



**RHODE ISLAND COLLEGE**  
**FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT**  
**Department of Counseling, Educational Leadership & School Psychology**  
**Syllabus of Record**

**LEAD 502 (3 Credits): Building Connections: External Contexts of Leadership**

LEAD 502 Faculty Fall 07-Spring 11		
	Page, Tyler	Ph.D.
	Kunkel, Christine	Ph.D.

**Prerequisites:**

Admission to the M.Ed. in educational leadership program, LEAD 500, concurrent registration with LEAD 503

**Course description:**

This course focuses on how to communicate with and influence decision makers outside of the school community to promote equitable access for student learning. Emphasis is on building socio-political and fiscal resources to support learning.

**Relationship of This Course to the Professional Program:**

The objectives of this course are directly related to the Interstate School Leaders Licensure Consortium (ISLLC) Standards and the Feinstein School of Education and Human Development Conceptual Framework. Field experiences activities and assessments align with course outcomes, course content, conceptual framework, and ISLLC standards. Candidates read professional literature, engage in personal writing, and discuss with colleagues and the instructor aspects of fiscal planning, resources outside of the school, and techniques of communication (especially using technology). The instructor may use videotapes, classroom simulations, and computer technology to demonstrate communication strategies and to permit candidates to reflect on good fiscal models.

**Relationship to Knowledge Base and FSEHD:**

Good educational leaders follow a model that entails planning, actions and reflection. This is referred to as the PAR acronym. The instructor of this course follows this model while examining current trends in fiscal planning and communication. Candidates are active participants in the learning process by constructing a school or department budget and presenting ideas to influence previous held concepts. Candidates complete several assignments and engage in self-evaluation throughout the course.

**Course Goal:**

The primary goal of LEAD 502 – Building Connections: External Contexts of Leadership is to address school-community relations from a dual perspective by examining research and strategies for 1) promoting increased engagement in education on the part of the family and community members and 2) communicating effectively with the public regarding school-related issues.

## Required Readings:

### Required Texts

Bolton, R., (1986). *People Skills; How to Assert Yourself, Listen to Others, and Resolve Conflicts*. New York: Touchstone: Simon and Schuster.

York-Barr, J., Sommers, W., Ghere, G., & Montie, J. (2006). *Reflective practice to improve schools: an action guide for educators* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Corwin Press.

Patterson, K. & all. (2002) *Crucial Conversations: Tools for talking when stakes are high*. New York McGraw Hill,

Sorenson, R. & Goldsmith, L. (2006). *The Principal's Guide to School Budgeting*. Thousand Oaks, CA: Corwin Press.

### Suggested Readings:

Bolman, L.G. & Deal, T.E. (2003). *Reframing Organizations: Artistry, Choice, and Leadership* (3<sup>rd</sup> Ed.). San Francisco: Jossey-Bass. (Section Four: The Political Frame.)

Chadwick, K. G., (2004). *Improving Schools Through Community Engagement: A Practical Guide for Educators*. Thousand Oaks, CA: Corwin Press

Schlechty, P. C., (2005). *Creating great Schools: Six Critical Systems at the Heart of Educational Innovation*. San Francisco: Jossey-Bass. (Chapter 9.)

Strike, K. A., Haller, E. J., & Soltis, J. F. (2005). *The ethics of school administration*. New York: Teachers College Press. (Chapters 1, 4, 7.)

## Communication:

Students are expected to use their RIC email accounts. If you haven't signed up, or are unclear about how to sync with your regular email, take time to access ASAP.

