

Course Syllabus

COURSE NUMBER: LEAD 6004 COURSE TITLE: Collaborative Leadership TERM: Fall/Spring 2007 - 2008		
SITE: 12110 Clayton Road	Joseph “Chip,” Jones calicojlj@hotmail.com (Preferred method of communication) 314-963-9318 (H) 314-989-8277 (W) 800 Tavalon Avenue, Rock Hill MO, 63119	CREDIT HOURS: 5
INSTRUCTOR CONTACT INFORMATION:		

1. Course Description: In this block students will explore a variety of theories, concepts, principles and models utilized when implementing partnerships among and between home, community and school. Through best practice research/principals/dispositions, professional discourse, group simulation, self analysis, application activities, guest speakers and site visits students will identify and analyze the uses and applications of community and school resources in supporting families and children. Students will learn, simulate and evaluate techniques for interacting with stakeholders and examine collaboration concepts, principles, models and strategies for interdisciplinary team efforts. Emphasis will be placed on models/Skills in such areas as: communication, problem solving, conflict resolution, decision-making, group facilitation, team building. Focus will also be placed on best practices in the development of community information, networking, support systems, public relations and media. Development/implementation of vision, school climate, program evaluation, the change process will be explored. Finally, grant identification, writing, implementation and evaluation will also be explored in relation to their impact on collaborative processes.

2. Learning Outcomes:

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
1.3.1.1.2. the principles of developing and implementing strategic plans**	Standards for Advanced Programs in Educational Leadership ELCC Professional Competencies for School Leader	Course outcomes associated with collaborative leadership touch on each of the following areas:
1.3.1.1.4. information sources, data collection, and data analysis		

strategies**	Preparation (Advanced) ISLLC 1.3	Following areas.
1.3.1.1.5. effective communication		ELCC Standards 1-6
1.3.1.1.6. effective consensus-building and negotiation skills	ELCC 1.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISLLC 1.3.1)	ISLLC Standards 1.3.1-6
1.3.1.2.3. continuous school improvement**		MPEA Framework for Principal Portfolio Review Indicators per the "Dominant Program Outcome Rubric," at the end of the syllabus.
1.3.1.2.4. the inclusion of all members of the school community		SOE Goals 1-4 SOE Dispositions 1-3 SED Goals 1-4
1.3.1.3.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community members	ELCC 2.0: Candidates who complete the program are educational leadership 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 (ISLLC 1.3.2)	
1.3.1.3.2. the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar	ELCC 3.0: Candidates who complete the program are educational leadership 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 (ISLLC 1.3.3)	
1.3.1.3.5. the contributions of school community members to the realization of the vision are recognized and celebrated		
1.3.1.3.6. progress toward the vision and mission is communicated to all stakeholders		
1.3.1.3.7. the school community is involved in school improvement efforts		
1.3.1.3.8. the vision shapes the educational programs, plans, and actions		
1.3.1.3.9. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated		
1.3.1.3.10. assessment data related to student learning are used to develop the school vision and goals		
1.3.1.3.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals		
1.3.1.3.12. barriers to achieving the vision are identified, clarified, and addressed**		
1.3.1.3.13. needed resources are sought and obtained to support the	ELCC 4.0: Candidates	

implementation of the school mission and goals**	<p>who complete the program are educational leadership 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 (ISLLC 1.3.4)</p> <p>ELCC 5.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner. (ISLLC 1.3.5)</p> <p>ELCC 6.0: Candidates who complete the program are educational leadership 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 (ISLLC 1.3.6)</p> <p>Education Specialist Degree School of Education Webster University Goals</p> <p>1. The educational leader/graduate will demonstrate and model scholarship and lifelong learning skills.</p> <p>2. The educational leader/</p>
1.3.1.3.14. existing resources are used in support of the school vision and goals**	
1.3.1.3.15. the vision, mission, and implementation plans are regularly monitored, evaluated, and revised**	
1.3.2.1.3. applied motivational theories**	
1.3.2.1.7. diversity and its meaning for educational programs	
1.3.2.1.7. diversity and its meaning for educational programs	
1.3.2.1.9. the change process for systems, organizations, and individuals**	
1.3.2.1.10. The role of technology in promoting student learning and professional growth	
1.3.2.2.6. the benefits that diversity brings to the school community	
1.3.2.2.7. a safe and supportive learning environment	
1.3.2.3.1. all individuals are treated with fairness, dignity, and respect	
1.3.2.3.16. a variety of sources of information is used to make decisions	
1.3.2.3.19. pupil personnel programs are developed to meet the needs of students and their families**	
1.3.3.3.8. potential problems and opportunities are identified	
1.3.3.3.9. problems are confronted and resolved in a timely manner	
1.3.3.3.10. financial, human, and material resources are aligned to the goals of schools**	
1.3.3.3.11. the school acts entrepreneurially to support	

continuous improvement**	
1.3.3.3.12. organizational systems are regularly monitored and modified as needed**	
1.3.3.3.13. stakeholders are involved in decisions affecting schools	
1.3.3.3.14. responsibility is shared to maximize ownership and accountability	
1.3.3.3.15. effective problem-framing and problem-solving skills are used	
1.3.3.3.16. effective conflict resolution skills are used	
1.3.3.3.17. effective group-process and consensus-building skills are used	
1.3.3.3.18. effective communication skills are used	
1.3.4.1.1. emerging issues and trends that potentially impact the school	
Community	
1.3.4.1.2. the conditions and dynamics of the diverse school community	
1.3.4.1.3. community resources	
1.3.4.1.4. community relations and marketing strategies and processes	
1.3.4.1.5. successful models of school, family, business, community, government and higher education partnerships	
1.3.4.2.1. schools operating as an integral part of the larger community	
1.3.4.2.2. collaboration and communication with families	
1.3.4.2.3. involvement of families and other stakeholders in school decision-making processes	
1.3.4.2.4. the proposition that diversity enriches the school	
	graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment.
	3. The educational leader/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities.
	4. The educational leader/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues, and families.

