

## Course Syllabus

**COURSE NUMBER:**

**LEAD 6004.ID & I1 COURSE TITLE: Collaborative Leadership TERM: Spring 2006SI**

**12110 Clayton Road**

**INSTRUCTOR CONTACT INFORMATION:**

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**CREDIT HOURS: 5**

**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 research/principals/dispositions, professional discourse, group simulation, self analysis, application of guest speakers and site visits students will identify and analyze the uses and applications of community resources in supporting families and children. Students will learn, simulate and evaluate techniques for working with stakeholders and examine collaboration concepts, principles, models and strategies for interagency 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 for development of community information, networking, support systems, public relations and media. The implementation of vision, school climate, program evaluation, the change process will be explored. The 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 /

1.3.1.1.2. the principles of developing and implementing strategic plans\*\*

1.3.1.1.4. information sources, data collection, and data analysis strategies\*\*

1.3.1.1.5. effective communication

1.3.1.1.6. effective consensus-building and negotiation skills

1.3.1.2.3. continuous school improvement\*\*

1.3.1.2.4. the inclusion of all members of the school community

1.3.1.3.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community members

1.3.1.3.2. the vision and mission are communicated through the use of symbols, ceremonies, stories, and other means

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 mission are clearly articulated

1.3.1.3.10. assessment data related to student learning are used to develop the school vision and mission

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 vision 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\*\*

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
- 1.3.4.2.5. families as partners in the education of their children
- 1.3.4.2.6. the proposition that families have the best interests of their children in mind
- 1.3.4.2.7. resources of the family and community needing to be brought to bear on the education
- 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 ]

- 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 reg
- 1.3.4.3.4. there is outreach to different business, religious, political, and service agencies and org
- 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 achie
- 1.3.4.3.8. partnerships are established with area businesses, institutions of higher education, and
- 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
- 1.3.4.3.13. effective media relations are developed and maintained
- 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

1.3.5.1.4. professional codes of ethics

1.3.5.2.4. bringing ethical principles to the decision-making process\*\*

#### Community

1.3.5.2.6. accepting the consequences for upholding one's principles and actions\*\*

1.3.5.2.8. development of a caring school community

1.3.5.3.6. considers the impact of one's administrative practices on others program rather than fo

1.3.5.3.8. treats people fairly, equitably, and with dignity and respect

1.3.5.3.11. recognizes and respects the legitimate authority of others\*\*

1.3.5.3.12. examines and considers the prevailing values of the diverse school community

1.3.5.3.13. expects that others in the school community will demonstrate integrity and exercise et

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

Standards for Advanced Programs in Educational Leadership ELCC  
Professional Competencies for School Leader Preparation (Advanced) ISLLC 1.3

ELCC 1.0: Candidates who complete the program are educational leadership who have the knowl 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 knowl to promote the success of all students by promoting a positive school culture, providing an effective learning 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 knowl 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 knowl to promote the success of all students by collaborating with families and other community members to address 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 knowl 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 knowl to promote the success of all students by understanding, responding to, and influencing the larger political, economic, legal, and cultural context (ISLLC 1.3.6)

Education Specialist Degree  
School of Education  
Webster University  
Goals

1. The educational leader/graduate will demonstrate and model scholarship and lifelong learning ;
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 env

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 learners including students, teachers, colleagues, and families.

Course outcomes associated with collaborative leadership touch on each of the following:

ELCC Standards 1-6

ISLLC Standards 1.3.1-6

MPEA Framework for Principal Portfolio Review

Indicators per the “Dominant Program Outcome Rubric,” at the end of the syllabus.

