RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
Department of Counseling, Educational Leadership, and School Psychology

LEAD 508 (2 credits)
Leading Change II: Research, Accountability, Ethics

LEAD 508 faculty 2008- 2010			
	Snyder, Andrew	Full time	Ed.D

Prerequisites: LEAD 507, concurrent registration with LEAD 512

Course Information:
Attention will be given to synthesizing research, examining ethical practice, and promoting individual and group reflective practice for leading change. Accountability through critical inquiry and evidence-based decision making is emphasized.

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 ELCC standards, as identified for each outcome. Class activities and assessments that align with course outcomes, course content, conceptual framework and ELCC standards are identified throughout the course syllabus.

Required Course Texts:
> Ackerman, Richard (1996). *Making sense as a school leader: persisting questions, creative opportunities*. San Francisco: Jossey-Bass.

> Fullan, Michael (1977). *What's worth fighting for in the principalship?* New York: Teachers College Press.

> Stohr Isaacson, Leanna (2007*). The principal's purpose: a practical guide to moral and ethical school leadership*. New York: Eye on Education.

Recommended Course Texts:
> Starratt, Robert J. (2004). *Ethical Leadership*. San Francisco: Jossey-Bass.

> Beckner**,** Weldon (2004). *Ethics for educational leaders*. Boston: Pearson.

Course Purposes:

This course builds upon earlier courses, most particularly LEAD 507, to provide further study and understanding of organizational culture and leadership and theoretical concepts and practice for leading change in organizational contexts. School leaders' responsibilities inclusive of ethical and practical issues around individual and organizational change, including conflicts about power and authority, gender, race and fairness will be studied. Problems of group dynamics, integrity, responsibility, and self-understanding faced by those supporting or opposing changes and the use of research as an instrument of change are integral to this course.

Course outcomes: The outcomes of this course and related standards include:

Outcomes	Conceptual Framework	ELCC Standards
1. Improve skills in the ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation	Knowledge 2; Practice 1-2	1, *2, 3*
2. Hone skills to communicate vision widely	Knowledge 4; Practice 4	1, *2*
3. Assess the importance of leadership in developing a positive organizational climate	Knowledge 3-4; Practice 4	2, *3*
4. Demonstrate strategies for effective supervisory communication & complete a supervisory cycle	Knowledge 1-3; Practice 1, 3	2, *3, 5*
5. Design (Implement) a professional development program that promotes a focus on student learning	Knowledge 1-3; Practice 1-3	2
6. Develop database/needs assessment/tech. plan	Knowledge 1-2; Practice 2	3
7. Update/establish school Web site/ plans for fire drills, bus safety, etc.	Knowledge 1-2; Practice 1-2	3
8. Apply individual and group skills to the broader more complex level of organizational dynamics and change	Knowledge2-3; Practice 1, 3	3
9. Plan for communication with members of the larger school community concerning issues & potential changes in the environment in which the school operates	Knowledge 2, 3; Practice 1-4	4
10. Develop skill in & apply reflective practice through critical examination of individual & org. practices relative to org. goals & research based best practices	Knowledge 1-4; Practice 1-4	5
11. Examine personal and professional values so as to act with integrity, fairness and in an ethical manner	Knowledge 4; Practice 4	5
12. Demonstrate ability to effectively deal with the media	Knowledge 3-4; Practice 1-4	6

BACKGROUND CRIMINAL INVESTIGATION

A current Background Criminal Investigation (BCI) is required for all individuals who are enrolled in the Feinstein School of Education and Human Development courses that require contact with children/youth. A current, valid copy of the original BCI must be in your possession anytime you are in a school (or agency) setting that involves working with children/youth. You must also submit a copy to:

        Office of the FSEHD Dean
        Rhode Island College
        105 Horace Mann Hall
        Providence, RI 02908

More information is on the RIC website at http://www.ric.edu/fsehd/

STUDENTS WITH DISABILITIES

Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with your instructor at the beginning of the semester.

EMAIL AS OFFICIAL COMMUNICATION WITH STUDENTS

In fall 2009, Rhode Island College adopted a policy stating that "RIC email accounts will be used as an official form of notification to RIC students." This policy was endorsed by the Council of Rhode Island College in October. Therefore, when communicating with RIC students, faculty, staff, departments, and offices will only use those email addresses officially assigned to students by the college. This includes course announcements as well as department notices, newsletters, etc. Please check your RIC email account regularly or update your forwarding options accordingly.

ACADEMIC STANDARDS:

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Academic dishonesty includes cheating, plagiarism, fabrication, collusion, deception, sabotage and multiple submissions. Please see the College Handbook for more information.
http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf
All assignments will adhere to APA style and follow English grammar and usage customs.