## 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.

## Course Outcomes

By the end of this course, students will be able to:

Course Objectives	Conceptual Framework	ISLLC/ELCC Standards
1. Identify components of effective communication for purposes of creating an inclusive school community.  2. Identify strategies to involve the community in understanding & engaging a variety of data for school improvement & student learning.  3. Recognize the value of school-family-community relations as a correlate of effective school practices and improved student learning.	Knowledge 1,4  Knowledge 1,3  Knowledge 1,3	4  4  4
4. Describe the nature of internal & external publics; closed & open systems; and the significant influence of the media.  5. Describe the workings of local and state governmental bodies in their relationships to school districts and how to influence those governmental organizations for support of school initiatives.	Knowledge 1  Knowledge 1,3	6  6
6. Analyze the diverse meaning of “resources” as they apply to distribution that is “equitable.”  7. Relate financial planning and budgeting to educational goals and priorities.  8. Demonstrate strategies to involve the community in understanding & engaging a variety of data for school improvement & student learning.  9. Demonstrate skills in planning and budgeting, involving stakeholders in identifying goals and priorities, deciding among alternative strategies to respond to external demands.	Practice 1, 3  Practice 4  Practice 3  Knowledge 4 Practice 4	3  3  4  5
10. Identify strategies for effectively dealing with the significant influence of the media.  11. Identify social, economic and political influences on curricula, policies, and operations, as well as external threats to safe schools.	Knowledge 2 Practice 2,3  Practice 1, 2, 4	6  3

Course Requirements		
Assignment #1	Reflections: Assignments: articles/readings/wiki postings (10)	20%
Assignment # 2	School Profile	10%
Assignment # 3	School Budget	15%
Assignment # 4	Family Engagement & Outline	15%
Assignment # 5	Newsletters/Artifacts	10%
Assignment # 6	School Crisis Response Proposal	10%
Assignment # 7:	Final Presentation	20%

## Methodology

The class will be conducted as a graduate seminar, blending individual, small group, and whole class 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:

- Influence and 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 process of learning; and
- Influence activities and topic/format of discussions.

## Course Requirements

### **Assignment #1: Reflections: Assignments: articles/readings/wiki postings**

Each week, you must post a reflection on an assigned reading, for a total of 15 required posts. In addition, you will be required to submit 5 additional reflection posts using readings or topics of your own choosing. This will total to 20 required posts for the semester.

You are to submit these reflections via email *no later than the Monday evening before the reading assignment is due* (I should arrive at RIC on Tuesday to your reflection waiting in my RIC email in-box: [ckunkel@ric.edu](mailto:ckunkel@ric.edu)).

A Reflection is neither a detailed summary nor general overview. Instead, Reflections should be short, concise, and integrative, reflecting your analysis of the reading, its incorporation with your knowledge, and your application of concepts or issues in the reading to your professional work or career aspirations. (300-500 words each.)

The Reflection may focus on one particular reading for the week or the group of readings as a whole. The Reflection should address the following:

1. What are the key points addressed in this reading?
2. What new understanding(s) did I gain from this learning?
3. How can I use this new understanding in my professional work?

## **Assignment #2: School Profile**

Develop a comprehensive profile of your school community from an organizational perspective (political, social, cultural, and economic factors). Demonstrate how these factors influence your school.

\*This profile should show solid evidence of reflection as well as clear connection to organizational perspectives.

\*The profile should capture critical incidents/ideas connected to ISLLC Standards 4 and 6, so as to address social, economic,

political factors, and how they influence school practice.

\*This profile should reflect correct APA style, as well as professional standards addressing grammar, writing technique and citations.

## **Assignment #3: School Budget**

### **School Budget:**

You have been introduced to the budgeting process looking through the lens of the integrated approach (Sorenson-Goldsmith Model), connecting the budgeting process to the ISLLC Standards.

Based on our in-class budget discussions, and the in-class activities (including Wealthy Town / Poor Town exercise), work in groups of 2 to complete an ACTION PLAN (Chapter 4):

- Use the “Budget Development Spreadsheet” to prioritize your needs and make cuts/allocations;
- Following the directions in the CASE STUDY for Pecan Bay, you have prioritized your TOP 2 needs- list those in the top section (you may list all of your Priorities/Costs, but the TOP 2 should be on top);
- You may abbreviate & enter under FUND on the left- enter your TOTAL COSTS in the right hand column;
- Using the bottom portion of the Budget Development Spreadsheet to describe the rationale for your prioritizing and then the Action Plan to explain your strategy;
- CREATE a GOSA map for your actions responding to the bulleted categories;
- Be able to walk us through your Strategy Page in class.
- Submit a single document completing the budget activity.

