

Rhode Island College
Feinstein School of Education and Human Development
Department of Counseling, Educational Leadership, and School Psychology

LEAD 501 (1 credit)
Developing Inquiry for Reflective Leadership

LEAD 501 faculty 2008- 2010			
	Page, Tyler	Full time	Ed.D.

Prerequisites: Graduate status, concurrent registration with LEAD 500, or consent of department chair.

Catalog description: The roles of critical inquiry, research and evaluation in reflective leadership are explored. A field research project focusing on school system structures and processes is required. .

Relationship of This Course to the Professional Program:

This course’s objectives are related directly to the Program faculty beliefs (see attached), the conceptual framework of the FSEHD, and ISLLC standards, as identified for each outcome. Field experience activities and assessments that align with course outcomes, course content, the conceptual framework and ISLLC standards are identified throughout the course syllabus.

Suggested Texts and Materials:

Ackerman, R., Donaldson, G., & Van Der Bogert, R. (1996). *Making sense as a school leader*. San Francisco: Jossey-Bass.
 Langer, E. (1997). *The Power of Mindful Learning*. Cambridge, MA : Da Capo Press.
 Osterman, K. & Kottkamp R. (2004), *Reflective Practice for Educators*, CA: Corwin Press.
 Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (1996). *Schools that Learn*. San Francisco: Jossey-Bass.

Course Purposes:

To become fully professional, prospective leaders must begin to develop philosophical and methodological perspectives based on consideration of fundamental issues, exemplary practices, theories and research. Effective educational leaders understand leadership and management concepts and recognize that the primary role of the school leader is to facilitate learning and teaching. The primary purpose of this course is to learn to observe and collect descriptive data on organizational perspectives, structures and processes.

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Course outcomes:

The outcomes of this course and related standards include:

Objectives	Conceptual Framework	ISLLC Standards
1. Experience and assess the		2

Objectives	Conceptual Framework	ISLLC Standards
culture of learning communities for students	Knowledge; Practice; Professionalism	
2. Identify implications of culture of mindful learning for leadership and teaching.	Knowledge; Practice; Professionalism	2,3
3. Observe and collect descriptive data beyond the classroom level with a focus on the organizational learning principles of: transparency, egalitarianism, valid information, accountability and continuous learning	Knowledge; Practice; Professionalism, Diversity	2,3,5,
4. Contrast learning and non-learning organizational components	Knowledge; Practice; Professionalism, Diversity	3
5. Collect descriptive data beyond the classroom level with focus on organizational perspectives, structures, processes	Knowledge; Practice; Professionalism	3
6. Use models of reflective practice	Knowledge; Practice; Professionalism	2,3

Course Requirements:

	Course Outcomes	Conceptual Framework	ISLLC Standards
<u>Class Participation:</u> When class meets,	1-6	Professionalism;	

students are expected to attend each class meeting, arrive on time, and participate positively in class activities and discussions. This means candidates are to show respect for others by listening attentively while others speak, not dominating class discussions, and avoiding disruptions (cell phones, arriving late, etc.). The participation grade will also take into consideration each candidate's efforts in completing in-class activities.		Practice	
<u>Reflection/Journal Exercises:</u> Students will develop "mindful learning" activities that model specific dimensions of "mindful learning." They will reflect on their learnings generated by these "learning experiments".	1-6	Knowledge; Practice; Diversity; Professionalism	2,3,5
<u>Interview and Shadowing (Leader):</u> Students will interview a leader (principal or an assistant principal) using self generated questions related to the topics being covered in the course. Students will also shadow leader for a minimum of three hours and write a summary of the interview and your shadowing experience and reflect upon it in relation to theories of leadership being studied.	1-6	Knowledge; Practice; Diversity; Professionalism	2,3
<u>Interview and Shadowing (Student):</u> Interview and shadow a student identified as "problematic" in some respect. Follow that student for an entire day, taking notes and reflecting on the experience.	1-6	Knowledge; Practice; Diversity; Professionalism	2,3
<u>Analysis of Meeting:</u> Attend one site meetings focused on issues of teaching and learning. Develop a written, reflective summary of what you witnessed at the meeting in relationship to the five principles of learning communities.	4	Knowledge; Practice; Diversity;	3,5
<u>Final Paper:</u> Three to five pages identifying key learning from course and how it will effect your learning / leadership interactions with students and adults.	1-6	Knowledge; Practice; Diversity; Professionalism	2,3,5

Course Evaluation:**Assignment/Grading****Points**

Attendance/Participation

10 points

Reflection/Journal Exercises	25 points
<ul style="list-style-type: none"> Format: we will use a journal format in preparation for the upcoming practicum & internship experiences 	J1: _____ (9/20)
	J1: _____ (10/74)
	J1: _____ (W/of 10/16)
	J1: _____ (W/of 11/1)
	J1: _____ (W/of 11/15)
	J1: _____ (W/of 12/1)
Leader Interview and Shadow	20 points
Student Interview and Shadow	20 points
Analysis of Meeting	10 points
<u>Final Paper</u>	<u>15 points</u>
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	

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.