Course Requirements:

	Course Outcomes	Conceptual Framework	ELCC Standards
Class Participation: When class meets, 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.	1-12	Practice 1, 2, 4	
Role-play a difficult interaction scenario (to be provided) around issues of supervision of instruction, and media.	1, 2, 4, 12	Knowledge 1-4; Practice 1, 3, 4	2, 3, 5,
Develop a needs assessment and evaluate school technology plan.	1, 6	Knowledge 1-2; Practice 1-2	2, 3, 5
Revise/*Finalize* Educational Leadership Platform	2,3,5,9,11	Knowledge 4; Practice 4	1, 2, 3, 4, 5, 6
Final Paper: five to eight pages identifying key learning from course and how it will affect your learning / leadership interactions with students and adults.	1-12	Knowledge 1-4; Practice 1-4	1, 2, 3, 4, 5, 6

Course Grade and Due Dates:

Requirement	**Due Date**	**Percentage**
Class Participation	Ongoing	40%
Role-Play Exercise (Leadership)	March 9 or 16	10%
Needs Assessment and School Technology Plan	April 6	20%
Educational Leadership Platform	March 2	10%
Final Paper	April 20	20%

References:

Ackerman, R., Donaldson, G., & Vand Der Bogert, R. (1996). *Making sense as a school leader.* San Francisco: Jossey-Bass.

Hall, G. & Hord. S.M. (2001). *Implementing change: Patterns, principles, and potholes:* Boston: Allyn and Bacon.

Huffman, J. & Hipp, K. (2003). *Reculturing schools as professional learning communities,* MD: Rowan & Littlefield.

Northouse, P. (2003) *Leadership: Theory and practice* (3rd Ed.). Thousand Oaks: Sage Publications.

Pellicer, L.O. (1999). *Caring enough to lead.* Thousand Oaks: Corwin Press.

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.

LEAD 508 FINAL PAPER SCORING RUBRIC

This paper identifies key learning from the course and how it affects the candidate's learning, leadership, and interactions with both students and adults. This element is a key part of the candidate's Program Portfolio (summative evaluation).

CRITERIA	EXCEEDS STANDARD	←→	MEETS STANDARD	←→	BELOW STANDARD
Focus: (Knowledge 1-4; Practice 1-4)	Excels in responding to assignment. Demonstrates extensive knowledge and understanding of the educational leader's role in promoting "learning" and "good instruction," which is fully grounded in current research drawn from course content and/or readings. **(10 points)**		Responds appropriately to assignment overall. Demonstrates solid knowledge and understanding of educational leader's role in promoting "learning" and "good instruction," which is grounded in research drawn from course content and/or readings. **(6 points)**		Responds less well to assignment. Demonstrates limited knowledge and understanding of educational leader's role in promoting "learning" and "good instruction," which is NOT grounded in research drawn from course content or readings. **(2 points)**
Ideas: (Practice 2, 4)	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 **(5 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. **(3 points)**		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. **(1 point)**

Support: (Knowledge 1, 2; Practice 2, 4)	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. **(5 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 points)**		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 a lapse in logic. **(1 point)**
Organization and coherence: (Practice 2, 4)	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. **(5 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 points)**		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. **(1 point)**
Conventions: (Practice 2, 4)	Completely free from spelling, punctuation, and grammatical errors. Correct APA style adhered to when appropriate. **(5 points)**		Completely free from spelling, punctuation, and grammatical errors. Two or fewer errors in APA style. **(3 points)**		Text contains 1-2 errors in spelling, punctuation, or grammar and/or 3-4 errors in APA style. **(1 point)**

Content: ELCC 1: "Vision" Included are: 1.1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.4a, 1.4b, 1.5b	Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community. **(5 points)**		Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community. **(3 points)**		Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community. **(1 point)**
ELCC 2: **"Culture & Instructional Program"** Included are: 2.1a, 2.1b, 2.1c, 2.2a, 2.2b, 2.3a, 2.3b, 2.3c, 2.4c	Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. **(5 points)**		Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. **(3 points)**		Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. **(1 point)**
ELCC 3: **"Management"** Included are: 3.1a, 3.1b, 3.1c, 3.2a, 3.2b, 3.3a, 3.3b, 3.3c	Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. **(5 points)**		Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. **(3 points)**		Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. **(1 point)**

ELCC 4: "Collaboration" Included are: 4.1a, 4.1b, 4.1c, 4.1c, 4.1d, 4.1f, 4.1h	Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. **(5 points)**		Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. **(3 points)**		Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. **(1 point)**
ELCC 5: "Ethics" Included are: 5.1a, 5.2a, 5.3a	Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. **(5 points)**		Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. **(3 points)**		Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. **(1 point)**
ELCC 6: "Context" Included are: 6.1a, 6.1c, 6.1d, 6.1e, 6.1f, 6.1g, 6.1h, 6.2a, 6.3b, 6.3c	Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. **(5 points)**		Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. **(3 points)**		Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. **(1 point)**

TOTAL: _____/60   (possible score 12-60)

An overall score lower than 36 *or* any single ELCC score lower than '3' (Meets), requires a meeting with the professor in order to determine the appropriate course of action.