1.3.6.1.5. models and strategies of change** and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling		

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

METHODOLOGY: Lecture, small and large group discussion, experimental/application activities, simulation activities, student reporting, self-examination surveys, demonstrations, active participation, outside readings and written exercises such as: journals, application narratives/projects, case studies and observation/shadowing narrative.

TOPICS:

Week 1 Introduction

- Course Outcomes
- Framework
- Logistics
- Group design
- Team Building
- Getting to know you activities
- Group Norms

(Design, Packet, Covey & Senge, portfolio review, large and small group work, read next weeks material)

Week 2 Effective communication

- Blocks/filters (Packet and Design 3.1)
- Effective practices/models (Packet)
- Self-analysis (Packet analysis of communication skills, Design reflection oral com 145 &155, Written communication. P 161)
- Application
- Portfolio: portions of 1.6

(Design 3.1, Packet reading, Covey habit 5 Empathic listening, Senge Mental Models, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class. Read next weeks material)

Week 3 Communication/collaboration

- Frame work for communication/collaboration among and between staff
- Communication strategies/options/tools (packet/PP)

Collaborative Models among and between professionals:

CARE Team, Team meetings, Collaborative Consultation, Collaborative Teaming, Building Teacher Leadership (packet/PP)

Framework for communication/collaboration with students (Design 3.3.10 Student led conferences)

Self-analysis: Answer Dominant Program Activity Outcome Rubric Reflection questions per above

topics/areas

Application: Communication/collaboration plan

Portfolio: Internal communication portion of 4.4

(Packet reading, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.

Week 4 Communication/collaboration

Framework for communication/collaboration with families

Public Policy: Home Community and School

Theory, Research data, Think Tanks, Philosophy/History/Law

Family support: empathy, empowering, support models (Design 4.2.6-7, 4.3.1-2, 7.2, 7.3)

Application: Communication/collaboration plan

Self analysis: Answer Dominant Program Activity Outcome Rubric Reflection questions per above

topics/areas

Portfolio 4.3, 4.4

(Design 4, Packet reading, Covey Seek First to Understand, Senge The Principle of Leverage, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 5 Communication/collaboration

Framework for communication with families (Design 3.2, 3.3)

Framework for collaboration with families

Family communication: home-school linkage, family/teacher conferencing (Design: Parent/teacher conferencing 3.2-3

Reflection/analysis: Design 3.2 p 177 &183)

Family School Involvement (Design 1.1, 4.1, 4.2.1-4, 7.1)

Family School Partnerships (Design 3.4, 4.2.5)

Application: Communication/collaboration plan

Self analysis Design 3.3.6 p 183 and 3.2 p 177

Portfolio 4.4

(Design 4, Packet reading, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 6 Communication/collaboration

Framework for communication/collaboration with the community

Overall framework for home/community/school

Communication with the community (Design 3.5)

Community and school involvement/partnership: theory, models, examples, strategies and tools

Community in the school
School in the community
Processes for development/implementation (Design 4.3.3-7, 6.1,
6.2)

Home Community and School: (Packet/PP)

Communication with the Press

Tax Campaigns

Application: Communication/collaboration plan

Self analysis 6.1 6.2 building/program analysis

Portfolio 4.1, 4.2, 4.4, 6.1

(Design 4 and 6.1-2 and 7.1 Packet reading, also Packet reading in “Pulling it all Together,” and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 7 Collaboration skills

Relationship principles/themes/skills: Best practices and the core “Trust”

Design 1.2.1-7, 6.3

Emotional Bank Account (Covey Principle)

Self analysis: (Design reflection relationship p 214 trust 2.2.5-6 p109 and packet)

Team building: process and options (Design 1.2.1-7, 6.3)

Self analysis: Collaboration skills: (Design team work p372, Teacher leadership rubric: collaboration # 10)

Running effective groups (Packet)

Application

Communication/collaboration plan

Portfolio 5.2 5.4

(Design 1.2.1-7 and 6.3, Packet reading, Covey habit 6, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 8 Collaboration skills

Running effective groups

Facilitation skills

Self analysis: (Group & Individual) Adaptive schools work book:

Facilitative Behaviors in a task-oriented group p.135, norms of collaborative group p. 142-3, Teacher leadership rubric: Dialogue

Decision making (Design 1.2.8-12 data, Packet)

Self analysis: Design 1.2.20 p 69, Leadership Rubric # 9

Personality/theme frameworks/assessment tools (Handout)

Application

Portfolio Decision making 3.3, 5.5

(Packet reading, Senge The Laws of the Fifth Discipline & The Art of Seeing the Forest for the Trees, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 9 School climate

What climate would you create in your building/school?

What would be the framework for creating, implementing, evaluating and

refining climate in my building/program?
 What would be my plan for implementing this framework?
 How do I foster/facilitate/develop a collaborative/caring community
 (belonging/trust/relationship/support/partnership) climate in my
 building/program?
 How do I assess the climate in my building/program?
 Application across key themes in such areas as: inclusive across all, respect for
 Diversity, dignity/trust for all, supportive/edifying environment conducive
 to all, safe schools (Design 2.3), excellence, accountability and a “can do
 school”(Design 5.4)
 Application: Climate plan
 Self analysis/reflection Skillful Teacher survey Excellence, accountability plan/analysis
 What climate would you create
 Skills in the cultivation of climate in your building/program
 Portfolio 1.2, 2.2, 2.6, 2.8, 3.7, 4.5
 (Design 2 and , Packet reading, Senge The Leader’s New Work,
 and turn in reflective and/or experimental/application activities and present to
 your administrative team group and/or class.