SOE Goals 1-4

SOE Dispositions 1-3

SED Goals 1-4

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

**METHODOLOGY:** Lecture, small and large group discussion, experimental/application activities, student reporting, self-examination surveys, demonstrations, active participation, outside activities, written exercises such as: journals, application narratives/projects, case studies and observation/synthesis 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, an reflective and/or experimental/application activities and present to your administrative team 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 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 question 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 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 question 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” 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  
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: Facilitation

a task-oriented group p.135, norms of collaborative group p. 142-3, Teach 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 application activities and present to your administrative team group and/or class.) Senge 1 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: C)  
Portfolio 1.3 and portions of 1.4

(Design 1.1 and 5, Packet reading, Senge Systems Thinking, The Indivisible Whole, and and/or experimental/application activities and present to your administrative team group a

## 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 p 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 chal  
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 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: Publishing Company. {Required}

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

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

Gallager, D.R. and Kindered, L.W. (1997). The School and Community Relation: 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 class. An additional assortment of handouts for review will also be distributed. A fee (approximate) will be charged for these material materials. . See the attached bibliography for a list of additional 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 (ISLLC indicators) that support each of the program standards in the context of this collaborative will be viewed through a variety of activities and projects as outlined in the “Dominant Program” toward the end of this syllabus. You will design projects in five key areas. Each project will out dispositions related to that area. Each project will include guiding principles, an overall framework

implementation plan for that area. A reflective component and self analysis will also be complete project. Finally, each project will include the portfolio activities each indicator associated with the project. 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 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, and reflection on each project area. Participants will be able to share their work on each project with each other. Each project will 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. An expectation/rubric for each activity is outlined below. (5 project areas, 50 points each)

#### **Assessments Links to Course Outcomes Percentage of Grade Overall Project Act**

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

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

below.

Disposition/Belief activities will be incorporated into each of the project areas and will also stand alone. Activities would include platforms, statements of guiding principles/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.

Reflection activities:

Skill development activities will also be completed during this course. These activities will include group simulation and self analysis reflection narratives. Professional development plans will be completed 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 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 the final project. Students will present a portfolio that contains documents and written commentary that, taken together, demonstrates knowledge, dispositions and performance in each indicator area. (19 indicator areas)

incorporated into the projects)

### **6. GRADING SCALE:**

Students will complete five projects that, taken together, clearly demonstrates knowledge, analysis and synthesis of each course outcome at the progressing to proficient level or above (See criteria Program Outcome Rubric," toward the end of this syllabus for further information) in order to p 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 f
- B+ = 220 points (proficient in many course outcomes progressing in so
- B = 200 points (progressing in most course outcomes proficient is son

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

### **3. 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 ar 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 ; credit for the course, or dismissal according to university policy.

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

## 4. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for may require accommodations contact the Director of the Academic Resource Center, 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 know experiences, and practical tools that help them guide both themselves and others toward life learning. The School of Education is a community of educator-scholars who apply critical reflex and creative energies to enhance learning in schools and other educational settings. The facul strives to support this community by modeling effective teaching practices based on sound the and research. Personalized approaches create a challenging, yet supportive environmer permits the risk-taking necessary for learning and growth. The School of Education encourages faculty and students to work actively toward this end, keeping in mind that action must be root visionary, yet realistic, thinking. This thought and action process underscores the development c inner-directed self-understanding, an outer-directed global perspective, and an appreciation c 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 repres the conceptual framework of the School of Education. The outer circle provides the framework "world of learners" in cultural settings. The two axes represent the theme components of knowle leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of t goals and integrated concepts. Each quadrant represents one of the school's four goals candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, responsive educators.

### 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.

**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
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 Cert

### Standard 1

(The Individual ensures and leads)

#### Knowledge

The candidate for advanced certification ensures a shared vision of learning by leading the local s 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, organizational change.

#### Dispositions

The candidate for advanced certification ensures shared beliefs, values, and commitment to a shared 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 thoughtful, purposeful study of one's beliefs and practices).
6. Fundamental principles of interpersonal communication, consensus building, conflict resolution organizational change.

