

**Doctor of Education in Instructional Leadership
Department of Education and Educational Psychology
ED 800: Foundations of Instructional Leadership
3 Semester Hours**

Instructor: Dr. Marcia Delcourt

Phone: 203-837-9121
203.219.1920 (cell – please use with discretion)

E-Mail: delcourtm@wcsu.edu

Office: WS305

Office Hours: By appointment
To avoid conflicts, please schedule all meetings in advance.

Course Time: By appointment

Course Room: WS305

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Americans With Disabilities Act: The Education and Educational Psychology Department does not discriminate on the basis of disability or handicap as regards any university activity covered by federal or state laws and regulations. It is a student’s responsibility to inform WCSU’s Disability Resource Specialist of any disabling condition which requires modification to avoid discrimination.

Academic Honesty Policy: <http://www.wcsu.edu/facultystaff/handbook/forms/honesty-policy.pdf> A student has an obligation to demonstrate honesty in carrying out his/her academic assignments. Students may be found guilty of violating this obligation if they plagiarize or cheat.

Plagiarism. Plagiarism is presenting the work of others as your own. The “work of others” includes any work bought or borrowed from another student as well as work copied from a book, magazine, newspaper or other medium. Participation in another’s act of plagiarism is itself an act of plagiarism.

Additionally, you are obligated to **read all references you cite** in any way, whether paraphrasing or quoting the source. We will discuss the difference between plagiarism and paraphrasing.

Course Description: This course will prepare classroom practitioners to identify and apply ethical and professional constructs of leadership to affect change. Topics include the history, philosophy and social psychology of instructional leadership and educational reform.

Prerequisites: Acceptance into the Doctorate of Education in Instructional Leadership Program.

Required Texts:

- American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author. ISBN: 1-4338-0561-8.
- Fullan, M. (2007). *Leading in a culture of change*. New York: John Wiley & Sons. ISBN: 0-7879-8766-2.
- Goleman, D., Boyotzis, R., & McKee, A. (2004). *Primal leadership: Learning to lead with emotional intelligence*. Boston: Harvard Business School Press. ISBN: 1-5913-9184-9.
- Lieberman, A., & Miller, L. (2004). *Teacher leadership*. San Francisco, CA: Jossey-Bass. ISBN: 0-7879-6245-7.

Optional Texts:

- Gardner, H. (2006). *Changing minds: The art and science of changing our own and other people's minds*. Boston: Harvard Business School Press. ISBN: 1-4221-0329-3.
- MacGregor Burns, J. (2003). *Transforming leadership*. New York: Grove Press. ISBN: 0-8021-4118-8.

Course Competencies:

The course objectives integrate standards from:

1. NCATE (National Council of Accreditation for Teacher Education)
<http://www.ncate.org/Portals/0/documents/Standards/NCATE%20Standards%202008.pdf>
2. Common Core of Leading: Connecticut School Leadership Standards
<http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/ccl-csls.pdf>
3. The standards for the National Policy Board for Educational Administration (NPBEA)
<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>

Conceptual Framework for the Unit: EDUCATOR

Graduate students will demonstrate expertise in the following areas.

Expertise in content knowledge -Candidates and graduate students will demonstrate expertise in content knowledge.

Diversity -Candidates and graduate students will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.

Unity -Candidates and graduate students will demonstrate the ability to work jointly, cooperatively and collaboratively with learners, peers, educational professionals, parents, and other community members.

Classroom and school leadership -Candidates and graduate students will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to learners and clients.

Attitudes -Candidates and graduate students will demonstrate professional dispositions that are consistent with this Conceptual Framework and in accord with professional, state and institutional standards.

Technology -Candidates and graduate students will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.

Organize knowledge and facilitate learning (Pedagogy) -Candidates and graduate students will demonstrate the ability to use relevant pedagogic skills, educational psychology and knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational and professional goals.

Reflective Practitioner -Candidates and graduate students will demonstrate the ability and motivation to develop and incorporate improvements into their professional practice based upon their interpretation and use of relevant data and insights.

The **Program Objectives** of WestConn's Ed.D. in Instructional Leadership are varied and vital to the professional development of classroom educators and improved student achievement. The program is designed to:

1. Prepare K-12 educators to assume roles of leadership in the conceptualization, initiation, assessment and redesign of instructional strategies.
2. Prepare K-12 educators to become lifelong consumers and producers of scholarly inquiry by conducting meaningful site-based inquiry pertaining to student achievement, program assessment, and other measures of educational success.
3. Prepare K-12 educators to develop and implement innovative curricula that focus on excellence and equity in education
4. Prepare K-12 educators to implement school-wide professional development activities utilizing applied research, instructional technology and best practices in K-12 schools.
5. Prepare K-12 educators to implement school-wide professional development activities consistent with emerging national standards as articulated by relevant professional specialty associations.

