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EDLD 550.50: Foundations of Educational Leadership

William P. McCaw

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UNIVERSITY OF MONTANA
DEPARTMENT OF EDUCATIONAL LEADERSHIP
EDLD 550: FOUNDATIONS OF EDUCATIONAL LEADERSHIP
SPRING 2022
ONLINE SYLLABUS

Course Overview

CLASS

Weekly Class Lectures Open each Thursday at 2 p.m.
February 3 – April 14, 2022
Online

INSTRUCTOR

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REQUIRED READINGS

Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill. ISBN 978-0-07-802452-8 | MHID 0-07-802452-8

Covey, S. R. (1989). *The 7 habits of highly effective people: Powerful lessons in personal change*. Fireside. ISBN 0-671-66398-4

Other readings as assigned during the course.

COURSE DESCRIPTION

Utilizing class lecture slides, small group discussions, individual written assignments, and reflective journaling, students in this course are exposed to foundational theories of organizational behavior, leadership, and practices of leadership and management as they explore the Inner Life and Leadership juxtaposed with what it means to be an educational leader in the twenty-first century. The evolution of leadership theory will be investigated as well as the relationship between leaders and followers within the organization.

While the context of the text, "Educational Administration" is public schools, it should not be too difficult for those students whose degree emphasis is in higher education, rather than the principalship or superintendency, to make direct connections of the content to their specific area of focus. If you are having difficulties making this connection, please contact me.

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COURSE OBJECTIVES

This course addresses all six major standards of the Montana PEPP Standards (Appendix B), the College of Education's Conceptual Framework, and selected standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Below you will find the specific outcomes for this course and the alignment of these outcomes to the Montana PEPP Standards, the College of Education's Conceptual Framework, and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As a result of the successful completion of The Foundations of Educational Leadership course, students will be able to:

Standards Alignment	PEPPS	CACREP
1. Understand the difference between leadership and management and how these two functions promote an effective organization,	ci,	5.a,b,c,e,g
2. Articulate a personal code of ethics,	eii, eiii, eiv	5.k,l
3. Recognize the organization as a social system connected to the external environment,	dii, f	5.c,g
4. Discuss the importance of involving others to improve an organization,	ai,	5.b,c,g
5. Create a personal definition of leadership focused on creating environments conducive to continuous improvement in order to promote the success of all,	ai, bi, bii, e	5.g,k,l
6. Reflect upon who they are as a person and how this knowledge helps them to understand who they are as a leader,	eii, eiv, f	5.f
7. Recognize the importance of organizational culture and climate in promoting the success of everyone, and	bi, biii, ci, ciii, dii	5.a,b
8. Respond to a leadership case study by analyzing the case through the lens of leadership theory and personal philosophies.	ai, aii	5.c, g
<u>Professional Educational Unit Conceptual Framework</u>		
9. <i>Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.</i>	CF1	5.a,b,c,e,f
10. <i>Students are expected to contribute to the learning community and successfully participate in a variety of group activities.</i>	CF2	
11. <i>Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance.</i>	CF3	5.l
12. <i>Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment, where diverse ideas are tolerated and discussion is supported by informed opinion.</i>	CF3	5.k,l

***Note:** Objective 8 is printed in **bold** to designate the course objective for inclusion in the culminating portfolio for the M.Ed. in Educational Leadership.

EXPECTATIONS

Participation

Students enrolled in this course are expected to regularly and consistently participate in each class discussion in a manner that promotes a scholarly environment, where diverse ideas are tolerated and discussion is supported by informed opinion. (Refer to Professional Standards for Student Performance Appendix A.) Two points will be deducted each time a student fails to participate in the assigned group discussion per posting deadlines noted on page 6 of this syllabus.

Students are required to be current in the assigned reading for each class and to submit and/or present required assignments in a timely manner. Late assignments will be accepted only by prior consent.

Written Assignments

Written assignments will reflect the individual's original work, and follow the style articulated in the Publication Manual of the American Psychological Association (APA) 7th edition. Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or content that the writer finds more interesting than the class assignment. Papers that are plagiarized, both by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly. Papers that are poorly written, containing numerous grammatical and/or mechanical errors, will not be accepted. **When noted, adhere to the page number restrictions.**

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The [Student Conduct Code](#) is available for review online.