Week 10 Collaboration skills

Problem solving: process, principals, skills: Problem solve (Design 1.2.13-20,
 packet activity)
 Self analysis: Design 1.2.20 p 69, Leadership Rubric # 11
 Application
 Advocacy: Principals, Strategies continuum
 Self analysis (continuum & conviction)
 Conflict Resolution: Principles, approaches, strategies, skills (Packet/PP)
 Self analysis (Packet Self assessment, Leadership Rubric # 12
 Application
 Climate Plan
 Portfolio, Parts of 1.6
 (Design 1.1.2.6-20, Packet reading, Covey Habit 4, Win-Win, and turn in reflective
 and/or experimental/application activities and present to your administrative team group
 and/or class.) Senge The Sixth Discipline, Portfolio

Week 11 Planning for Change**

Continuum of program evaluation options/models: descriptive, process and
 outcome
 Program evaluation: Framework and design
 Change: theory, process, principles, strategies
 Paradigms (covey Principle)
 Change management resulting from program evaluation, vision development,
 new initiatives and externally required directives?
 Application: Program Evaluation/Change Plan
 Self Analysis: Skills in program evaluation/change process:(Teacher leadership rubric:
 Change)
 Portfolio 1.3 and portions of 1.4
 (Design 1.1 and 5, Packet reading, Senge Systems Thinking, The Indivisible Whole,
 and turn in reflective and/or experimental/application activities and present to your
 administrative team group and/or class.)

Week 12 Strategic Plan: Vision/Mission/Guiding Principles/Goals/Action Plans

Individual: Effective Practice**

Self analysis/application: Individual Vision/Mission/Guiding Principles/Goals/Action Plans

Be Proactive

Begin with the end in mind

P first things first (Covey Private Victory)

Production and Production capacity (Covey Principle)

Portfolio

(Covey Habits 1-3 and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 13 Strategic Plan: Vision/Mission/Guiding Principles/Goals/Action Plans

Group: Effective Practice**

Application: School/program Vision/Mission/Guiding Principles/Goals/Action Plans

Self analysis: Skills in the development/implementation/evaluation of vision

Portfolio 1.4, 5.3

(Design 5, Packet reading, Senge *Shared Vision*, *Rewriting the Code*, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Week 14 Leadership**

Characteristics/traits

Theory/models

Self analysis Mini packet (strengths/challenges, strategies to work around areas of challenge

Portfolio

(Packet reading, Leadership handout, Covey Private Victory/Be Proactive, and turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

Building teacher leadership

Covey Begin with the End in Mind

Week 15 Summation Reflection

Application Presentations

Participation and reflective activity in reference to collaborative leadership

Reflection: Individual: Top 10 Principals/concepts from the program

Small group dialogue

Individual: Final professional development plan

Self analysis: Stage of professional development: (teacher leadership rubric: adult development)

The Maturity Continuum (Covey principle)

Portfolio 1.5

Celebrate completion of the program

(Covey habit 7 Sharpen the Saw, Turn in reflective and/or experimental/application activities and present to your administrative team group and/or class.)

1. RESOURCES:

Blank, M; and Kershaw, C. (Ed.Ds.) (1998). The Designbook for Building Partnerships: School, Home and Community. Lancaster, Pennsylvania: Technomic Publishing Company. {Required}

Stephen R. Covey (1989) The 7 Habits of Highly Effective People. Fireside Book Published by Simon & Schuster, New York (Required)

Peter M. Senge (1994). The Fifth Discipline: The Art & Practice of The Learning Organization. Currency Doubleday, New York. (Required)

Gallager, D.R. and Kindered, L.W. (1997). The School and Community Relations. Needham Heights, MA: Allyn & Bacon.(Optional)

Supplemental Readings: (List and indicate how these are to be used.)

A packet containing material to support weekly sessions will be distributed to each student on the first night of class. An additional assortment of handouts for review will also be distributed. A fee (approximately \$35.00) will be charged for these material materials. . See the attached bibliography for a list of additional suggested readings.

2. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

The knowledge, disposition and performance you demonstrate in reference to the specific course outcomes (ISLLC indicators) that support each of the program standards in the context of this collaborative leadership block will be viewed through a variety of activities and projects as outlined in the “Dominant Program Outcome Rubric,” toward the end of this syllabus. You will design projects in five key areas. Each project will outline your beliefs/dispositions related to that area. Each project will include guiding principles, an overall framework and implementation plan for that area. A reflective component and self analysis will also be completed for each project. Finally, each project will include the portfolio activities each indicator associated with the project topic. Thus, each project will contain:

- Belief/disposition/guiding principles
- Conceptual framework
- Implementation plan
- Reflective self/program analysis
- Portfolio activities

See criteria in the “Dominant Program Outcome Rubric” toward the end of this syllabus for further detailed information on expectations for each project area and each component area.

The class will be subdivided into small cluster groups. These groups will provide dialogue, discussion in each project area. Participants will be able to share their work on each project with each other. Each project must address each of the course outcomes (ISLLC indicators) as outlined in the “Dominant Program Outcome Rubric,” at the end of the syllabus. The “MPEA Framework for Principal Portfolio Review: Advanced Certification,” indicators mentioned in the portfolio activity section should also be addressed in each project. A more detailed expectation/rubric for each activity is outlined below. (5 project areas, 50 points each)