## **Assignment #4: Family Engagement Outline and Philosophy:**

### **School-Community Relations:**

Submit a paper/presentation on your personal philosophy on family engagement. Research ways to increase family engagement in schools and include a focus on under-represented groups.

This paper/presentation should reference/connect to:

- parenting,
- communicating,
- volunteering,
- learning at home,
- governance, and
- collaboration with the community.

Be sure to be reflective as to who/what influenced your thinking. Cite your references.

Prepare copies of your research for class members. Prepare an **outline of your personal philosophy** on family engagement.

## **Assignment #5: School-Community Communication: Newsletters/Artifacts**

### **School Artifacts:**

Ex: Newsletters (1 each); Handbooks; SIP, other

1. Choose/bring to class 2-3 documents that
  - show a solid connection to good communication & community
  - show a disconnect between school & community and share with groups/class.
2. Create one (1) comprehensive newsletter/artifact that models effective school-community engagement.

## **Assignment # 6: School Crisis Response Team Proposal**

Reflection on a situation/concern connected to your school.

### **Option 1:**

Discuss with administrators, teachers and parents, external threats to a school.

- Mini-survey may be applicable

Using the School Emergency Planning: Preparedness, Response, and Recovery information from

[http://www.thriveri.org/issues/mental\\_health.html](http://www.thriveri.org/issues/mental_health.html), prepare a School Crisis Response that addresses one specific area.

### **Option 2:**

Read & reflect on the case study, **The Case of the Field Trip Disaster**.

- Would/is this scenario be covered in your Crisis Response policy & handbook?
- How would you respond to Questions 1, 2, and 3 (minimal). You may choose to address 4-6.
- Option 2 may be completed as a team approach: no more than 2 per team

## **Assignment # 7: Course Final Presentation**

The Final Presentation is to *convince/persuade* class members to a particular point of view.

Possible topics include, but are no limited to:

- What is “Right” with education;
- An increase or decrease in school resources;
- Community support; revising the school system grading procedures;
- A school system health and wellness plan;
- NECAP presentation with curricular recommendations;
- Discontinuing NECAP or standardized testing;
- Change to a non-graded or gender specific class arrangement;
- School choice;
- Proposal for a heterogeneous K–12 arrangement;
- All students receive education in English only; or, all students receive education in English & Spanish;
- Students receive education in English & Chinese;
- Implementation of an all-day kindergarten;
- School day and year – increase hours, increase amount of days, school in session on Holidays;
- School vouchers or public funds for private schools, etc.:
- IDEA;
- Merit pay for teachers;
- Gifted and Talented Program;
- Other

\* These suggestions are not intended to be all inclusive, class members may present on a topic of their choice that is not in this list.

**Attendance:** Attendance as well as participation are *required* at all class sessions.

## Grades

Grades are based on the quality of your work. There is no predetermined distribution of grades in this class. If many students deserve high grades many high grades will be awarded; but of course the converse is possible. All grades are awarded on merit and not by means of a “curve.”

## Course Grading

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	

## Academic Honesty Statement

Students in this course are expected to abide by the principles of academic honesty. Students who willfully violate these principles (e.g., by cheating on examinations and assignments, plagiarizing, altering or changing records, etc.) cheat themselves, destroy any presumption of personal integrity, and degrade the value of education. It is especially important that all students understand the nature of plagiarism, for their written work will be judged rigorously for honesty.. There are various forms of plagiarism of which the following are most common:

- 1. Word-for-word plagiarism:** This includes (a) the submission of another student’s work as one’s own; (b) the submission of work from any source whatever (book, magazine or newspaper article, unpublished paper or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another’s work within your paper use of quotation marks.
- 2. Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people’s words does not constitute original work.
- 3. Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author’s facts or ideas in one’s own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference with the text of the paper.
4. Many facts, ideas, and expressions are common property and need not be acknowledged, (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as “A rolling stone gathers no moss,” or “New York-It’s a great place to visit, but I wouldn’t want to live there”), to acknowledge indebtedness.