### **Performances**

The candidate for advanced certification ensures a shared vision of learning by leading the local school 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 the purposeful study of one's beliefs and practices).
6. Processes that use the fundamental principles of interpersonal communication, consensus building, 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 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 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 collaborative

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 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 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 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, court 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 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 context.

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, 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 public 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 current and potential changes.
2. Processes for the development of school policies and regulations consistent with local, state, and federal requirements.

## **Dominant Program Outcome Rubric:**

### **Dominant Program Outcome:**

ELCC 1.0: Candidates who complete the program are educational leadership who have the knowledge and skills 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 skills to promote the success of all students by promoting a positive school culture, providing an effective learning environment, 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 skills 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 skills to promote the success of all students by collaborating with families and other community members, recognizing 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 skills 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 skills to promote the success of all students by understanding, responding to, and influencing the larger political, economic, legal, and cultural context (ISLLC 1.3.6)

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 (ISLLC indicators) that support each of the program standards in the context of this collaborative will be viewed through a variety of activities and projects outlined below. You will design project areas. Each project will outline your beliefs/dispositions related to that area. Each project will include principles, an overall framework and implementation plan for that area. A reflective component will also be completed for each project. Finally, each project will include the portfolio activities 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 project area. Participants will be able to share their work on each project with each other. Each project will address associated course outcomes (ISLLC indicators) as outlined in the “Dominant Program Outcomes” at the end of the syllabus. The “MPEA Framework for Principal Portfolio Review: Advanced Course Outcomes” indicators mentioned in the portfolio activity section should also be addressed in each project. An 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 peers, staff and community members (internal and external communication). How do/will you collaborate with all stakeholders that influence or come in contact with you building/program? This plan will 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, who, what, where, when and how would be included. This would also include actual forms, sample newsletter, packets, handbooks, manuals and draft surveys/questionnaires. Another aspect of the communication component of this activity will include a framework for family support. This component will focus on how that the staff can implement to connect families to support services. The third component of this

on clarification of Disposition/ethics/principals that support relationship/collaboration/communic and among home, community and school. Finally self reflections in the areas specific to commun collaboration would be included within these projects. Aspects should include but are not limited

#### 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 end

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

This should address whole building/program, small group/cluster and individual s 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, speci remedial, ESL, Gifted, Related service, Paraprofessional, support, administrative :

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 acti

#### 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 opt include collaboration between individual staff members and groups (grade level, t clusters, individual student team clusters, faculty, committees). This would also i 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/dist

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/rela 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 and 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 ro 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 alone. These activities would include platforms, statements of guiding principals/beli reflections/self analysis narratives. Activity areas and selected tools to support reflect 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 c

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 ev 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

individual and group simulation and self analysis reflection narratives. Professional d plans will be developed as appropriate. Activity areas, expectations and selected tools reflection and self analysis are listed below. (14 topic areas, all incorporated into the p

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 collaborativ 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: Advanc indicators mentioned below (and placed, with full narrative, at the end of the syllabus) component of each class. Students will present a portfolio that contains documents and writte that, taken together, clearly demonstrates knowledge, dispositions and performance in each of the 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

## Dominant Program Outcome Rubric: Principal Portfolio

### Review Scoring Guide LEAD 6004 Collaborative Leadership: Course on

topics, activities Missouri Professors of Educational Administration, Advanced Certification

Does not meet expected standard There is little or no evidence that the candidate ensures by leading

community in accomplishment of the expectations. The evidence presented is: vague irrelevant Pr

knowledge and skill Basic skills exhibited

Emerging Skills and Knowledge

Shows potential for the development of needed skills and knowledge Proficient There is clear and

evidence that the candidate ensures by leading the local school community in accomplishment of

The evidence presented is: Developed, effective, applicable, reasonable, complete Exemplary: Exc

proficiency There is comprehensive and convincing evidence that the candidate ensures by leading

community in accomplishment of the expectations. The evidence presented is: integrated, thought

complex, conclusive **Expectations Little or No: Does not meet expected standard** **Progressing: I**