<p style="text-align: center;">Assessments Links to Course Outcomes Percentage of Grade</p>	
<p>Overall Project Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Belief/disposition/guiding principles <input type="checkbox"/> Conceptual framework <input type="checkbox"/> Implementation plan <input type="checkbox"/> Reflective self/program analysis <input type="checkbox"/> Portfolio activities <p>Each project must address associated course outcomes (ISLLC indicators) as outlined in the “Dominant Program Outcome Rubric,” at the end of the syllabus. The “MPEA Framework for Principal Portfolio Review: Advanced Certification,” indicators mentioned in the portfolio activity section of the “Dominant Program Outcome Rubric,” should also be addressed in each project. Additional information on components of this activity is mentioned below.</p> <p style="text-align: center;">100%</p>	
<p>Disposition/ethics/principals Activities</p>	<p>Disposition/Belief activities will be incorporated into each of the project areas and will also stand alone. These activities would include platforms, statements of guiding principals/beliefs, essays, reflections/self analysis narratives. Activity areas and selected tools to support reflection and self analysis are listed in the “Dominant Program Outcome Rubric,” at the end of the syllabus.</p>

Reflection activities:	Skill development activities will also be completed during this course. These activities will include individual and group simulation and self analysis reflection narratives. Professional development plans will be developed as appropriate. Activity areas, expectations and selected tools to support reflection and self analysis are listed in the “Dominant Program Outcome Rubric,” at the end of the syllabus. (14 topic areas, all incorporated into the projects)	
Portfolio activities	Portfolio activities specific to the “MPEA Framework for Principal Portfolio Review: Advanced Certification,” indicators (placed, with full narrative, at the end of the syllabus), will be a component of each class. Students will present a portfolio that contains documents and written commentary that, taken together, clearly demonstrates knowledge, dispositions and performance in each indicator area. (19 indicator areas, all incorporated into the projects)	

6. GRADING SCALE:

Students will complete five projects that, taken together, clearly demonstrates knowledge, analysis, application, and synthesis of each course outcome at the progressing to proficient level or above (See criteria in the “Dominant Program Outcome Rubric,” toward the end of this syllabus for further information) in order to pass this course. Each project is worth 50 points, for a total of 250 points for the class.

- A = 250 points (proficient or above across course outcomes)
- A- = 235 points (proficient in most course outcomes progressing in a few)
- B+ = 220 points (proficient in many course outcomes progressing in some)

B = 200 points (progressing in most course outcomes proficient is some)

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Students who plagiarize will earn "no credit" for the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

Webster University School of Education

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices

based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner’s knowledge, ability, and background experience;

and

4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Education Specialist Degree
School of Education
Webster University

Vision Statement: To teach and reach all learners through global leadership.

Mission Statement: To develop exemplary leaders today for all schools.

Goals

1. The educational leader/graduate will demonstrate and model scholarship and lifelong learning skills.
2. The educational leader/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment.
3. The educational leader/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities.
4. The educational leader/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues, and families.

MPEA Framework for Principal Portfolio Review: Advanced Certification

Standard 1

(The Individual ensures and leads)

Knowledge

The candidate for advanced certification ensures a shared vision of learning by leading the local school community in the acquisition of knowledge and understanding about:

1. Learning goals in a pluralistic society.
2. Fundamental principles of school improvement.
3. The use of data for vision-driven change.
4. Fundamental principles of interpersonal communication, consensus building, conflict resolution, and organizational change.

Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to a shared vision of learning by leading the local school community in collaborative discussions about:

1. Current research and best practice.
2. The uniqueness and educability of each learner within a pluralistic society.
3. Fundamental principles of continuous, comprehensive, systemic school improvement.
4. Data collection and analysis processes for vision-driven change.
5. Reflective personal and organizational processes (openness to continuous review and revision through thoughtful, purposeful study of one's beliefs and practices).
6. Fundamental principles of interpersonal communication, consensus building, conflict resolution, and organizational change.

Performances

The candidate for advanced certification ensures a shared vision of learning by leading the local school community in the implementation of:

1. Processes that use research about best professional practice.
2. Processes that recognize the uniqueness and educability of each learner in a pluralistic society.
3. Processes for a plan for continuous, comprehensive, systemic school improvement.
4. Processes that use data for vision-driven change in a school setting.
5. Processes that promote personal reflection (open to continuous review and revision through thoughtful, purposeful study of one's beliefs and practices).
6. Processes that use the fundamental principles of interpersonal communication, consensus building, conflict resolution, and organizational change.

Standard 2

(The Individual ensures and leads)

Knowledge

The candidate for advanced certification ensures a school culture and instructional programs conducive to student learning and staff professional growth by leading the local school community in the acquisition of knowledge and understanding about:

1. Student and adult growth and development.
2. Learning and motivational theories.
3. A caring school community.
4. Best instructional practice.
5. Program and curriculum design, articulation, and evaluation.

6. Technology for student learning and professional development.
7. Diversity and its meaning for educational programs and practices.
8. Change in individuals, systems, and organizations.

Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to a school culture and instructional programs conducive to student learning and staff professional growth by leading the local school community in collaborative discussions about:

1. Learning as the fundamental purpose of schooling.
2. The uniqueness and educability of each student in a caring school community.
3. Professional development as an integral part of school improvement.
4. The benefits of diversity in the learning process.
5. A safe, supportive learning environment.
6. The importance of life-long learning and its significance for being a contributing member of society.

Performances

The candidate for advanced certification ensures school culture and instructional programs conducive to student learning and staff professional growth by leading the local school community in the implementation of:

1. Processes that identify and codify varied instructional strategies.
2. Processes that support a culture for a caring school community.
3. Processes for student assessment grounded in the belief that each student can learn.
4. Processes for the use of student data that improve instruction.
5. Processes for the development, evaluation, and refinement of curriculum.
6. Processes for a professional development plan for staff
7. Processes to assess the level of commitment to life-long learning of staff and students.
8. Processes that assess the nature of a school's climate and culture.

Standard 3

(The Individual ensures and leads)

Knowledge

The candidate for advanced certification ensures organizational management for an effective learning environment by leading the local school community in the acquisition of knowledge and understanding about:

1. Principles, theories, and models of organizational management.
2. Operational procedures, regulations, and policies at the school level.
3. Operation of school facilities.
4. Requirements of the safe schools' act,
5. Legal issues for effective school operations.
6. Current technology that supports school management.
7. Human resource management.

Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to organizational management for an effective learning environment by leading the local school community in collaborative discussions about:

1. Management processes that enhance learning and teaching.
2. A safe and secure school environment.
3. The importance of stakeholder participation in management processes.
4. high-quality standards, expectations, and performance by all personnel.
5. The significance of confidentiality and privacy.

6. The importance of legal and fiscal responsibility.
7. The importance of technology for school efficiency.

Performances

The candidate for advanced certification ensures organizational management for an effective learning environment by leading the local school community in the implementation of:

1. Processes that use varied principles, theories, and models of management that support effective learning and teaching.
2. Processes that analyze the operational procedures in a school.
3. Processes that involve stakeholders in management decision-making through consensus building.
4. Processes that simulate building budget development.
5. Processes for optimum utilization of human resources across a facility.
6. Processes that address confidentiality and privacy issues.
7. Processes that analyze safety and accessibility of the school environment.
8. Processes that use technology to manage school operations.

Standard 4

(The Individual ensures and leads)

Knowledge

The candidate for advanced certification ensures collaboration among school, family, and community by leading the local school community in the acquisition of knowledge and understanding about:

1. Models for collaboration among school, family, and community.
2. Emerging issues, trends, and dynamics of a diverse school community.
3. Community resources available to the educational program.
4. Community relations, marketing, and communication strategies.

Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to collaboration among school, family, and community by leading the local school community in collaborative discussions about:

1. Communication processes with families and community.
2. The integral role of the school in the community.
3. The value of community resources that support educational programs.
4. The value of diversity to the school community.
5. Families as collaborative partners in the best interest of the education of their children.

Performances

The candidate for advanced certification ensures collaboration among school, family, and community by leading the local school community in the implementation of:

1. Processes that foster the involvement of the community in the educational programs of the school.
2. Processes that foster the involvement of the school in the life of the community.
3. Processes that foster the involvement of families in the educational programs of the school.
4. Processes that foster collaboration and communication among members of the school and school community.
5. Processes that demonstrate diversity is valued.

Standard 5

(The Individual ensures and leads)

Knowledge

The candidate for advanced certification ensures integrity, fairness, and ethical leadership by leading the local school community in the acquisition of knowledge and understanding about:

1. A professional code of ethics.

2. Historical perspectives of ethical, moral leadership.
3. Respect for the rights and dignity of all.
4. Practices that inspire trust, integrity, and ethical behavior.

Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to integrity, fairness, and ethical leadership by leading the local school community in collaborative discussions about:

1. a professional code of ethics.
2. Trust, integrity, and ethical behavior.
3. Respect for the rights and dignity of all.
4. Ethical principles for decision-making.
5. Accepting consequences for actions taken.
6. The right of each student to a quality education.

Performances

The candidate for advanced certification ensures integrity, fairness, and ethical leadership by leading the local school community in the implementation of:

1. Processes that develop a professional code of ethics.
2. Processes that assess the level of trust in a school setting.
3. Processes that examine the prevailing nature of values in the school community.
4. Processes that examine the essence of how school leaders treat people (e.g. with respect, courtesy, fairness, and equity).
5. Processes that demonstrate ethical decision-making.

Standard 6

(The Individual ensures and leads)

Knowledge

The candidate for advanced certification ensures the political, social, economic, legal, and cultural contexts of education are responsive to student success by leading the local school community members in the acquisition of knowledge and understanding about:

1. The law as related to education and schooling.
2. The political, social, cultural, and economic systems and processes that impact school.
3. Models and strategies for change and conflict resolution as applied to the varied school contexts.
4. Global issues and forces affecting teaching and learning.
5. The dynamics of policy development and advocacy within a democratic system.

Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to the political, social, economic, legal, and cultural contexts of education by leading the local school community in collaborative discussions about:

1. Legal systems that protect student rights and improve student opportunities
2. The importance of communication and participation with decision-makers in the political and policy-making contexts that affect education.

Performances

The candidate for advanced certification ensures the political, social, economic, legal, and cultural contexts of education are responsive to student success by leading the local school community in the implementation of:

1. Processes that promote open and ongoing communication with community groups concerning trends, issues, and potential changes.
2. Processes for the development of school policies and regulations consistent with local, state, and federal laws.

Dominant Program Outcome Rubric:

Dominant Program Outcome:

ELCC 1.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISLLC 1.3.1)

ELCC 2.0: Candidates who complete the program are educational leadership 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 (ISLLC 1.3.2)

ELCC 3.0: Candidates who complete the program are educational leadership 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 (ISLLC 1.3.3)

ELCC 4.0: Candidates who complete the program are educational leadership 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 (ISLLC 1.3.4)

ELCC 5.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner. (ISLLC 1.3.5)

ELCC 6.0: Candidates who complete the program are educational leadership 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 (ISLLC 1.3.6)

Education Specialist Degree
School of Education
Webster University

1. The educational leader/graduate will demonstrate and model scholarship and lifelong learning skills.
2. The educational leader/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment.
3. The educational leader/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities.
4. The educational leader/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues, and families.