ARTICLE IV: PROSCRIBED ACADEMIC CONDUCT

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice Provost for Academic Affairs.

Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.
2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.
7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.
9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted

or performed by a person other than the student under whose name the work is submitted or performed.

10. Altering transcripts, grades, examinations, or other academically related documents:

Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

Using Your UMConnect e-mail Account

Correspondence to you regarding this course will utilize your UMConnect mail account. **It is recommended that you check your UMConnect mail account regularly.**

ONLINE FORMAT

UMOnline: Moodle

Moodle is an open-source learning management system used by the University of Montana to deliver online learning. Within the Moodle system, the introductory course Moodle 101 for Students can be accessed from your Moodle home page shell (at the bottom under “Tools for Success – Student Resources” or within the “Welcome” page of the course shell). Even though we will not be using all components within Moodle for this course, I encourage everyone to take the time to work through this orientation course which should take approximately 30 minutes to complete.

SNAP Format

The Moodle format for this course is in SNAP. The University has requested professors to use the SNAP format for online courses. Student responses have shown a preference for the SNAP format as it is easier to access from a variety of devices and navigation appears to be more intuitive and inclusive.

Course Shell

The course shell consists of six major areas that you will need to access. These six areas are:

1. Welcome, Announcements, and Introductions
 2. Class Content (for each class)
 3. Assignments
 4. Optional Discussions and Questions
 5. Course Resources
 6. Course Syllabus
1. Welcome, Announcements, and Introductions
This general area will contain a welcome message, University Land Acknowledgement, the course announcements, and class introductions.
 - a. Class Introductions
This area will contain individual introductions for each student in the class. You will be required to post your introduction in this area by the start of the second class.
 2. Class Content (for each class)
The Class Content area contains all of the necessary information needed to access for each of the ten classes (Class 1, Class 2, etc.). Classes will open at 2:00 p.m. on Thursday. For each class, there are six areas that you will need to access.

- a. Overview provides a video discussing the content for the class. Over time, additional content has been added. Therefore, the overview may not address all content contained in the PPTs.
- b. PowerPoints will highlight important content from the reading as well as additional content pertinent to specific class topics. Successful completion of the assignments will require students to fully read and learn the assigned content.
- c. Class Questionnaire(s)
The majority of classes will have questionnaires for you to complete. These questionnaires will not be turned in but rather provide you with additional information regarding the class topic and your preferences as a leader. They can be completed before or after you access the class overview or PPTs.
- d. Inner-Life and Leadership Journaling Prompts
One of your required activities is to be journaling. The topic of your writing can be anything related to the class content and/or Inner-Life and Leadership (ILL) prompt. There will be an Inner-Life and Leadership prompt for each class. For more information, refer to the Journaling assignment description on page 18 of this syllabus. The ILL prompts will not be available until the specific class opens.
- e. Assigned Discussions will be required for each class. You will find the class discussion prompt in the content area for each class.

It is important that you find your group's discussion area (by clicking on the discussion prompt forum) for each class and participate in that assigned group as class participation points will be awarded each class from these discussions. **You will need to post your initial response to the discussion prompt before 2 p.m. on Saturday for Thursday's discussions.** In addition, **you are expected to submit your response to members of your discussion group before 2 p.m. on Tuesday. Initial postings that occur after the 2 p.m. deadlines will result in deducted points.**

	Initial Response by 2:00 p.m.	Response to Group Members by 2:00 p.m.
Thursday's Class	Saturday	Tuesday

For each class, students will receive one of the following scores for their participation:

- 2 points for thorough contributions that stimulate discussion including interacting with other students in your assigned group and meeting both posting deadlines (initial and response)
- 1 point for contributing only in a cursory manner or not responding to at least one posting from a student in the assigned group or missing either posting deadline (initial and response)
- 0 points for not participating

* Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling.

f. Optional Class Reading

The majority of the 10 classes will have additional OPTIONAL readings pertaining to the leadership theory discussed in that particular class. These readings are particularly important to doctoral students as the articles provide the necessary depth required for doctoral comprehensive exam answers. Many readings are from the seminal authors of the specific leadership theory.

3. Assignments

This area contains four important areas pertaining to the course assignments.

A. Assignments and Due Dates

This area provides a listing of all assignments and their corresponding due date.