**and skill** Proficient Exemplary: Exceeds proficiency 1.3.1.1.2. the principles of developing and i

strategic plans Vision, Change Simulation group activity, Strategic Plan: Vision/mission/guiding princi

plans, Change process activity/plan 1.3.1.1.4. information sources, data collection, and data analy

strategies Vision, decision making, change Vignettes: 1.3.1.1.5. effective communication Comm. Sk

activity, self analysis communication/collaboration surveys, internal/external communication plan 1.3

consensus-building and negotiation skills Collar. Skill, Prob. Solve., Conflict Res. Simulation group a

analysis communication/collaboration/facilitation/problem solving/conflict resolution surveys, internal

collaboration plan, vignettes: problem solving/conflict resolution 1.3.1.2.3. continuous school impro

Comm/Collab skill, Climate Strategic Plan: Vision/mission/guiding principles/goals/action plans, intern

communication plan, Climate plan 1.3.1.2.4. the inclusion of all members of the school community

surveys & plan, self analysis: Climate 1.3.1.3.1 the vision and mission of the school are effectively c

staff, parents, students, and community members Vision Strategic Plan: Vision/mission/guiding prin

plans, internal/external communication plan, Climate plan 1.3.1.3.2. the vision and mission are com

through the use of symbols, ceremonies, stories, and similar Vision, Comm/Collab plans Strategic F

mission/guiding principles/goals/action plans, internal/external communication plan, Climate plan 1.3

contributions of school community members to the realization of the vision are recognized and

celebrated Vision Strategic Plans: Vision, Communication, Collaboration, Climate 1.3.1.3.6. progress

and mission is communicated to all stakeholders Vision, Comm/Collab plans" 1.3.1.3.7. the school c

involved in school improvement efforts" 1.3.1.3.8. the vision shapes the educational programs, p

actions" 1.3.1.3.9. an implementation plan is developed in which objectives and strategies to achi

goals are clearly articulated" 1.3.1.3.10. assessment data related to student learning are used to de

vision and goals" 1.3.1.3.11 relevant demographic data pertaining to students and their families a