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Objective	Course Projects/ Activities	Course Outcomes	Assessment	Program Objective	Conceptual Framework	CT School Leadership Standards	ELCC
1. Investigate a current base of leadership qualities and skills.	Develop a school building/school district vision	Position paper: Vision for education	3. Vision for Leadership	2	Diversity, Classroom and School Leadership, Technology, Reflective Practitioner	1- Vision, Mission, and Goals; 5- Ethics and Integrity	2a. 1.1, 1.2, 1.3, 1.4, 4.3, 4.4, 5.5
2. Model current research-based best practices in instructional leadership.	Respond to a scenario exemplifying Leaders as Problem-Solvers	Power-point project presentation addressing an educational issue	5. Response to a School/District Crisis	1, 2, 4	Diversity, Unity, Classroom and School Leadership, Attitudes, Technology, Reflective Practitioner	2- Teaching and Learning; 3- Organizational Systems and Safety; 4- Families and Stakeholders; 5- Ethics and Integrity; 6- The Education System	2b. 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 5.4, 6.1
3. Assess and reflect upon his/her own professional growth and self-renewal.	Develop a plan that identifies and improves your leadership characteristics. Discuss dispositions of school leaders.	An Individual Leadership Plan including a rationale, objectives, and a timeline	4. Leadership Plan	2	Classroom and School Leadership, Attitudes, Technology, Reflective Practitioner	1- Vision, Mission, and Goals; 2- Teaching and Learning; 3- Organizational Systems and Safety; 4- Families and Stakeholders; 5- Ethics and Integrity; 6- The Education System	2c. 2.3, 3.4, 3.5, 5.2, 5.3

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Objective	Course Projects/ Activities	Course Outcomes	Assessment	Program Objective	Conceptual Framework	CT School Leadership Standards	ELCC
4. Demonstrate the ability to work collaboratively and autonomously.	Respond to a scenario exemplifying Leaders as Problem-Solvers	Power-point project presentation addressing an educational issue	5. Response to a School/District Crisis	1, 2, 4	Diversity, Unity, Classroom and School Leadership, Attitudes, Technology, Reflective Practitioner	2- Teaching and Learning; 3- Organizational Systems and Safety; 4- Families and Stakeholders; 5- Ethics and Integrity; 6- The Education System	2b. 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 5.4, 6.13.5, 5.2, 5.3
5. Assume the role of "change agent" in school governance.	Respond to a scenario exemplifying Leaders as Problem-Solvers	Power-point project presentation addressing an educational issue	5. Response to a School/District Crisis	1, 2, 4	Diversity, Unity, Classroom and School Leadership, Attitudes, Technology, Reflective Practitioner	2- Teaching and Learning; 3- Organizational Systems and Safety; 4- Families and Stakeholders; 5- Ethics and Integrity; 6- The Education System	2b. 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 5.4, 6.1
6. Investigate national teacher certification (NBPTS).	Develop a school building/school district vision	Position paper: Vision for education	3. Vision for Leadership	2	Diversity, Classroom and School Leadership, Technology, Reflective Practitioner	1- Vision, Mission, and Goals; 5- Ethics and Integrity	2a. 1.1, 1.2, 1.3, 1.4, 4.3, 4.4, 5.5

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Objective	Course Projects/ Activities	Course Outcomes	Assessment	Program Objective	Conceptual Framework	CT School Leadership Standards	ELCC
7. Participate in local, state, regional, national, and/or international professional organizations.	Review and Revise Biography, Resume, and CV	Professional project: Practitioner article or professional development presentation	2. Biography, Resume, CV	5	Unity, Attitudes	1- Vision, Mission, and Goals; 5- Ethics and Integrity	2c. 2.3, 3.4, 3.5, 5.2, 5.3
8. Collaborate with students, teachers, parents and school administrators to develop and implement a plan to enhance instruction.	Respond to a scenario exemplifying Leaders as Problem-Solvers	Power-point project presentation addressing an educational issue	5. Response to a School/District Crisis	1, 2, 4	Diversity, Unity, Classroom and School Leadership, Attitudes, Technology, Reflective Practitioner	2- Teaching and Learning; 3- Organizational Systems and Safety; 4- Families and Stakeholders; 5- Ethics and Integrity; 6- The Education System	2b. 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 5.4, 6.1
9. Demonstrate a sense of fairness, ethics, social justice and model professional behaviors while respecting cultural diversity.	Respond to a scenario exemplifying Leaders as Problem-Solvers	Power-point project presentation addressing an educational issue	5. Response to a School/District Crisis	1, 2, 4	Diversity, Unity, Classroom and School Leadership, Attitudes, Technology, Reflective Practitioner	2- Teaching and Learning; 3- Organizational Systems and Safety; 4- Families and Stakeholders; 5- Ethics and Integrity; 6- The Education System	2b. 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 5.4, 6.1