B. Assignment Exemplars

You will find assignment exemplars in this area. These are not perfect papers but provide you with a sense of the assignment's expectations for an "A" paper.

C. Preparing Assignments to Submit

Specific instructions regarding the preparation of assignments as well as writing requirements, directions for submitting assignments, and assignment templates are located in this area. Pay particular attention to the naming format as explained in the course syllabus (p. 12). **All assignments will be submitted as a MSWord file.**

1. Assignment Templates

This area contains templates for each assignment. These templates contain the specific cover page (**remember to add your name and student 790 number**), assessment rubric, content headings, and references heading. Leave the assessment rubric as part of your paper for completion during the grading process.

D. Assignment Submittal Areas

Each assignment has its own submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the assignment name or file icon. Submit assignments (with the correct naming format – see p. 12 in this document) by clicking the dark "Add submission" button in the lower right-hand corner of the assignment box.

4. Optional Discussions and Questions

There are three areas set aside for optional discussions. These areas are:

A. Continued Class Discussion is a discussion area where students can post questions or prompts to further the discussion and interaction among classmates. Anyone posting in this area needs to send an email to the entire class so that everyone has the opportunity to participate in the continued discussion.

B. Optional Questions for Dr. McCaw is a discussion area where students can pose questions (specific to the topics for that class) to me. To ensure a timely response,

please e-mail me at bill.mccaw@umontana.edu noting that you have posted a discussion question for my response; otherwise these questions are answered each Monday and Thursday.

- C. Optional Inner Life and leadership Forum is a discussion area where students can engage other students in topics related to the inner life and leadership. It is suggested that anyone posting in this area send an e-mail message to the entire class so that everyone has the opportunity to participate in the inner life and leadership discussion.
5. Course Resources
Provided resources address (a) the course content supplemental information, (b) university specific resources (bookstore, library etc.), (c) educational resources (professional organizations), and (d) educational journals.
6. Course Syllabus
This area contains the course syllabus, table of contents, and tentative schedule of class topics and reading assignments.

Class Readings

The required books will be read and discussed throughout this course. The assigned reading should be completed prior to viewing the Class PowerPoint Lecture (The inner life and leadership readings will not be read prior to the specific class.) and participating in the group discussions noted for each date. Not all chapters will be covered in the *Education Administration* book, so students may wish to read those chapters on their own to get a sense of the authors' complete work.

Needing Help.

If you encounter problems regarding the online portion of this course, please contact [UMOnline](#). There is also a Technical Support area within the menu of the course shell (406-243-4999 or 866-225-1641 (toll free)).

ACCOMMODATIONS

I want to be sensitive to any needs that you may have. If you require some accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me. Students with disabilities may request reasonable modifications. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office for Disability Equity](#) (ODE). "Reasonable" permits students with disabilities to compete on an equal footing with their peers at the University.

MASTERS OF EDUCATION CULMINATING PORTFOLIO

The Masters of Education (M.Ed.) degree in Educational Leadership requires a culminating portfolio. As part of this portfolio, students will submit a benchmark assignment from each of the required M.Ed. courses. **The benchmark assignment for this course is the Theory Based and Personal Educational Leadership Philosophy Case Study Response paper.** This paper will integrate the student's understanding of educational leadership theory as discussed from Hoy and Miskel (2013) with the student's personal educational leadership philosophies in responding to an educational leadership case study scenario from the perspective of the leader. To be accepted for inclusion into your culminating portfolio, this assignment must meet the criteria for a grade of A or B.

MEETING TIMES AND TENTATIVE TOPICS

Educational Administration: Theory, Research, and Practice (Hoy & Miskel, 2013)

Readings addressing the Inner Life and Leadership prompt for the date noted

7 Habits of Highly Effective People (Covey, 1989)

Questionnaire: These questionnaires will be provided in the specific class content area

