EDP 630
Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis

Credits: 3
Prerequisites: Admission to the Ph.D. in Education Program; completion of EDP 610-611, EDP
                        615, and EDP 620-621.
Text: Honig, M.I. (Ed.). 2006. *New directions in education policy implementation:*
                        Confronting complexity. Albany, NY: State University of New York Press.

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Catalogue Description:
        Issues and problems concerning applications of organizational theory, leadership theory, and policy analysis as they relate to district, statewide, and/or regional educational offices and agencies are presented.

Course Description:
        In the first part of the term, we will focus on the process of public policymaking, including the goals, targets of tools of policy design and approaches to policy analysis and evaluation. In the second part of the term, we will study policy implementation in an organization from political, cognitive, socio-cultural, and organizational perspectives. In the third part of the term, we will study the organizational dynamics of educational organizations and leadership practices associated with positive policy implementation and educational reform.

Relationship of Course to the Conceptual Framework of the
Feinstein School of Education and Human Development (FSEHD):
        This course is the first half of EDP 630-631, the third core seminar taken by doctoral students in the PhD in Education program. This core seminar is founded on a belief that students gain a deeper understanding of leadership and policy issues through concentrated study as members of a cohort group. Considerable emphasis is placed on knowledge, skills, and dispositions of educational leaders.

        This course is based on the reflective practitioner model that is compatible with the guiding principles for all instruction at FSEHD. These principles are based on the belief that the best educational decisions are made after adequate planning, analysis, and reflection. Organized around conceptual models of policy design and implementation, leadership, and organizational theory, EDP 630 builds upon the "scholar-practitioner" doctoral framework. Consistent with this, the goal of this course is to educate reflective practitioners who critically analyze educational policy, reflect on the implications of policy and policy analysis for their own work, and modify their practices accordingly.

Goals and Objectives:
        The abstract objective of this seminar is to help students develop knowledge and comprehension of the diversity of theoretical and practical approaches to policy analysis and implementation. The practical objective is to be able to demonstrate the application of these ideas to a specific policy implementation problem. This seminar will introduce students to the emerging and long-term challenges and issues in leading educational organizations through a policy implementation process. It is intended that the course assist in socializing students to their roles as leaders who are active inquirers

and seekers of new knowledge as well as active participants in the policy development process. As a result of seminar activities, students will understand many perspectives on educational policy design, implementation, and analysis; perspectives of leadership in organizations; and collaborative inquiry which involves:

1. an understanding of the goals, targets, and tools used to design policy
2. an understanding of the relationship between policy design and policy implementation
3. an ability to analyze policy implementation from a variety of perspectives
4. knowledge of contemporary theoretical leadership constructs
5. an understanding the central assumptions and propositions of leadership of contemporary organizations, particularly educational organizations
6. an awareness of the conditions of ambiguity, complexity, value dilemmas, political pressures, and multiple constituencies in organizations which constrain leaders' actions and policy making
7. knowledge and capacity to utilize a range of possible solutions, both theoretical and empirical, to problems of organizational and policy leadership

Upon completion of the course, it is expected that students will have increased their skills to:

Course Learning Objectives	FSEHD Advanced Competencies
1. Identify the options of policy goals, targets, and tools that policy designers consider when selecting a course of action	Knowledge; Practice
2. Analyze policy implementation from a variety of perspectives	Knowledge; Practice; Diversity;
3. Assess implementation opportunities and pitfalls in complex organizational settings	Knowledge; Practice; Diversity; Professionalism
4. Analyze, critique, and use empirical and theoretical educational research	Knowledge; Practice
5. Identify leadership styles and practices that promote policy implementation/educational change	Knowledge; Practice; Diversity; Professionalism
6. Apply best thinking related to the leadership of contemporary organizations, particularly educational organizations	Knowledge; Practice; Professionalism
7. Develop skills in policy analysis essential to effective educational leadership in various contexts	Practice; Diversity; Professionalism
8. Reflect on issues related to policy design, policy implementation, organizational theory, and leadership and apply to their current and future professional roles	Knowledge; Practice; Diversity; Professionalism

Methodology:

The class will be conducted as a graduate seminar blending individual, small group and large group activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing -- not something passively received. The perspective of this course is that adults learn best when they can:

- direct their own learning.
- influence/participate in meaningful decision making.
- focus on problems relevant to practice.