Course Topical Outline:

1. Introduction & overview of instructional leadership – leading vs. managing
2. Types of leadership roles: Instructional, symbolic, political, and motivational leadership
3. Leadership competency theories – e.g., transformational vs. transactional
4. History of leadership roles; A history of leadership in education; Local, state and federal roles
5. Understanding yourself and others as an instructional leader
Self-analysis of leadership skills and potential
Components of a leadership plan
6. Developing a vision
7. Goals and goal setting
8. Leading by empowerment
9. Motivational theories
10. Understanding the dynamics of power
11. Problem Solving
12. Conflict management
13. The role of diversity
14. Dealing with change
15. Resilience and feedback
16. Resources and schedules
17. Building communities
18. Understanding national and local organizations
19. Implementing national, state and local goals and objectives
20. Teacher as the role model/agent for change

Standard Grading Option: The standard letter grade system will be employed for this course. Students obtaining a grade of B- or lower will be required to retake the course in order to continue in the program.

Grading:		85 – 87.99 %	B	72 – 74.99	C-	Below 62	F
95-100.00%	A	82 – 84.99 %	B-	68 – 71.99	D+		
92-94.99 %	A-	78 – 81.99	C+	65 – 67.99	D		
88 - 91.99 %	B+	75 – 77.99	C	62 – 64.99	D-		

Assessment:

The presentations, discussions, and activities will be provided based on the assumption that you have read any assigned readings prior to attending the associated class. Students are expected to:

1. Participate in <u>all</u> classes	10%
2. Biography, Resume, CV	10%
3. Vision for Leadership	20%
4. Leadership Plan - Draft	10%
5. Leadership Plan – Final	20%
6. Instructional Leaders as Problem-Solvers: Response to a School Crisis	30%
Total	100%

1. Vision for Leadership (20%)

Based on your knowledge and experiences, provide a vision statement (a) for a school district OR (b) for an individual school building that you could communicate to a school board, staff members, parents, students, and community members. You will communicate this vision in an editorial to a local website or newspaper. Make your vision editorial brief (approximately 1,000 - 1,200 words), but make sure it covers each of the following areas.

Criteria	ELCC Standard	Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
2a.1. Develop a Vision: What is your idea of what the school might become? How would you describe your vision? How does your vision incorporate theories or ideas about leadership? How has your vision included the diversity of members of the school/district community? How will you acquire the resources (including budgetary) to develop your vision? Will you use any data-based management strategies?	Standard 1: Promoting the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning.	1.1 Collaboration, development, articulation, implementation, and stewardship of a shared vision of learning for a school (Content Knowledge).	Candidate <i>does not state</i> in the Vision for Leadership <i>or states only one</i> of the following: (a) theories and methods relevant to building, articulating, implementing, and stewarding a school vision , or (b) methods for involving school stakeholders in the visioning process .	Candidate <i>states</i> in the Vision for Leadership <i>both</i> of the following: (a) theories and methods relevant to building, articulating, implementing, and stewarding a school vision , and (b) methods for involving school stakeholders in the visioning process .	Candidate <i>states</i> in the Vision for Leadership <i>both</i> of the following: (a) theories and methods relevant to building, articulating, implementing, and stewarding a school vision , and (b) methods for involving school stakeholders in the visioning process . In addition, the Candidate connects methods for involving school stakeholders to relevant theories.
2a.2. Develop and Align a Vision With Strategic Goals	Standard 1: Promoting the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning.	1.2 Collection and use of data to identify school goals, assess organizational effectiveness, and to create and implement plans to achieve school goals (Content Knowledge).	Candidate <i>does not state</i> in the Vision for Leadership <i>either</i> : how to identify or how to assess variables that affect student achievement and does not relate the Vision to strategic goals.	Candidate <i>states</i> in the Vision for Leadership <i>either</i> : how to identify or how to assess variables that affect student achievement and relates the Vision to strategic goals.	Candidate <i>states</i> in the Vision for Leadership <i>both</i> of the following: how to identify and how to assess variables that affect student achievement and relates the Vision to