(Note: The above paragraphs are based largely on D. Sears, Harbrace Guide to the Library and the Research, p. 39). It is especially important that all students understand the nature of plagiarism; for further explanation, see Sears, Harbrace, *Guide to the Library and Research paper*. Student Handbook, pg 35.)

- 5. Self-plagiarism:** Unauthorized multiple submissions of work for credit is a form of academic dishonesty. It occurs when a student, who has not been given permission to do so, submits for academic credit work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working

or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself. *Adopted by the Rhode Island College Council, spring 2006.*

A student who commits academic dishonesty will incur one of the following penalties depending on the severity of the infraction:

1. A low or failing grade on the assignment in which the offense occurred.
2. An additional assignment.
3. Reduction of the final grade up to and including course failure
4. Any combination of the above.

Students who willfully violate the principles of academic honesty (e.g., through cheating on examinations or assignments, plagiarism [see below], altering or changing records, etc) are subject to consequences ranging from an effect on their grade to academic probation or expulsion depending on the seriousness of the act. Any student accused of academic dishonesty may appeal to the Board of College Discipline.



## LEAD 502 Building Connections: External Contexts of Leadership Final Presentation

CRITERIA	EXCEEDS STANDARD	↔	MEETS STANDARD	↔	BELOW STANDARD
Purpose: Issues are directly related to ISLLC Standards.	Paper/Presentation provides clear, compelling and consistent evidence in facilitating the development, articulation, implementation, and stewardship of a vision that promotes success for all students that is shared and supported by the community. <b>(4 Points)</b>		Paper/Presentation provides good consistent evidence in facilitating the development, articulation, implementation, and stewardship of a vision that promotes success for all students that is shared and supported by the community. <b>(2 Points)</b>		Paper/Presentation provides little or no evidence in facilitating the development, articulation, implementation, and stewardship of a vision that promotes success for all students that is shared and supported by the community. <b>(0 Points)</b>
Focus-Content (Addressing the specific Issue/topic)	Clear, comprehensive focus in addressing the topic. <b>(4 Points)</b>		Good, somewhat comprehensive focus in addressing the topic. <b>(2 Points)</b>		Little or incomplete focus in addressing the topic. <b>(0 Points)</b>
Ideas	Interesting, demonstrates sophistication of thought. Central ideas are clearly communicated, worth developing; limited enough to be manageable. Project 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 <b>(4 points)</b>		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. <b>(2 Points)</b>		Presents central ideas in general terms, often depending on platitudes or clichés. 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. <b>(1 Point)</b>
Organization: Overall order, flow, and transition	Excellent organization and flow; information is presented in effective order, paragraphs & transition help paper flow smoothly. <b>(4 Points)</b>		Good organization and flow; logical order with transitions. <b>(2 Points)</b>		Poor/weak organization and flow: details and examples create confusion, resulting in difficult-to-follow paper. <b>(0 Point)</b>
Technology-Media Use:	Text/Presentation clearly <u>well crafted</u> , communicated information effectively & assisted interpretation. <b>(2 Points)</b>		Text/Presentation <u>communicated</u> information & assisted in audience interpretation & understanding. <b>(1 Point)</b>		Text/Presentation was largely <u>ineffective</u> in assisting audience interpretation & understanding. <b>(0 Points)</b>
Grammar/Spelling: Errors, punctuation, caps, and spelling	The text is free of errors in grammar, capitalization, punctuation, and spelling. <b>(2 Points)</b>		The text is clearly written with 1-2 errors in grammar, capitalization, punctuation, and spelling. <b>(1 Point)</b>		Errors in grammar, capitalization, punctuation, and spelling repeatedly distract or impair the readability (more than 5 errors). <b>(0 Points)</b>
Timeliness	Assignments submitted on due date (-0)		Assignments submitted 1 day late (-2)		Assignments late more than 2 days (-4)

TOTAL: \_\_\_\_\_/20