- use their own, rich experiential backgrounds.
- build strong relationships with peers.
- exercise some control over both the content and the processes of learning.
- influence activities and topic/format of discussions.

Course schedule, topics, and readings:

Session 1   September 2: Introduction to course

What is policy? Who are policy designers? Who are policy implementers? Who are policy analysts? Where does policy analysis "happen"?

In class reading:

Guthrie, J.W. (Ed.) (2003). United Stated educational policy – The basics of educational policy, the pressure for reform in American education, defining policy. In *Encyclopedia of Education. 2nd ed.* New York: Macmillan.

I. POLICY DESIGN: Goals, targets, and tools

Session 2   September 9: Policy goals and targets

Finish Guthrie (2003) reading

Elmore, R.F. (1996). Getting to scale with good educational practice. *Harvard Educational Review,* 66(1), 1-26.

Fullan, M. (2001). *The new meaning of educational change (3rd Ed.).* New York, NY: Teachers College Press, 3-8, 29-48.

Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. *The American Political Science Review, 87(2),* 334-347.

Session 3   September 16: Policy tools

McDonnell, L.M., & Elmore, R.F. (1991), Getting the job done: Alternative policy instruments. In A. Odden (Ed.), *Education policy implementation* (pp. 157-184). Albany, NY: State University of New York Press.

Schneider, A. & Ingram, H. (1990). Behavioral assumptions of policy tools. *Journal of Politics, 52,* 510-529.

Chapter 1 (Policy as a Social Construct) in Stein, S. (2004). *The culture of education policy*. New York, NY: Teachers College Press.

Session 4   September 23: Understanding why policy designers do what they do

FrameWorks Institute. (2002). *Framing public issues*. Washington, DC: FrameWorks Institute.

or

Lakoff, G. (2004). *Don't Think Of An Elephant!: Know Your Values and Frame the Debate*. White River Jct., Vermont: Chelsea Green Publishing, pp. 1-33.

and

FrameWorks Institute. (2003). "No Child Left Behind" and the reframing of public education. *Kids Count E-Zine, 23*. Washington, DC: FrameWorks Institute.

II. POLICY IMPLEMENTATION

Session 5 | September 30: Introduction to education policy implementation

Chapter 3 (A Conceptual View of Implementation) in Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231). Available: http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/pdf/Monograph_full.pdf

Honig, M.I. (2006). Complexity and policy implementation: Challenges and opportunities for the field. In M.I. Honig (Ed.), *New directions in education policy implementation: Confronting complexity*. (pp. 1-24). Albany, NY: The State University of New York Press.

McLaughlin, M.W. (1998). Listening and learning from the field: Tales of policy implementation and situated practice. In Hargreaves, A., Lieberman, A., Fullan, M. & Hopkins, D. (Eds). *International Handbook of Educational Change*. London: Kluwer Academic Publishers.

Write one paragraph stating the policy you wish to address in your final seminar paper. Bring two copies to class.

Session 6 | October 7: Political dimensions of policy implementation

Bacharach, S.B, & Mundell, B.L. (1993). Organizational politics in schools: Micro, macro, and logics of action. *Educational Administration Quarterly, 29(4),* 423-452.

Orr, M. (1998). The challenge of school reform in Baltimore: Race, jobs, and politics. In C.N. Stone (Ed.). *Changing urban education* (pp. 93-117). Lawrence, MS: University Press of Kansas. To be distributed.

Malen, B. (2006). Revisiting policy implementation as a political phenomenon: The case of reconstitution policies. In M.I. Honig (Ed.). *New directions in education policy implementation: Confronting complexity*. (pp. 83-104). Albany, NY: The State University of New York Press.

Session 7	October 14: Cognitive dimensions of policy implementation

Read 3 of the following:

Bales, B. L. (2007). Teacher education reform in the United States and the theoretical constructs of stakeholder mediation. *International Journal of Education Policy and Leadership 2*(6), 1-13. Available: http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/42/25 .

Weatherley, R., & Lipsky, M. (1977). Street-level bureaucrats and institutional innovation: Implementing special-education reform. *Harvard Education Review,* 47(2), 171-197.