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Criteria	ELCC Standard	Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
					strategic goals.
2a.3. Articulate a Vision: How will you communicate your ideas to appropriate stakeholders, including support personnel and administrators?	Standard 1: Promoting the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning.	1.3 Promotion of continual and sustainable school improvement (Content Knowledge).	Candidate <i>does not state</i> in the Vision for Leadership how to promote changes and professional learning that result in sustainable school improvement.	Candidate <i>states</i> in the Vision for Leadership how to promote changes and professional learning that result in sustainable school improvement.	Candidate <i>states</i> in the Vision for Leadership how to promote changes and professional learning that result in sustainable school improvement. In addition, Candidate states how professional learning and school improvement are related.
2a.4. Articulate a Vision: Do you foresee any problems or concerns with articulation, and how could you address them?	Standard 1: Promoting the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning.	1.4 Evaluation of school progress (Content Knowledge).	Candidate <i>does not state</i> in the Vision for Leadership a feasible plan for how to do <i>either</i> of the following: monitor and achieve school improvement goals.	Candidate <i>states</i> in the Vision for Leadership a feasible plan for how to do <i>one</i> of the following: monitor and achieve school improvement goals.	Candidate <i>states</i> in the Vision for Leadership a feasible plan for how to do <i>both</i> of the following: monitor and achieve school improvement goals.
2a.5. Promote Community Involvement in the Vision: How will you get others outside of the school, such as family members and caregivers to be involved with the vision? What will be the motto or slogan that communicates the vision?	Standard 4: Collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school.	4.3 Response to community interests and needs through families and caregivers (Content Knowledge).	Candidate <i>does not state</i> in the Vision for Leadership how to do <i>either</i> of the following: (a) understand family and caregiver needs , or (b) promote open communication with them through school-based strategies for effective oral and written communication.	Candidate <i>states</i> in the Vision for Leadership how to do <i>one</i> of the following: (a) how to understand family and caregiver needs , or (b) how to promote open communication with them through school-based strategies for effective oral and written communication.	Candidate <i>states</i> in the Vision for Leadership how to do <i>both</i> of the following: (a) how to understand family and caregiver needs , and (b) how to promote open communication with them through school-based strategies for effective oral and written communication.

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Criteria	ELCC Standard	Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
2a.6. Promote Community Involvement in the Vision: How will you be sure to reach the wide variety of members of the community?	Standard 4: Collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school.	4.4 Response to community interests and needs through community partners (Content Knowledge).	Candidate <i>does not state</i> in the Vision for Leadership <i>any</i> of the following: (a) the needs of school community partners , (b) how to develop a school organizational culture that promotes and develops open and effective oral and written communication with community partners ; or (c) collaboration methods to develop and sustain productive relationships with community partners .	Candidate <i>states</i> in the Vision for Leadership <i>one or two</i> of the following: (a) the needs of school community partners , (b) how to develop a school organizational culture that promotes and develops open and effective oral and written communication with community partners ; or (c) collaboration methods to develop and sustain productive relationships with community partners .	Candidate <i>states</i> in the Vision for Leadership <i>all</i> of the following: (a) the needs of school community partners , (b) how to develop a school organizational culture that promotes and develops open and effective oral and written communication with community partners ; and (c) collaboration methods to develop and sustain productive relationships with community partners .
2a.7. Implement and Steward Vision: What steps will you take to get others in the school to use the vision? How will you motivate them? Do you foresee any problems or concerns with implementation, and how could you address them? How will you assess whether the implementation is working?	Standard 5: Promoting the success of every student by acting with integrity, fairness, and in an ethical manner ensuring a school system of accountability for every student's academic and social success	5.5 Promotion of social justice within a school to ensure that individual student needs inform all aspects of schooling (Content Knowledge).	Candidate <i>does not state</i> in the Vision for Leadership how to incorporate social justice into the vision.	Candidate <i>states</i> in the Vision for Leadership how to incorporate social justice into the vision.	Candidate <i>states</i> in the Vision for Leadership how to incorporate social justice into the vision and relates it to school culture.

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Criteria	ELCC Standard	Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
Will you use any data-based management strategies?					

2. Instructional Leaders as Problem-Solvers: Response to a School Crisis (30%)

You will work in small groups to address an educational issue that an instructional leader may need to solve. You will choose or construct the issue and provide a well-researched tenable solution to the problem.

Examples of issues have been provided below. The members of your group should select one of the issues, adapt one of these examples, or create your own (for the latter option, please seek advice of the instructor).

You must consult with each other and members of your own schools to provide responses that address each of the following areas in relation to the issue: curriculum and instruction, diversity, community members, student needs, faculty, and administration. You must also use Goleman's taxonomy of leadership styles to explain how the styles may be used in combination to address the problem. A timeline must also be included that relates the solution to your school building/district vision, and provide a budget for addressing the problem.

Each group will make a power-point presentation addressing the selected issue, which will be scored according to the following rubric.

