and community engagement)

What is the purpose of the *Educational Leadership Platform*?

The *Educational Leadership Platform* articulates the candidate's vision for, and means to, moving a school or school system beyond the current state. Within the context of the Preliminary Administrative Service Credential Program, the platform serves as a vehicle for ongoing growth and assessment. Further, the platform helps the leadership candidate ensure that his/her actions are aligned with espoused values and beliefs. Upon completion of the program, the candidate may utilize the platform to communicate his/ her vision to students, teachers, parents, and the community.

What are the required *Educational Leadership Platform* processes and components?

Serving as a developmental framework for the leadership candidate, the *Educational Leadership Platform* is introduced and pre-assessed in EDL 610 and re-examined through out subsequent courses. A summative assessment occurs in EDL 655. In this course the leadership candidate re-examines the initial platform, asking the question, "How will my learning across each of the courses in the Preliminary Administrative Service Credential Program assist me in implementing my vision?"

How will we refine and revise the *Educational Leadership Platform* within EDL 655?

In preparation for the summative assessment, the leadership candidate completes the following:

1. Revises and refines his/her initial platform statement, beginning with a review of the mission and the vision and moving through each required section of the *Educational Leadership Platform*, including: Philosophy of Education, Philosophy of Leadership, and Vision of an Effective School.

The following questions are designed to guide the candidate's review:

- Is each section of the platform written clearly and does it reflect what the candidate believes and knows about educating children?
- Does the writing follow accepted academic conventions, including appropriate APA style for all referenced work?
- Is the document written in a professional manner without errors in spelling, punctuation, and grammar?
- Has the candidate provided adequate support for all claims through relevant literature and other resources?
- Are all sections of the platform aligned, creating a cohesive and compelling framework for action and guiding the reader purposely through the text?

2. Writes a 5-6 page plan for implementing their vision of an effective school.

Across the Preliminary Administrative Service Credential Program course work, the leadership candidate has gained new knowledge and skills related to organizational management, curriculum and instruction, supervision and evaluation, community engagement, and communication. For each course (except EDL 655), candidates have crafted a 2-3 page written reflection articulating a plan for applying new knowledge in service of the vision. The leadership candidate will construct a 5-6 page plan for implementing their vision of an effective school by summarizing and synthesizing the reflections written at the conclusion of each course.

3. Once the leadership candidate has completed the previous 2 steps, he/she is ready to compose the *Educational Leadership Platform* Introduction. This three-page introduction should address the significance of writing a leadership platform, provide a brief summary of what is included, and summarize the candidate's reflections on the process and the ways in which her/his beliefs and understandings have changed as a result of learning across course work and field experiences.

How will the Educational Leadership Platform be assessed?

The following criteria will be used to assess the platform. The platform:

- Contains all the components described in this document,
- Reflects clear alignment of ideas across all sections,
- Includes specific examples of how the candidate will implement the vision,
- Follows appropriate writing conventions and APA guidelines, and
- Provides adequate support for all claims through relevant literature and other resources.

See rubric beginning on p. 17.

EDL 655: Fall 2008

Rubric for Class Expectations/Assignments

Assignment	Exemplary Performance 9-10 points	Acceptable Performance 7-8 points	Insufficient Performance 6 or fewer points
<p>Participate actively in all class sessions.</p> <p><i>* As stated earlier in the syllabus, attendance is a requirement of this course. Therefore, absences may result in a lower grade in the course.</i></p>	<p>Actively participates in all class sessions and demonstrates behaviors consistent with the development of a positive learning community.</p>	<p>Minimally participates in class sessions and at times demonstrates behaviors consistent with the development of a positive learning community.</p>	<p>Rarely participates in class sessions and demonstrates behaviors inconsistent with the development of a positive learning community.</p>
<p>Read all assigned readings and be available to participate in class discussions.</p>	<p>Involvement in class discussions and related activities indicates that the student 1) provided clear evidence of having read assignments and given thought to content of reading; 2) made relevant comments; 3) asked pertinent questions; 3) was able to transfer concepts of reading to life/work settings; 4) provided for reflective reaction of the class.</p>	<p>Involvement in class discussions and related activities indicates that the student 1) provided some evidence of having read assignments and given thought to content of reading; 2) made comments on the topics; 3) asked informative questions; 3) was able to transfer concepts of reading to personal settings; 4) provided for reflective reactions of some class members.</p>	<p>Involvement in class discussions and related activities indicates that the student provided little evidence of having read assignments, made comments, and asked questions.</p>