Spillane, J.P., Reiser, B.J. & Gomez, L.M. (2006). Policy implementation and cognition: The role of human, social, and distributed cognition in framing policy implementation. In M.I. Honig (Ed.). *New directions in education policy implementation: Confronting complexity*. (pp. 47-64). Albany, NY: The State University of New York Press.

Spillane, J. (2005). Standards deviation: How schools misunderstand education policy. *CPRE Policy Brief RB-43*.   Available: http://www.cpre.org/images/stories/cpre_pdfs/rb43.pdf.

Write one to three paragraphs outlining the politics of the policy (how was the focus targeted as a social problem) and the goals, targets, and tools associated with the policy. Bring two copies to class.

Session 8	October 21: Socio-cultural and linguistic dimensions of policy implementation

Pollack, M. (2001). How the question we ask most about race in education is the very question we most suppress. *Educational Researcher, 30(9),* 2-12.

Smylie, J.A. & Evans, A.E. (2006). Social capital and the problem of implementation. In M.I. Honig (Ed.). *New directions in education policy implementation: Confronting complexity*. (pp. 187-208). Albany, NY: The State University of New York Press.

Hill, H.C. (2006). Language matters: How characteristics of language complicate policy implementation. *New directions in education policy implementation: Confronting complexity*. (pp. 65-82). Albany, NY: The State University of New York Press.

III. ORGANIZATIONAL THEORY, LEADERSHIP, & POLICY IMPLEMENTATION

Session 9	October 28: Organizational perspectives on policy implementation

Weick, K.E. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly, 21* (1), 1-19.

Chapter 6 (Organizational Context and External Influences) in Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231). Available:
http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/pdf/Monograph_full.pdf

Sergiovanni, T.J. (1998). Organization, market and community as strategies for change: What works best for deep changes in schools. In Hargreaves, A., Lieberman, A., Fullan, M. & Hopkins, D. (Eds). *International Handbook of Educational Change*. London: Kluwer Academic Publishers.

Session 10	November 4: Professional Learning Communities

Read 3 of the following:

Coburn, C. & Stein, M.K. (2006). Communities of practice theory and the role of teacher professional community in policy implementation. In M.I. Honig (Ed.). *New directions in education policy implementation: Confronting complexity*. (pp. 25-46). Albany, NY: The State University of New York Press.

Hord, S.M. (1997). Professional learning communities: What are they and why are they important? *Issues…about Change, 6* (1).

Little, J.W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American Educational Research Journal, 19* (3), 325-340.

Sahakian, P. (2002). The birth and death of portfolio assessment: 1992-2000. *The Quarterly*. Available:
http://www.nwp.org/cs/public/download/nwp_file/448/The_Birth_and_Death_of_Portfolio_Assessment.pdf?x-r=pcfile_d

November 11: No Class (Veteran's Day)

Session 11	November 18: Role of Leadership

Leithwood, K., Seashore Louis, K., Anderson, S.& Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. New York, NY: The Wallace Foundation. Available: http://www.wallacefoundation.org/SiteCollectionDocuments/WF/Knowledge%20Center/Attachments/PDF/ReviewofResearch-LearningFromLeadership.pdf

Colvin, R.L. (2008). *Leadership and Learning: A Hechinger Institute Primer for Journalists.* New York, NY: Teachers College, Columbia University. Available: http://www.wallacefoundation.org/SiteCollectionDocuments/WF/Knowledge%20Center/Attachments/PDF/a-hechinger-primer-for-journalists.pdf

November 25: No Class

Session 12	December 2: Free Choice

Select a chapter from the Honig textbook that interests you and is not a required reading in this syllabus (ch. 6, 7, 8, or 9). Read that chapter and come to class prepared to explain: 1) the main ideas of the chapter to your classmates; 2) how it adds to your understanding of policy implementation; and 3) how it offers a new perspective on policy implementation.

Write two to six paragraphs describing 1) the implementation processes and outcomes associated with your policy and 2) the leadership challenges associated with your policy. Bring two copies to class.

Session 13	December 9: Leadership and implementation

Read 3 of the following:

Laroque, L. (1986). Policy implementation in a school district: A multiperspective approach. *Canadian Journal of Education/Revue Canadienne de l'Education, 11* (4), 486-508.