Criteria	ELCC Standards	Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
2b.1. Issues are described in terms of curriculum and instruction, diversity, community members, student needs, faculty, and administration. What are the key characteristics of the problem? Who are the stakeholders and what are their roles?	Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning	2.1 Sustainment of a school culture and instructional program conducive to student learning (Content Knowledge).	Candidate <i>does not state</i> in the Response to School Crisis <i>either</i> of the following: (a) description of the school culture, or (b) ways the culture could be influenced to ensure student success.	Candidate <i>states</i> in the Response to School Crisis <i>one</i> of the following: (a) description of the school culture, or (b) ways the culture could be influenced to ensure student success.	Candidate <i>states</i> in the Response to School Crisis <i>both</i> of the following: (a) description of the school culture, and (b) ways the culture could be influenced to ensure student success.
2b.2. Evidence is provided of the significance of the issue. Why is it important? How does it relate to the standards?			A rationale is not provided.	A rationale is provided.	A rationale is provided that is supported by evidence from the literature.
2b.3. An historical context is presented for the issue. Where else has the problem existed? How was it resolved? Does the problem still exist elsewhere?			A context is not provided.	A context is provided.	A context is provided that is supported by evidence from the literature.
2b.4. Goleman's	Standard 2:	2.2 Evaluation	Candidate <i>does</i>	Candidate	Candidate

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Criteria	ELCC Standards	Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
taxonomy of leadership styles is used to explain a theory of leadership that would be best employed to address the issue. What style or styles of leadership should be used to help resolve the issue? Which styles might not work?	Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning	of a comprehensive, rigorous, and coherent curricular and instructional school program (Content Knowledge).	<i>not evaluate</i> the crisis in terms of <i>any</i> of the following: (a) instructional delivery or leadership theories , (b) a method of evaluation to be used during the crisis, or (c) school technology and information systems used to support and monitor outcomes in an ongoing manner.	<i>evaluates</i> the crisis in terms of <i>one</i> of the following: (a) instructional delivery or leadership theories , (b) a method of evaluation to be used during the crisis, or (c) school technology and information systems used to support and monitor outcomes in an ongoing manner.	<i>evaluates</i> the crisis in terms of <i>two or three</i> of the following: (a) instructional delivery or leadership theories , (b) a method of evaluation to be used during the crisis, or (c) school technology and information systems used to support and monitor outcomes in an ongoing manner.
2b.5. An action plan is presented to address the problem in terms of what a leader needs to do and what the followers need to do. Include a timeline.	Standard 3: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems.	3.1 Monitoring and evaluation of school management and operational systems (Content Knowledge).	Candidate <i>does not state</i> how to monitor <i>either</i> the following during the crisis: (a) resources (organizational, operational, and/or legal) or (b) public relations functions .	Candidate <i>states</i> how to monitor <i>one</i> of the following during the crisis: (a) resources (organizational, operational, and/or legal) or (b) public relations functions .	Candidate <i>states</i> how to monitor <i>both</i> of the following during the crisis: (a) resources (organizational, operational, and/or legal) and (b) public relations functions .
2b.6. A detailed budget and budget justification are presented for each item employed for addressing the problem.			A budget justification is not provided.	A budget justification is provided that includes most of the items to address the issue.	A budget justification is provided that includes all of the items to address the issue.
2b.7. Potential areas for problems or conflict are presented, along with a plan for how you will address them.	Standard 3: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems.	3.3 The promotion of school-based policies and procedures that protect the welfare and safety of students and staff (Content Knowledge).	Candidate <i>does not state</i> at least one school strategy for supporting safe and secure learning environments during the crisis, which may include strategies to promote student development	Candidate <i>states one</i> school strategy for supporting safe and secure learning environments during the crisis, which may include strategies to promote student development (e.g., civic literacy,	Candidate <i>states more than one</i> school strategy for supporting safe and secure learning environments during the crisis, which may include strategies to promote student development (e.g., civic literacy,