Rubric to address outcomes

Overall Project Activities:

The knowledge, disposition and performance you demonstrate in reference to the specific course outcomes (ISLLC indicators) that support each of the program standards in the context of this collaborative leadership block will be viewed through a variety of activities and projects outlined below. You will design projects in five key areas. Each project will outline your beliefs/dispositions related to that area. Each project will include guiding principles, an overall framework and implementation plan for that area. A reflective component and self analysis will also be completed for each project. Finally, each project will include the portfolio activities each indicator associated with the project topic. Thus, each project will contain:

- Belief/disposition/guiding principles
- Conceptual framework
- Implementation plan
- Reflective self/program analysis
- Portfolio activities

The class will be subdivided into small cluster groups. These groups will provide dialogue, discussion in each project area. Participants will be able to share their work on each project with each other. Each project must address associated course outcomes (ISLLC indicators) as outlined in the “Dominant Program Outcome Rubric,” at the end of the syllabus. The “MPEA Framework for Principal Portfolio Review: Advanced Certification,” indicators mentioned in the portfolio activity section should also be addressed in each project. A more detailed expectation/rubric for each activity is outlined below. (5 project areas, 50 points each)

Project expectations in the context of the communication and collaboration topics:

Design your building/program communication and collaboration framework between and among students, family, peers, staff and community members (internal and external communication). How do/will you communicate and collaborate with all stakeholders that influence or come in contact with you building/program? This plan would include the continuum of communication, involvement and partnership. This plan will have enough detail that a new administrator walking into the classroom/program could understand and implement it. Thus, detail related to who, what, where, when and how would be included. This would also include actual forms, sample letters/notes/newsletter, packets, handbooks, manuals and draft surveys/questioners. Another aspect of the collaboration component of this activity will include a framework for family support. This component will focus on strategies that the staff can implement to connect families to support services. The third component of this activity will focus on clarification of Disposition/ethics/principals that support relationship/collaboration/communication between and among home, community and school. Finally self reflections in the areas specific to communication and collaboration would be included within these projects. Aspects should include but are not limited to the following:

Communication plan for students, peers, staff, family and community roles:

What plans will you have in place for communication with students?

What plans will you have for communication before, during and after the school year

ends with family?

This should include multiple strategies at each stage that will meet the multiple profiles of individual families.

This should address whole building/program, small group/cluster and individual situations, individual students, anticipated individual situations.

What plans will you have for communication with staff members?

This would include the whole faculty and subgroups

This would include each role within the school (general education, ancillary, special education, remedial, ESL, Gifted, Related service, Paraprofessional, support, administrative staff.

What plans will you have for communication with the community members?

This would address the community at large

This would include sub groups in the community

This would include communication with community members involved in the activities you plan

Collaboration plan that supports individual students, classroom, grade level/program and building:

What plans will you have in place to involve family in your building/program?

This would include multiple plans/activities.

What plans will you have in place to involve community in your building/ program?

This would include several plans/activities.

What plans will you have in place for collaboration among and between other staff/community members?

What would the collaborative framework look like in your building/program?

This would include a variety of aspects within the collaborative continuum of options. This would include collaboration between individual staff members and groups (grade level, team program clusters, individual student team clusters, faculty, committees). This would also include options for preventative planning/development, problem solving and conflict resolution.

How will you facilitate building family support networks within your school/program?

This will include key resources families can be referred to within the building/district/community.

This will include a strategy for having additional resources available (community resources contact guide, listing of key web sites, high probability of need resource list/information available).

How will you facilitate building family support networks?

This will include key resources to refer families to within the building/district/community.

This will include a strategy for having additional resources available (community resources contact guide, listing of key web sites, high probability of need resource list/information available).

Climate Plan (belief, principals, framework, plan and self-analysis/reflection)

What climate would you create in your building/school?

What would be the framework for creating, implementing, evaluating and refining Climate in my building/program?

What would be my plan for implementing this framework?

How do I foster/facilitate/develop a collaborative/caring community ((belonging/trust/

relationship/support/partnership) climate in my building/program?
How do I assess the climate in my building/program? Climate (Design reflection p 74 learning environment, Diversity p104, Friendliness Audit 2.1.6a p 87, Student audits 2.2.1a p90, Violence prevention reflection p 139, can do school reflect p315)

Strategic Plan: Vision/Mission/Guiding Principles/Goals/Action Plans**

(Design 5 reflection shared expectations p 277, reflection: planning process p 309
reflection: criteria for vision p 295, reflection: can do school reflect 315
What is your vision/mission across different role areas? What is a goal in each of these role areas? What actions will you take in this goal area? What are your overall guiding principles?
How will you establish a vision in your school/program?
How will you move the vision to action through collaborative long range planning?
What is the group vision, mission, guiding principles, goals, action plans?

Program Evaluation/Change Plan**

Design a program evaluation and follow framework for your school/program.
Design a program evaluation and follow-up process for one aspect of your building/program.
Design a framework for facilitating change in your school/program.
What processes/strategies would you use to initiate change resulting from program evaluation, vision development, new initiatives and externally required directives?

Disposition/ethics/principals:

Disposition/Belief activities will be incorporated into each of the project areas and will also stand alone. These activities would include platforms, statements of guiding principals/beliefs, essays, reflections/self analysis narratives. Activity areas and selected tools to support reflection and self analysis are listed Below. (8 activity areas, all incorporated into the projects)

What are the trust building traits/dispositions you do/will implement in relationship with others?
What are my guiding principles for relationship/collaboration/communication?
What climate would you create in your building/school?
Is my program/building family centered? (Design p 21 reflection
1.1.1 parent survey: partnership, productive involvement reflect 331 volunteer evaluation p 356, supporting teaching/learning families reflection 379)
What is your degree of conviction toward excellence? (Appendix A Skilful leader)
What would be the accountability framework in your school/program? (essay)
What is your vision for the school/program you lead?***
What are my beliefs about change, program evaluation?***

Reflection activities:

Skill development activities will also be completed during this course. These

activities will include individual and group simulation and self analysis reflection narratives. Professional development plans will be developed as appropriate. Activity areas, expectations and selected tools to support reflection and self analysis are listed below. (14 topic areas, all incorporated into the projects)

Self analysis of:

- Communication skills: (Design reflection oral com 145 &155, Written communication. P 161, parent teacher conf p 177 &183)
- Relationship skills: (Design reflection p 214)
- Trust (Design 2.2.6 p 109 and packet)
- Collaboration skills: (Design team work assess p372, Teacher leadership rubric: collaboration)
- Facilitation skills: Group & Individual (Adaptive schools work book: Facilitative Behaviors in a task-oriented group .135, norms of collaborative. 142-3, Teacher leadership rubric: Dialogue)
- Problem solving skills (Design 1.2.20 p 69)
- Conflict resolution skills: (packet)
- Style/profile areas: (packet)
- Advocacy skills: (continuum, conviction)
- Stage of professional development: (teacher leadership rubric: adult development)
- Skills in the cultivation of climate in your building/program:
- Skills in the development/implementation/evaluation of vision
- Skills in program evaluation/change process:(Teacher leadership rubric: Change)
- Decisions making skills: (Design 1.2.20 p 69)**
- Skills in the development/implementation/evaluation of vision
- Leadership themes: (packet)**

The following questions will be addressed for each skill/topic area:

- What are my strengths?
- What areas are not adequate and need refinement?
- What areas are adequate or better, yet, I would like to enhance?
- What is my action plan for one areas of growth?

Portfolio activities

Portfolio activities specific to the “MPEA Framework for Principal Portfolio Review: Advanced Certification,” indicators mentioned below (and placed, with full narrative, at the end of the syllabus), will be a component of each class. Students will present a portfolio that contains documents and written commentary that, taken together, clearly demonstrates knowledge, dispositions and performance in each of the areas listed below, at the progressing to proficient level or above.

(19 indicator areas, all incorporated into the projects)

- 1.2 Uniqueness of each child
- 1.3 School improvement change**
- 1.4 Vision driven change**
- 1.5 Personal reflection
- 1.6 Interpersonal communication, consensus, conflict resolution, organizational change
- 2.2 Caring communities
- 2.8 Assess school climate
- 3.3 Decision-making**, consensus

- 3.7 Safety and accessibility in the school
- 4.1 Community in the school
- 4.2 School in the Community
- 4.3 Family in Education
- 4.4 Communication/collaboration fostered among school and community
- 4.5 Diversity is valued
- 5.2 Assessing levels of trust
- 5.3 Assess values in the school**
- 5.4 How leaders treat people
- 5.5 Ethical decision making**
- 6.1 Open and ongoing communication

Dominate Program Outcome Rubric: Principal Portfolio Review Scoring Guide					
LEAD 6004 Collaborative Leadership: Course outcomes, topics, activities					
Missouri Professors of Educational Administration, Advanced Certification					
<u>Little or No: Does not meet expected standard</u>					
There is little or no evidence that the candidate ensures by leading the local school community in accomplishment of the expectations. The evidence presented is: vague irrelevant					
<u>Progressing: Basic knowledge and skill</u>					
Basic skills exhibited Emerging Skills and Knowledge Shows potential for the					

sources, data collection, and data analysis strategies Vision, decision making, change	Vignettes:				
1.3.1.1.5. effective communication Comm. Skill	Simulation group activity, self analysis communication/ collaboration/ surveys, internal/ external communication plan				
1.3.1.1.6. effective consensus-building and negotiation skills Collar. Skill, Prob. Solve., Conflict Res.	Simulation group activity, self analysis communication/ collaboration/ facilitation/problem solving/conflict resolution surveys, internal/external collaboration plan, vignettes: problem solving/conflict resolution				
1.3.1.2.3. continuous school improvement Vision, Comm/Collab skill, Climate	Strategic Plan: Vision/mission/ guiding principles/ goals/action plans, internal/external communication plan, Climate plan				
1.3.1.2.4. the inclusion of all members of the school community Climate	climate surveys & plan, self analysis: Climate				
1.3.1.3.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community members Vision	Strategic Plan: Vision/mission/ guiding principles/ goals/action plans, internal/external communication plan, Climate plan				
1.3.1.3.2. the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar Vision, Comm/Collab plans	Strategic Plan: Vision/mission/ guiding principles/ goals/action plans, internal/external communication plan, Climate plan				
1.3.1.3.5. the contributions of school community members to the realization of the vision are recognized	Strategic Plans: Vision, Communication				

and celebrated Vision	Communication, Collaboration, Climate				
1.3.1.3.6. progress toward the vision and mission is communicated to all stakeholders Vision, Comm/Collab plans	"				
1.3.1.3.7. the school community is involved in school improvement efforts "	"				
1.3.1.3.8. the vision shapes the educational programs, plans, and actions "	"				
1.3.1.3.9. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated "	"				
1.3.1.3.10. assessment data related to student learning are used to develop the school vision and goals "	"				
1.3.1.3.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals "	"				
1.3.1.3.12. barriers to achieving the vision are identified, clarified, and addressed "	"				
1.3.1.3.13. needed resources are sought and obtained to support the implementation of the school mission and goals					

"	"				
1.3.1.3.14. existing resources are used in support of the school vision and goals "	"				
1.3.1.3.15. the vision, mission, and implementation plans are regularly monitored, evaluated, and revised "	"				
1.3.2.1.3. applied motivational theories Collab skill	Self analysis: facilitation skills				
1.3.2.1.7. diversity and its meaning for educational programs Climate	Climate survey, self analysis Climate, Climate plan				
1.3.2.1.7. diversity and its meaning for educational programs Climate	"				
1.3.2.1.9. the change process for systems, organizations, and individuals Change Vignette activity, professional development plans, self analysis: Change, Change process activity/ plan					
1.3.2.1.10. The role of technology in promoting student learning and professional growth Comm/Collab plan Communication and Collaboration Plans					
1.3.2.2.6. the benefits that diversity brings to the school community Climate	"				
1.3.2.2.7. a safe and supportive learning environment Climate	"				
1.3.2.3.1. all individuals are treated with fairness, dignity, and respect Climate, Comm. collar Communication, Collaboration, Climate Plans, self analysis: Trust,					