Leithwood, K., Steinbach, R. & Jantzi, D. (2002). School leadership and teachers' motivation to implement accountability practices. *Educational Administration Quarterly, 38* (1), 94-119.

Heck, D.J. & Weiss, I.R. (2005). Strategic leadership for education reform: Lessons from the Statewide Systemic Initiatives Program. *CPRE Policy Briefs RB-41.* Philadelphia: Consortium for Policy Research in Education.

Englert, K., Fries, D., Martin-Glenn, M., & Douglas, B. (2007). Accountability Systems: A Comparative Analysis of Superintendent, Principal, and Teacher Perceptions. *International Journal of Education Policy and Leadership 2* (4). Available: http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/24/21.

Session
14

<u>December 16: Lessons learned and wrap up</u>

McLaughlin, M.W. (2006). Implementation research in education: Lessons learned, lingering questions and new opportunities. In M.I. Honig (Ed.). *New directions in education policy implementation: Confronting complexity*. (pp. 209-228). Albany, NY: The State University of New York Press.

Students present their papers

Course wrap up

Course Requirements:

A. **<u>CLASS PARTICIPATION</u>**: Students are expected to attend each class meeting, arrive on time, and participate positively in class activities and discussions. This means students are to show respect for others by listening attentively while others speak, actively participating in whole class and small group discussions, and avoiding disruptions (cell phones, arriving late, etc.).

Participation also depends on your careful completion of assigned readings. Course lectures, discussions, cases and other activities have been developed with the assumption that you have completed the assigned reading in advance of each class meeting and that you have reflected on the key ideas in each reading prior to coming to class.

The participation grade will also take into consideration each student's efforts in completing in-class activities. In-class activities may include discussions, presentations or small group activities that occur during class sessions. These activities take place in class only and cannot be completed if the student is absent.

Class participation will be assessed using the attached **Classroom Participation Rubric**.

Course learning objectives	Conceptual framework
1-8	Knowledge; Diversity; Professionalism; Practice

B. **<u>WEEKLY REFLECTION PAPERS</u>**: Each week, students are to reflect on the reading(s) and submit a Reflection Paper. The Reflection Paper may focus on one particular reading for the week or the weekly readings as a whole. The Reflection Paper should address the following points: 1) What are the key points addressed in the reading(s)? (be brief!); 2) What new learning did you gain from this reading?; and 3) How can I use this learning professionally? Papers are due in class each week.

Each Reflection Paper should be 1-3 pages long, single-spaced, and in 12-point font with 1-inch margins (or 2-4 pages long, double spaced and in 12-point font with 1-inch margins). Rather than a detailed summary or general overview, Reflection Papers should be short, concise, and integrative, reflecting your analysis of the reading, its integration with your knowledge, and your application of concepts or issues in the reading to your professional work or career goals.

The content of students' Reflection Papers will be used as a springboard for discussion in class.

Reflection Papers will be assessed using the attached **Written Assignment Rubric**.

Email your Reflection Paper to the instructor through WebCT prior to the class session in which it is due. Bring a hard copy of your Reflection Paper to class because you will need it for class discussion.

Course learning objectives	Conceptual framework
1-8	Knowledge; Diversity; Professionalism; Practice

C. **SEMINAR PAPER:** The Seminar Paper offers you an opportunity to explore a policy topic and design/implementation/leadership issues of particular interest to you. Each paper must:

- Focus on a particular policy or policy strategy (e.g., No Child Left Behind, site-based management, school choice, Title 1, etc.)
  - IMPORTANT: The policy that you select must be one that has been implemented. There must be some literature available on the process and outcomes of the implementation of the policy.
- Critically analyze the policy design
  - Delineate the politics of the issue (e.g. how was this *"framed"* as a social problem; what framing mechanisms brought it to the attention of legislators, etc.)
  - Describe the goals, targets and tools associated with this policy
  - Analyze and critique the arguments on both sides of the issue bringing to bear the concepts and issues explored in class readings and discussions
- Conduct a critical analysis of implementation processes and outcomes
  - Describe the process of implementation and outcomes that were/were not achieved
  - Analyze implementation of this policy using one or more of the perspectives explored in class
  - Use readings and concepts/issues in class readings and discussions to support your argument
- Analyze and determine the leadership challenges associated with the policy and present leadership strategies that would move an organization toward the ideal state.