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Criteria	ELCC Standards	Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
			(e.g., civic literacy, leadership skills), self-management), or school-based discipline management .	leadership skills), self-management), or school-based discipline management .	leadership skills), self-management), or school-based discipline management .
2b.8. A plan for evaluation is included that is fair and ethical.	Standard 5: Promoting the success of every student by acting with integrity, fairness, and in an ethical manner ensuring a school system of accountability for every student's academic and social success.	5.4 Evaluation of the potential moral and legal consequences of decision making in the school (Content Knowledge).	Candidate <i>does not evaluate</i> moral and legal consequences of decision making in the field study.	Candidate <i>evaluates</i> moral and legal consequences of decision making in the field study.	Candidate <i>evaluates</i> moral and legal consequences of decision making in the field study. Candidate also discusses strategies to prevent difficulties related to moral and legal issues .
2b. 9. A plan for evaluation is included that incorporates the use of faculty members and community members.	Standard 4: Collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school.	4.1 Collaboration with faculty and community members (Content Knowledge).	Candidate <i>does not state either</i> of the following: how to gather information from faculty and community members pertinent to understanding the school's educational environment, or how to use the information to collaborate with faculty and community members to help manage the crisis.	Candidate <i>states one</i> of the following: how to gather information from faculty and community members pertinent to understanding the school's educational environment, or how to use the information to collaborate with faculty and community members to help manage the crisis.	Candidate <i>states both</i> of the following: how to gather information from faculty and community members pertinent to understanding the school's educational environment, and how to use the information to collaborate with faculty and community members to help manage the crisis.
2b.10. A plan for evaluation is included that incorporates the use of resources.	Standard 4: Collaboration with faculty and community members, responding to diverse community interests and needs, and	4.2 Mobilization of community resources (Content Knowledge).	Candidate <i>does not state either</i> of the following: how to identify community resources (cultural, social and/or intellectual) or how to mobilize	Candidate <i>states one</i> of the following: how to identify community resources (cultural, social and/or intellectual) or how to mobilize	Candidate <i>states both</i> of the following: how to identify community resources (cultural, social and/or intellectual) and how to mobilize

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Criteria	ELCC Standards	Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
	mobilizing community resources on behalf of the school.		community resources to help manage the crisis.	community resources to help manage the crisis.	community resources to help manage the crisis.
2b.11. A plan for evaluation is included that incorporates feasible steps for a resolution.	Standard 7: Promoting the success of every student through a substantial and sustained educational leadership internship experience.	7.1 Significant field experiences and clinical internship practice (Content Knowledge).	The Candidate <i>does not synthesize and apply content knowledge</i> to state feasible steps or a timeline to resolve the crisis.	The Candidate <i>synthesizes and applies content knowledge</i> to state feasible steps to resolve the crisis.	The Candidate <i>synthesizes and applies content knowledge</i> to state feasible steps to resolve the crisis. In addition, the Candidate provides a feasible timeline associated with the steps.
2b.12. A plan to disseminate the response to the issue is provided.		6.1 Advocacy for school students, families, and caregivers (Professional Skills).	Candidate <i>does not include</i> in the action plan any goals/objectives that will allow for advocacy for impoverished or other disadvantaged students or how to serve as a respectful spokesperson for students and families within the school.	Candidate <i>includes</i> in the action plan <i>one</i> of the following: goals/objectives that will allow for advocacy for impoverished or other disadvantaged students or how to serve as a respectful spokesperson for students and families within the school.	Candidate <i>includes</i> in the action plan <i>both</i> of the following: goals/objectives that will allow for advocacy for impoverished or other disadvantaged students and to how serve as a respectful spokesperson for students and families within the school.
2b.13. The results are presented using a Power point presentation. Time limits must be strictly kept. (Decide upon a specific time for these presentations and keep to it as if it is presented at a BOE meeting with a timer.)			A power point presentation is not included to represent the issue.	A power point presentation is included to represent the issue and it is appropriate for the time frame allotted.	A power point presentation is included to represent the issue and it is appropriate for the time frame allotted and addresses additional questions anticipated from the audience.
2b.14. The PowerPoint presentation is error-free, legible and organized.			This power point presentation has many errors and format problems.	This power point presentation has few errors and few format problems.	This power point presentation has no errors and no format problems.

Example Issues:

1. Budget Crisis

District D is located in a small “priority school district” in Connecticut. City population exceeds 75,000 . The city is surrounded by middle-class suburbs which, until recently, has experienced population growth. In recent times, however, the major employer in town has suffered severe lay-offs. Between this fact and the fact that the state educational budget is in decline, District D is facing an economic crisis of moderate to large proportions. A hiring freeze is in place. District test scores have been stable to date, but school officials are worried that measures taken to deal with the budgetary crisis may cause a decline. Describe how data-based decision making can be used to take the appropriate actions to live within budget cuts with the least impact on student achievement.

2. Brown vs. the Board of Education: Revisited

District A is located in a city of 112,000 people. The city has both economic and ethnic/racial diversity. According to the mandated regulation, each of the schools must have the same racial/ethnic diversity as that which exists in the entire school population. In order to keep the 11 elementary schools in compliance with this regulation, some students must attend schools outside of the school districting plan. Schools with a majority of Caucasian families have had to include students from other parts of town and those with a large population of Hispanic (Non-Caucasian) and African-American students have been required to include more Caucasian students in their enrollment. This has been done by way of applications from students from one part of town to schools in another part of town. This application process has created much division within the city because schools in areas with higher economic backgrounds (about half of the schools), have more community support from their parents, have more types of activities for everyone, and are, therefore, in more demand as instructional centers. Due to the great demand for parents to want their children to get a seat in a specific school, a lottery system was put into place. Parents who cannot afford to live in a particular part of the city, but want their child to go to a specific school, become highly anxious about getting a ticket for the lottery system and the implications of gambling with their child’s future. This system has become an issue for teachers who want an appropriate amount of human and material resources to be distributed to all schools. Propose a plan to address the instructional needs of all students in all elementary schools.