Leadership					
1.3.2.3.16. a variety of sources of information is used to make decisions Decision Making	Vignette activity				
1.3.2.3.19. pupil personnel programs are developed to meet the needs of students and their families Collab	Collaboration plan				
1.3.3.3.8. potential problems and opportunities are identified Prob. Solve	Vignette activity: Problem solve				
1.3.3.3.9. problems are confronted and resolved in a timely manner Prob. Solve	Vignette activity: Problem solve				
1.3.3.3.10. financial, human, and material resources are aligned to the goals of schools Vision	Strategic plan: Vision				
1.3.3.3.11. the school acts entrepreneurially to support continuous improvement Vision	Strategic plan: Vision				
1.3.3.3.12. organizational systems are regularly monitored and modified as needed Vision, Change	Strategic plan: Vision, Change Activity				
1.3.3.3.13. stakeholders are involved in decisions affecting schools Vision, Change, Collab	Collaboration plan, Change process activity/plan				
1.3.3.3.14. responsibility is shared to maximize ownership and accountability Collab, Accountability/ Excellence	case study, vignette activity (Harvard), self analysis: excellence, Reflection: accountability				
1.3.3.3.15. effective problem-framing and					

problem-solving skills are used Prob. Solve	Vignette activity: Problem solve				
1.3.3.3.16. effective conflict resolution skills are used Conflict Rees	Vignette activity: Conflict Rees				
1.3.3.3.17. effective group-process and consensus-building skills are used Collab Skills	simulation group activity, self analysis: group activity				
1.3.3.3.18. effective communication skills are used	Simulation group activity, self analysis communication/ collaboration surveys, internal/ external communication plan				
1.3.4.1.1. emerging issues and trends that potentially impact the school community Vision,					
1.3.4.1.2. the conditions and dynamics of the diverse school community Climate					
1.3.4.1.3. community resources Comm/Collab Plans	Internal/External Communication Plan, Climate Plan				
1.3.4.1.4. community relations and marketing strategies and processes "	"				
1.3.4.1.5. successful models of school, family, business, community, "	"				
government and higher education partnerships "	"				
1.3.4.2.1. schools operating as an integral part of the larger community	",Self analysis:				

"	Climate				
1.3.4.2.2. collaboration and communication with families ", Advocacy	", " self analysis: family centered				
1.3.4.2.3. involvement of families and other stakeholders in school decision-making processes Comm/Collab Plans	", ".,"				
1.3.4.2.4. the proposition that diversity enriches the school Climate	Climate Plan, Self analysis: Climate				
1.3.4.2.5. families as partners in the education of their children Comm/Collab Plans, Advocacy	Internal/External Communication Plan, Climate Plan, self analysis: Climate, Family Centered				
1.3.4.2.6. the proposition that families have the best interests of their children in mind Comm/Collab Plans, Advocacy	Self analysis: empowerment, trust, facilitation, climate				
1.3.4.2.7. resources of the family and community needing to be brought to bear on the education of students Comm/Collab Plan	Internal/External Communication Plan				
1.3.4.2.8. an informed public "	"				
1.3.4.3.1. high visibility, active involvement, and communication with the larger community is a priority "	"				
1.3.4.3.2. relationships with community leaders are identified and nurtured "	"				
1.3.4.3.3. information about family and community concerns, expectations, and needs					

is used regularly "	"				
1.3.4.3.4. there is outreach to different business, religious, political, and service agencies and organizations "	"				
1.3.4.3.5. credence is given to individuals and groups whose values and opinions may conflict "	"				
1.3.4.3.6. the school and community serve one another as resources "	"				
1.3.4.3.7. available community resources are secured to help the school solve problems and achieve goals "	"				
1.3.4.3.8. partnerships are established with area businesses, institutions of higher education, and community "	"				
1.3.4.3.9. groups to strengthen programs and support school goals "	"				
1.3.4.3.10. community youth family services are integrated with school programs "	"				
1.3.4.3.11. community stakeholders are treated equitably "	"				
1.3.4.3.12. diversity is recognized and valued Climate	Climate Plan, Self analysis: Climate				
1.3.4.3.13. effective media relations are					

developed and maintained Comm/Collab Plan	Internal/External Communication Plan				
1.3.4.3.14. a comprehensive program of community relations is established "	"				
1.3.4.3.15. public resources and funds are used appropriately and wisely "	"				
1.3.4.3.16. community collaboration is modeled for staff "	"				
1.3.4.3.17. opportunities for staff to develop collaborative skills are provided "	"				
1.3.5.1.3. the values of the diverse school community Climate, Vision	Climate plan				
1.3.5.1.4. professional codes of ethics Guiding Principles Vignettes: ethics, group dialogue					
1.3.5.2.4. bringing ethical principles to the decision-making process Decision Making, Change community	Vignettes: ethics/ decisions, Change activity				
1.3.5.2.6. accepting the consequences for upholding one's principles and actions Accountability Climate plan					
1.3.5.2.8. development of a caring school community Climate	Climate plan				
1.3.5.3.6. considers the impact of					

one's administrative practices on others program rather than for personal gain Accountability, Climate Climate plan					
1.3.5.3.8. treats people fairly, equitably, and with dignity and respect Climate, Comm. collar Communication, Collaboration, Climate Plans, self analysis: Trust, Leadership					
1.3.5.3.11. recognizes and respects the legitimate authority of others Accountability, Advocacy, Climate Climate plan					
1.3.5.3.12. examines and considers the prevailing values of the diverse school community Climate Climate plan					
1.3.5.3.13. expects that others in the school community will demonstrate integrity and exercise ethical behavior Climate, Collab Climate plan					
1.3.6.1.5. models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling Change, Conflict Res. Climate plan, internal/external communication plan, Change process activity/plan					
** Secondary Course Focus to support other Blocks as time allows					