Parts of this paper will be due in draft throughout the semester with the final version of the entire paper due at the last class session. These drafts, graded pass/incomplete, are intended to provide you with formative feedback and additional resources. The schedule for the submission of these drafts/early installments is embedded in the syllabus:

Final papers should be in APA format, between 10-15 pages long, double-spaced, and in 12-point font with 1-inch margins. Papers significantly shorter than this limit typically are not adequate.

Course learning objectives	Conceptual framework
1-8	Knowledge; Diversity; Professionalism; Practice

Assessment:

Class participation:	20 points
Weekly Reflections	30 points
Seminar Paper:	50 points
Total	100 points

Final letter grades are based on the following breakdown of points with 100 being the highest number of points possible.

A = 100-94 points	B+ = 87-89 points	C+ = 77-79 points	D = 65-69 points
A- = 90-93 points	B = 84-86 points	C = 74-76 points	F = 64 and below
	B- = 80-83 points	C- = 70-73 points	

Late work:

No course assignments will be accepted after the last day of classes.

Accommodations:
> Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the ADA of 1990 and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with Disability Services in the Student Life Office (Craig-Lee 127, 456-8061). To receive accommodations for this class, please obtain the Request for Reasonable Accommodations forms and meet with me at the beginning of the semester.

Classroom Participation Rubric

	Accomplished 4	Competent 3	Developing 2	Beginning 1
Degree to which student integrates course readings into classroom participation (Knowledge; Practice)	Student often cites from readings; uses readings to support points; often articulates "fit" of readings with topic at hand	Student occasionally cites from readings; sometimes uses readings to support points; occasionally articulates "fit" of readings with topic at hand	Student rarely able to cite from readings; rarely uses readings to support points; rarely articulates "fit" of readings with topic at hand	Student unable to cite from readings; cannot use readings to support points; cannot articulates "fit" of readings with topic at hand
Interaction/ participation in classroom discussions (Practice; Professionalism)	Student always a willing participant, responds frequently to questions; routinely volunteers point of view	Student often a willing participant, responds occasionally to questions; occasionally volunteers point of view	Student rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view	Student never a willing participant, never able to respond to questions; never volunteers point of view
Listening Skills (Practice; Professionalism)	Student listens when others talk both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk both in groups and in class.	Student occasionally does not listen when others talk both in groups and in class.	Student does not listen when others talk both in groups and in class. Student often interrupts when others speak.
Interaction/ participation in classroom learning activities (Knowledge; Practice; Professionalism)	Student always a willing participant; acts appropriately during all activities; responds frequently to questions; routinely volunteers point of view	Student often a willing participant; acts appropriately during activities; responds occasionally to questions; occasionally volunteers point of view	Student rarely a willing participant, occasionally acts inappropriately during activities; rarely able to respond to direct questions; rarely volunteers point of view	Student never a willing participant, often acts inappropriately during activities; never able to respond to direct questions; never volunteers point of view
Demonstration of professional attitude and demeanor (Professionalism)	Student always demonstrates commitment through thorough preparation; always arrives on time; does not leave early; never absent.	Student rarely unprepared; and/or rarely arrives late; and/or rarely leaves early; absent once	Student often unprepared; and/or occasionally arrives late; and/or occasionally leaves early; absent two to three times	Student rarely prepared; and/or often arrives late; and/or often leaves early; absent three or more times