3. Standards-Based Curriculum

School District B has been trying to address the NCLB legislation in a number of ways. One focus has been on the implementation of a standards-based curriculum. At each level (elementary, middle, and high school), out-of-district consultants were hired to develop a scope and sequence for every subject area, K-12. This process was well intended, and yet, upon the execution of the new curriculum reforms, teachers found that there were dramatic inconsistencies within and between academic subjects. For example, products required by the new curriculum (4-5 per quarter in high school), are not always aligned with the content of the curriculum. In one case, grade 7 students focusing on ancient civilizations are required to write an in-depth essay on Hammurabi’s code, when that topic is not adequately addressed in the course content. In addition, problems exist with sequencing processes and products: teachers in ninth grade history are required to have students produce a persuasive essay when this form of writing is not reinforced in ninth grade English until the third quarter. These types of problems occur throughout the new curriculum. To date, the district has spent a considerable amount of money on this project, and with tight budgets, administrators are worried that

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these curriculum revisions will be seen as a waste of taxpayer's money. Propose a plan to diplomatically remediate these curricular problems and address community concerns.

4. Differentiation Across the Curriculum

District C is located in a relatively small town. It has 2 elementary schools, 1 middle school, and 1 high school. While all classes are homogeneously grouped and all classes incorporate inclusion, the district has realized that in order for all children to be fairly served in the community, teachers should know how to differentiate the curriculum for students across ability levels, grade levels, and subject areas. There is a history of adequate services for students with special needs and, until this year, there had been a pull-out program for high ability students that served the top 5% of the student population. The district has dropped the pull-out program in favor of a within-class model. The district has also instituted Performance-based learning assessments (PBLA) to address students' learning needs. Describe how the district can use its strengths to meet the needs of all students.

3. Develop a Leadership Plan: 30%

Based on your investigations, readings, discussions, and the feedback from the completing a leadership survey, you will identify your strengths and weaknesses related to leadership and develop a plan to improve your leadership skills. The Plan includes parts 1 through 5 listed in the rubric below.

Criteria	ELCC Standard	Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
2c.1. A definition of leadership and its components is included, based on your investigation of the theories available in the literature.	Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning.	2.3 Development and supervision of the instructional and leadership capacity of school staff (Content Knowledge).	Candidate <i>does not state both</i> of the following in the Leadership Plan: one or more theories of instructional leadership or how theory relates to own leadership goals.	Candidate <i>states both</i> of the following in the Leadership Plan: one or more theories of instructional leadership and how theory relates to own leadership goals.	Candidate <i>states both</i> of the following in the Leadership Plan: one or more theories of instructional leadership and how theory relates to own leadership goals. In addition, Candidate relates theory to standards for high-quality practice.
2c.2. A description of how this definition applies to you in your setting is included; articulate a vision of leadership for your environment.	Standard 3: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational	3.5 Support of high-quality school instruction and student learning (Content Knowledge).	Candidate <i>does not state</i> how leadership goals are related to management theories on establishing priorities.	Candidate <i>states</i> how leadership goals are related to management theories on establishing priorities.	Candidate <i>states</i> how leadership goals are related to management theories on establishing priorities. The plan also states initial plans for how to develop resources (people and materiel)