EDL 655: Fall 2008

Rubric for Class Expectations/Assignments

Assignment	Exemplary Implementation 18-20 points	Acceptable Implementation 14-17 points	Insufficient Implementation 14 or fewer points
<p>Understanding and Assessing Team Effectiveness</p> <p><i>Individual assignment</i></p> <p>California Professional Standards for Educational Leadership (CPSEL): 2f, 5a, 5b, 5f</p>	<p>All bulleted criteria listed under Acceptable Implementation have been met. Additionally, the assessment includes at least 2 credible and clearly articulated leadership strategies to overcome the team's dysfunction. These strategies must reflect the current literature base regarding school contexts.</p>	<p>Presents a well-developed assessment of team effectiveness within which you:</p> <ul style="list-style-type: none"> • Assemble a team of colleagues. • Create a chart of team members including name, job responsibilities, background information, strengths, and weaknesses as a team member. • Compose a general description of the team. • Assess and analysis the team's effectiveness. • Select one team dysfunction and describe how the team is manifesting the dysfunction. • Follow all specific instructions for this assignment as outlined on page 8 of this syllabus. 	<p>Performance is insufficient if any of the bulleted criteria listed under Acceptable Implementation are not met. Written plan lacks clarity, development, reflection, or is incomplete.</p>

**EDL 655:
EDL 655: Fall 2008**

Rubric for Class Expectations/Assignments

Assignment	Exemplary Implementation 36-40 points	Acceptable Implementation 28-35 points	Insufficient Implementation 27 or fewer points
<p>Design a Communication Plan</p> <p><i>Team Project</i></p> <p>California Professional Standards for Educational Leadership (CPSEL): 2g, 3e, 3h, 4f, 5a, 5d, 6c</p>	<p>All bulleted criteria listed under Acceptable Implementation have been met. Additionally, the communication team gives a compelling presentation of their plan, demonstrating the team members' ability to engage in collective deliberations around the problematic situation and providing clear evidence of developing knowledge and skills of communication management within a</p>	<p>Presents well-developed communication plan within which you:</p> <ul style="list-style-type: none"> • Describe the problem(s) to be addressed. • List and describe all relevant stakeholders associated with this situation. • Identify the relevant public(s). • Develop a plan for managing communication that employs the four communication-management approaches. • Include one written, one oral, and one electronic communication. • Include at least three references from course materials and a bibliography, applying appropriate APA style for all referenced work. 	<p>Performance is insufficient if any of the bulleted criteria listed under Acceptable Implementation are not met. Written plan lacks clarity, development, reflection, or is incomplete.</p>

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Assignment	Exemplary Implementation 27-30 points	Acceptable Implementation 21-26 points	Insufficient Implementation 20 or fewer points
<p>Revise and Refine Educational Leadership Platform</p> <p><i>Individual assignment</i></p>	<p>All bulleted criteria listed under Acceptable Implementation have been met. Additionally, the platform includes a second strategy related to another of the broad topics in the educational leadership curriculum. For example, an exemplary platform might address management as well as community relations.</p>	<p>Format and length/ The educational leadership platform includes:</p> <ol style="list-style-type: none"> 1) 3-paragraph introduction addressing significance, summary, and reflections on changes in understandings and beliefs. 2) 6-7 page platform statement, with well developed: <ul style="list-style-type: none"> • Vision of leadership • Leadership mission • Educational values and beliefs <ul style="list-style-type: none"> ○ Philosophy of education ○ Philosophy of leadership • Vision of an effective school 3) 5-6 page plan for ... <ul style="list-style-type: none"> • Implementing the vision <p>Writing Quality/ The final leadership platform is written:</p> <ul style="list-style-type: none"> • According to accepted academic conventions, including appropriate APA style • In a professional manner without errors in spelling, punctuation, and grammar <p>References:</p> <ul style="list-style-type: none"> • The document includes adequate support for claims through relevant literature and resources • The document includes a reference list citing all literature discussed within the platform <p>Alignment of Ideas:</p> <p>All sections of the platform are aligned, creating a cohesive framework for leadership action. The reader can easily understand how the candidate's vision of an effective school flows out of the candidate's educational values and beliefs and personal sense of mission. As well, the reader can easily understand how the candidate's strategies for leading a school reflect the candidate's values, beliefs, and mission, while advancing attainment of the candidate's vision.</p>	<p>Performance is insufficient if any bulleted criteria listed under Acceptable Implementation in format and length, writing quality, references, alignment of ideas and strategy quality are not met.</p> <p>The leadership platform lacks clarity, development, quality, and alignment of ideas, or is incomplete.</p>

		<p>Implementation Plan Quality: The implementation plan describes how the candidate would apply key lessons learned from course content in a manner that facilitates the attainment of the candidate's vision of an effective school. It incorporates the four course implementation reflections into a 6-7 page plan including specific examples of implementation strategies and references to books, authors, and/or articles that influenced your thinking.</p>	
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