TOTAL _____/20

WRITTEN ASSIGNMENT RUBRIC

Criteria	ACCOMPLISHED	COMPETENT	DEVELOPING	LIMITED
Purpose (Knowledge; Practice)	Issue(s) addressed directly related to assigned topic (**8 points**)	Issue(s) addressed somewhat related to assigned topic (**6**)	Issue(s) addressed loosely related to assigned topic (**4**)	Issue(s) addressed not related to assigned topic (**2**)
Focus-Content (Knowledge; Practice)	Sophisticated, substantial, well-developed ideas (**8 points**)	Developed ideas and essentially accurate information (**6**)	Ideas are scattered and need further development (**4**)	Written response is confusing and needs more information (**2**)
Reflection (Practice; Professionalism)	Text conveys extensive evidence of a personal response to the issues raised in the reading and demonstrate the author's growth through reflection on the topic. (**4 points**)	Text conveys evidence of a personal response to the issues raised in the readings and demonstrate that the author is capable of reflecting on the topic. (**3**)	Text conveys little evidence of a personal response to the issues/concepts raised in the readings. (**2**)	Personal response to issues/concepts raised in the readings is not addressed. (**1**)
Comprehensibility (Practice)	Text readily comprehensible, requiring no interpretation on the part of the reader (**4 points**)	Text comprehensible, requiring minimal interpretation on the part of the reader (**3**)	Text mostly comprehensible, requiring some interpretation on the part of the reader (**2**)	Text barely comprehensible, requiring frequent interpretation on the part of the reader (**1**)
Conventions (Practice)	Completely free from spelling, punctuation, and grammatical errors. Correct APA style adhered to when appropriate. (**4 points**)	Completely free from spelling, punctuation, and grammatical errors. Two or fewer errors in APA style. (**3**)	Text contains 1-2 errors in spelling, punctuation, or grammar AND/OR 3-4 errors in APA style. (**2**)	Text contains 3 or more errors in spelling, punctuation, or grammar AND/OR 5 or more errors in APA style. (**1**)
Timeliness (Professionalism)	Assignment submitted on or before date due (**4 points**)	Assignment submitted one day late (**3**)	Assignment is submitted two days late (**2**)	Assignment is submitted three or more days late (**1**)

TOTAL:_____

EDP 630 SEMINAR PAPER RUBRIC

Criteria	ACCOMPLISHED	COMPETENT	DEVELOPING	LIMITED
Content: (Knowledge; Practice; Diversity)	Excels in responding to assignment. Thoroughly addresses required components of assignment: • Focuses on a particular policy or policy strategy that has been implemented • Critically analyzes the policy design • Delineates the politics of the issue • Describes the goals, targets and tools associated with this policy • Analyzes and critiques the arguments on both sides of the issue bringing to bear the concepts and issues explored in class readings and discussions • Conducts a critical analysis of implementation processes and outcomes • Uses readings and concepts/issues in class readings and discussions to support argument • Analyzes and determines the leadership challenges associated with the policy • Presents a leadership strategy that would move an organization toward the ideal state. **(8 points)**	Responds appropriately to assignment overall, but addresses 1-2 required components superficially or incompletely or fails to address 1 component **(6)**	Responds less well to assignment. Addresses 3 required components superficially or incompletely or fails to address 2 required components **(4)**	Does not respond appropriately to the assignment Addresses 4 or more required components superficially or incompletely or fails to address 3 or more required components **(2)**
Ideas (Knowledge; Practice)	Interesting, demonstrates sophistication of thought. Central ideas are clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms **(8 points)**	Clearly states central ideas, but may have minor lapses in development. Begins to acknowledge the complexity of central ideas and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully **(6)**	Presents central ideas in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions **(4)**	Ideas may be too vague or obvious to be developed effectively. Paper may misunderstand sources **(2)**

Support (Knowledge; Practice)	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. **(4 points)**	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance. **(3)**	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic. **(2)**	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis. **(1)**
Organization and coherence (Practice)	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas **(4 points)**	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea. **(3)**	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence **(2)**	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis **(1)**
Conventions (Practice)	Completely free from spelling, punctuation, and grammatical errors. Correct APA style adhered to when appropriate. **(4 points)**	Completely free from spelling, punctuation, and grammatical errors. Two or fewer errors in APA style. **(3)**	Text contains 1-2 errors in spelling, punctuation, or grammar AND/OR 3-4 errors in APA style. **(2)**	Text contains 3 or more errors in spelling, punctuation, or grammar AND/OR 5 or more errors in APA style. **(1)**
Timeliness (Professionalism)	Assignment submitted on or before date due **(4 points)**	Assignment submitted one day late **(3)**	Assignment is submitted two days late **(2)**	Assignment is submitted three or more days late **(1)**

TOTAL: _____/32

References

Argyris, C, & Schon, D. A. (1978). *Organizational learning: A theory of action perspective.* Reading, MA: Addison-Wesley.

Bardach, E. (2000). *A practical guide for policy analysis: The eightfold path to more effective problem solving.* New York: Chatham House.