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Criteria	ELCC Standard	Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
	systems.				required to support the plan.
2c.3. A reflection of what you believe you have already accomplished in relation to this vision of leadership is included.	Standard 5: Promoting the success of every student by acting with integrity, fairness, and in an ethical manner ensuring a school system of accountability for every student's academic and social success.	5.2 Self-awareness, reflective practice, transparency, and ethical behavior as related to roles within the school (Content Knowledge).	Candidate <i>does not state</i> in the Leadership Plan the effect of ethical behavior on one's own leadership.	Candidate <i>states</i> in the Leadership Plan the effect of ethical behavior on one's own leadership.	Candidate <i>states</i> in the Leadership Plan the effect of ethical behavior on one's own leadership. Candidate also states how own conceptions of ethics in leadership have evolved over time.
2c.4. Goals and objectives related to the skills you would like to develop and a description of how you will implement this vision are included.	Standard 5: Promoting the success of every student by acting with integrity, fairness, and in an ethical manner ensuring a school system of accountability for every student's academic and social success.	5.3 Safeguarding the values of democracy, equity, and diversity (Content Knowledge).	Candidate <i>does not state</i> in the Leadership Plan how to develop and safeguard own leadership values related to <i>any</i> of the following: democracy, equity and/or diversity.	Candidate <i>states</i> in the Leadership Plan how to develop and safeguard own leadership values related to <i>one</i> of the following: democracy, equity and/or diversity.	Candidate <i>states</i> in the Leadership Plan how to develop and safeguard own leadership values related to <i>two or three</i> of the following: democracy, equity and/or diversity.
2c.5. Steps and a timeline for implementing the goals and objectives related to the vision you have developed are included; a description of how you will steward and communicate this vision is included.	Standard 3: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems.	3.4 Development of capacity for school leadership (Content Knowledge).	Candidate <i>does not state</i> a complete and feasible set of steps in the Leadership Plan for how to do <i>either</i> of the following: develop own leadership or the capacity for distributed leadership in others.	Candidate <i>states</i> a complete and feasible set of steps in the Leadership Plan for how to do <i>one</i> of the following: develop own leadership or the capacity for distributed leadership in others.	Candidate <i>states</i> a complete and feasible set of steps in the Leadership Plan for how to do <i>both</i> of the following: develop own leadership and the capacity for distributed leadership in others.
2c.6. Presentation			Basic information is present, but some information is left out or is not related to the topic.	All information is present; the flow of presentation of the material could be improved.	All information is present; the presentation of material flows well and information relates to all the components.
2c.7. Format			APA format is not consistently used	APA format is consistently used, but there are some	APA format is used consistently.

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Criteria	ELCC Standard	Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
				inconsistencies with the style manual.	

4. Participate in all classes. (10%)

Your participation in all class activities is crucial in meeting the objectives of this course. As a courtesy, please provide advance notice to the professor when any absences must occur. Course content is cumulative. You are responsible for any information missed due to absences or tardiness. Make arrangements to obtain missed notes and handouts from a classmate or from the course site. If you do not understand particular concepts, please make an appointment during office hours to ask your specific questions.

Class Timetable*

Date	Topic/Reading	Responsibility Due**
Thursday, September 3	Getting Started A Scavenger Hunt	
Thursday, September 10	Who is a Leader? Types of Leaders Leading vs. Managing Leadership Theories	Course Site: Introductory Postings and WestConn Email Goleman, Chapters 1-3
Thursday, September 17	A History of Leadership Roles: Local, State, Federal Understanding Yourself and Others as Instructional Leaders Developing a Leadership Plan	Take the MLQ Goleman, Chapters 4-5
Thursday, September 24 (Double Session)	Media Center Instructional Session: Jenny Innes Developing a Vision Understanding and Implementing National, State, and Local Goals and Objectives Goal Setting	Goleman, Chapters 6-8
Thursday, October 1	Leadership by Empowerment, Mentoring and Coaching Building Trust Motivation	Goleman, Chapters 9-11 <i>Leadership Plan Draft Due</i>
Saturday, October 3	Workshop: Learning to Present	
Thursday, October 8	No Class for ED800 – Double Session for ED821	<i>Professional Presentation Due in Assignment Dropbox</i>
Thursday, October 15 (Double Session)	The School as a Social Organization: Dynamics of Power Leaders as Problem Solvers: Finding the Problem Generating/Gathering Ideas Decision Making Consensus Building Conflict Management	Fullan, Chapters 1-3, Goleman, Appendix A

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Date	Topic/Reading	Responsibility Due**
Thursday, October 22	The Role of Diversity	Fullan, Chapters 4-6 <i>Vision for Leadership Due</i>
Thursday, October 29	Dealing With Change Working for Change: The School Improvement Process Resilience and Feedback	Fullan, Chapter 7 Lieberman & Miller, Chapter 1
Thursday, November 5	No Class for ED800 – Double Session for ED821	
Thursday, November 12	Thinking About Resources and Schedules	Lieberman & Miller, Chapter 2
Thursday, November 19	Creating Learning Communities Reaching Out to the Community and Beyond National Professional Organizations Planning for Class Presentations	Lieberman & Miller, Chapter 3 <i>Leadership Plan Due</i>
Thursday, November 26	Thanksgiving Holiday	
Thursday, December 3	Response to Crisis - Presentations	Lieberman & Miller, Chapter 4 <i>Response to a School Crisis - Presentations Due</i>
Thursday, Dec. 10	Response to Crisis - Presentations Course Evaluations	

*Class Agenda is subject to change.

** Readings and assignments may vary. Announcements will be made in class, but students should check the course site for the most up-to-date information.