developing the school mission and goals ""1.3.1.3.12. barriers to achieving the vision are identified and addressed""1.3.1.3.13. needed resources are sought and obtained to support the implementation of the school vision 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""1.3.2.1.1. motivational theoriesCollab skillSelf analysis: facilitation skills1.3.2.1.7. diversity and its meaning for educational programsClimateClimate survey, self analysis Climate, Climate plan1.3.2.1.7. diversity and its meaning for educational programsClimate"1.3.2.1.9. the change process for systems, organizations, and individualsChangeVignette activity, professional development plans, self analysis: Change, Change plan1.3.2.1.10. The role of technology in promoting student learning and professional growthCommunication and Collaboration Plans1.3.2.2.6. the benefits that diversity brings to the school communityClimate"1.3.2.2.7. a safe and supportive learning environmentClimate"1.3.2.3.1. all individuals are treated with fairness, dignity, and respectClimate, Comm. collarCommunication, Collaboration, Climate analysis: Trust, Leadership1.3.2.3.16. a variety of sources of information is used to make decisionsDecision MakingVignette activity1.3.2.3.19. pupil personnel programs are developed to meet the needs of students and familiesCollabCollaboration plan 1.3.3.3.8. potential problems and opportunities are identifiedProblem Solving activity: Problem solve1.3.3.3.9. problems are confronted and resolved in a timely mannerProblem Solving activity: Problem solve1.3.3.3.10. financial, human, and material resources are aligned to the goals of the school schoolsVisionStrategic plan: Vision1.3.3.3.11. the school acts entrepreneurially to support continuous improvementVisionStrategic plan: Vision1.3.3.3.12. organizational systems are regularly monitored and improvedVision, ChangeStrategic plan: Vision, Change Activity1.3.3.3.13. stakeholders are involved in decision-making affecting schoolsVision, Change, CollabCollaboration plan, Change process activity/plan1.3.3.3.14. the school's vision is shared to maximize ownership and accountabilityCollab, Accountability/Excellencecase study, vignette (Harvard), self analysis: excellence, Reflection: accountability1.3.3.3.15. effective problem-framing and problem-solving skills are usedProblem SolvingVignette activity: Problem solve1.3.3.3.16. effective conflict resolution skills are usedConflict ResolutionVignette activity: Conflict Resolution1.3.3.3.17. effective group-process and consensus-building skills are usedCollab Skillssimulation group activity, self analysis: group activity1.3.3.3.18. effective communication and collaboration surveys, internal/external communication plans1.3.4.1.1. emerging issues and trends that potentially impact the school communityVision, 1.3.4.1.2. the conditions and dynamics of the diverse school communityClimate1.3.4.1.3. community resources are identified and usedPlansInternal/External Communication Plan, Climate Plan1.3.4.1.4. community relations and marketing plans are developed and implemented""1.3.4.1.5. successful models of school, family, business, community, ""government, and 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", "Advocacy", " self analysis: family centered1.3.4.2.3. involvement of families and other stakeholders in school decision-making processesCollab Plans", "1.3.4.2.4. the proposition that diversity enriches the schoolClimateClimate Plan, Climate1.3.4.2.5. families as partners in the education of their childrenComm/Collab Plans, Advocacy, External Communication Plan, Climate Plan, self analysis: Climate, Family Centered1.3.4.2.6. the principle that families have the best interests of their children in mindComm/Collab Plans, AdvocacySelf analysis: trust, facilitation, climate1.3.4.2.7. resources of the family and community needing to be brought to bear on the education of studentsComm/Collab PlanInternal/External Communication Plan1.3.4.2.8. an informed public""1.3.4.3.1. high visibility, active involvement, and communication with the larger community are established""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 business, religious, political, and service agencies and organizations""1.3.4.3.5. credence is given to community groups whose values and opinions may conflict""1.3.4.3.6. the school and community serve one another's 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 other community organizations"

community "" 1.3.4.3.9. groups to strengthen programs and support school goals "" 1.3.4.3.10. co 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 valuedClimateClimate Plan, Self analysis: Climate effective media relations are developed and maintainedComm/Collab PlanInternal/External Commu Plan1.3.4.3.14. a comprehensive program of community relations is established"" 1.3.4.3.15. public funds are used appropriately and wisely"" 1.3.4.3.16. community collaboration is modeled for staff opportunities for staff to develop collaborative skills are provided"" 1.3.5.1.3. the values of the diverse communityClimate, VisionClimate plan1.3.5.1.4. professional codes of ethicsGuiding PrinciplesVignette group dialogue1.3.5.2.4. bringing ethical principles to the decision-making processDecision Making ChangeVignettes: ethics/decisions, Change activitycommunity1.3.5.2.6. accepting the consequences of one's principles and actionsAccountabilityClimate plan1.3.5.2.8. development of a caring school communityClimateClimate plan1.3.5.3.6. considers the impact of one's administrative practices on others rather than for personal gainAccountability, ClimateClimate plan1.3.5.3.8. treats people fairly, equitably, dignity and respectClimate, Comm. collarCommunication, Collaboration, Climate Plans, self analysis Leadership1.3.5.3.11. recognizes and respects the legitimate authority of othersAccountability, Ad ClimateClimate plan1.3.5.3.12. examines and considers the prevailing values of the diverse school communityClimateClimate plan1.3.5.3.13. expects that others in the school community will demonstrate and exercise ethical behaviorClimate, CollabClimate plan1.3.6.1.5. models and strategies of change and resolution as applied to the larger political, social, cultural and economic contexts of schoolingCh Res.Climate plan, internal/external communication plan, Change process activity/plan\*\* Secondary support other Blocks as time allows