Barnard, C. (1938). *Functions of the executive.* Cambridge, MA: Harvard University Press.

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Berg, J. H., & Hall, G. E. (1999). The intersection of political leadership and educational excellence: A neglected leadership domain. *The AASA Professor,* 22(4), 8-11.

Blackmore, J., & Kenway, J. (1993). 'In the shadow of men': The historical construction of educational administration as a 'masculinist' enterprise. In J. Blackmore & J. Kenway (Eds.), *Gender matters in educational administration and policy* (pp. 27 -48). London: The Palmer Press.

Blake, R., & Mouton, J. S. (1985). *Managerial grid 111.* Houston, TX: Gulf. Blanchard,

K., & Johnson, S. (1982). *The one-minute manager.* New York: Morrow. Burns, J. M.

(1978). *Leadership.* New York: Harper & Row.

Chubb, J. E., & Moe, T. M. (1990). *Politics, markets, and America's schools.* Washington, DC: The Brookings Institution.

Cibulka, J. G. (1994). Policy analysis and the study of the politics of education. In J. D. Scribner & D. H. Layton (Eds.), *The study of educational politics: The 1994 commemorative yearbook of the politics of education association (1969 -1994)* (pp. 105 - 125). Washington, DC: The Palmer Press.

Cibulka, J. G., Reed, R., & Wong, K. (Eds.). (1992). *The politics of urban education in the United States.* London: The Palmer Press.

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CANDIDATE ADVANCED COMPETENCIES
AND PERFORMANCE MONITORING SYSTEM**

"Graduate education at the Feinstein School of Education and Human Development is committed to the advanced preparation of reflective professionals who work in diverse schools, organizations, and communities in Rhode Island and in the region. This advanced preparation is conducted in an environment that emphasizes content mastery, ethical practice, systematic inquiry, and professional collaboration."

(Mission Statement, FSEHD Graduate Programs and Assessment)

Knowledge

- Metacognitive Knowledge: candidate formulates meaningful questions, conducts knowledge searches pertaining to questions posed, and accurately interprets and transfers knowledge gathered.

- Domain-Specific Knowledge: candidate demonstrates conceptual mastery of one's chosen field of professional practice through understanding of subject matter, literature, theory, and methods.

- Technology Knowledge: candidate demonstrates understanding of the features of a variety of hardware, software, and other technology devices and their capacity to facilitate knowledge acquisition and transfer.

Practice

- Communication and Expression: candidate interprets, organizes, and communicates knowledge effectively and articulately both orally and in writing.

- Reflective Problem-Solving: candidate defines a problem clearly, identifies alternative solutions, determines a course of action that leads to effective problem resolution, and reflects on the efficacy of chosen course of action.

- Professional Practice: candidate is a critical consumer of research and demonstrates an understanding of the essential role of assessment in reflective evidence-based practice. Candidate uses or applies knowledge within chosen field to advance the well-being of children, family systems, school systems, or communities.

- Technology Use: candidate uses information technology to transfer existing knowledge effectively, to develop new applications of knowledge within chosen field, or to create new knowledge.

Diversity

- Systems View of Human Development: candidate uses a systems-based approach (e.g., biological, psychological, social, or cultural) to understand cognition, learning, and behavior.

- Individual Differences and Cultural Diversity: candidate reflects on own personal and professional attitudes/beliefs and their influence on one's practice. Furthermore, candidate demonstrates responsiveness to factors that comprise child and family diversity.

- Family Centeredness and Engagement: candidate demonstrates strategies to facilitate family engagement in educational decision-making for their children. These strategies include various styles of family decision-making and functioning.

Professionalism

- <u>Professional Ethics:</u> candidate behaves according to the standards of one's chosen profession (e.g., respect, confidentiality, caring).

- <u>Collaboration:</u> candidate works cooperatively, respectfully, and productively with other professionals and stakeholders, and engages others in reflective conversation and problem-solving.

- <u>Leadership:</u> candidate communicates a professional vision, influences others' behaviors/beliefs toward shared goals in a way that respects individual rights, and leads by example.

- <u>Professional Development:</u> candidate reflects on own emerging, developing or acquired professional knowledge, skills, and dispositions that will result in competent practice and creates plan to further one's own professional growth.