Class	Date	Topics	Readings
1	Feb 3	Introductions and Course Syllabus Inner Life and Leadership <i>Stepping Stones</i> One Last Time: A Review of the School as a Social System Questionnaire: Conceptualizing Leadership Questionnaire: Psychodynamic Approach	Electronic Ch. 14 (pp. 468-483)
2	Feb 10	Transactional and Transformational Leadership Theories <i>Leadership in Schools</i> Leaders and Followers <i>Relationship between Followers and Leaders</i> Leadership and Management Questionnaire: MLQ examples Questionnaire: Followers <i>Self-Examination and Leadership</i> (Henderson)	Ch. 13 (pp. 427-464) Electronic Electronic Electronic
3	Feb 17	Ethical Leadership Theory Cultural leadership Theory <i>The School as a Social System</i> Questionnaire: Core Values <i>Leadership and the Heart</i> (Henderson)	Ch.1 (pp. 1-38) Electronic
4	Feb 24	Constructivist Leadership Theory <i>The Technical Core: Learning and Teaching</i> <i>Leading from Within</i> (Palmer)	Ch. 2 (pp. 42-87) Electronic
5	Mar 3	Leadership Traits Leadership Skills <i>Structure in the Schools</i> <i>The Woodcarver</i> Questionnaire: Leadership Traits Questionnaire: Leadership Skills Personal Leadership Code of Ethics Due	Ch. 3 (pp. 94-134) Electronic
6	Mar 10	Behavior Approaches McGregor's Theory X and Theory Y Human Motivation Theory <i>Individuals in School</i> <i>The Puzzle of Motivation</i> (Pink) <i>Personal Identity, Integrity, and Authenticity</i> (Henderson)	Ch. 4 (pp. 138-174) Electronic Electronic

- 7 Mar 17 Task and Relationships
 Situational Leadership Theory
 Contingency Leadership Theory
 Path-Goal Theory
 Leader-Member Exchange Theory
 Organizational Culture of Schools
 Organization Climate of Schools
The Triad of the Self:
Identity – Integrity – Authenticity (Henderson)
 Questionnaire: Task and Relationship
 Questionnaire: Path-Goal Styles
 Questionnaire: In-Out Groups
 Questionnaire: Setting the Tone
 Questionnaire: Least Preferred Coworker Scale
 Ch. 5 (pp. 178-226)
 Ch. 6 (pp. 208-226)
 Electronic
- Mar 24 No Class: UM Spring Break
- 8 Mar 31 7 Habits of Highly Successful People
7 Habits of Highly Effective People completed
 Power and Politics in Schools
Divided No More (Palmer)
A New Professional: The Aims of Education
Revisited (Palmer)
To be of Use (Piercy)
 Questionnaire: Leadership Styles
 Questionnaire: Power Assessment
 7 Habits
 Ch. 7 (pp. 229-265)
 Electronic
 Electronic
 Electronic
- 9 Apr 7 Servant Leadership Theory
 Authentic Leadership
 Decision Making in Schools
 Shared Decision Making: Empowering Teachers
The Tragic Gap (Boechler)
Standing in the Tragic Gap (Palmer)
The Ferryman (Hesse)
 Questionnaire: Authentic Leadership
 Questionnaire: Servant Leadership
 Leadership Definition Due
 Ch. 10 (pp. 329-326)
 Ch. 11 (pp. 359-385)
 Electronic
 Podcast
 Electronic
- 10 Apr 14 Leadership and Change
 School Effectiveness
Bringing Schools Back to Life:
Schools as Living Systems (Wheatley)
 Questionnaire: Leadership Vision
This is the Hour . . .
Lost
 Ch. 9 (pp. 299-352)
 Electronic
 Electronic
 Electronic
- Apr 19 Theory Based and Personal Educational Leadership
 Philosophy Case Study Response Due

ASSIGNMENT TITLE AND DUE DATE

Assignments due by 11:59 p.m. on the date noted below

1. Personal Leadership Code of Ethics (Due March 3)
2. Leadership Definition (Due April 7)
3. Reflective Journal or Jossey Bass Reflections (9 prompts) (Due April 14)
4. T-B and PELP Case Study Response (Due April 19)

GRADING

Grading for this course is explained below. Specific assignment assessment rubrics can be found with the assignment description beginning on page 14. Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or content that the writer finds more interesting than the class assignment.

Grades will be determined by the following weighted formula:	Points
Discussion Participation	15
Personal Leadership Code of Ethics	20
Leadership Definition	20
Theory Based and Personal Educational Leadership	
Philosophy Case Study Response	40
Reflective Journal	5

Course grades will be based upon a percentage of the total possible course points:

90 – 100 = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; below 60 = F

FIELD EXPERIENCE

Field Experience is not a specific requirement of this course but rather a program requirement for principal and superintendent licensure (field experience is not a requirement for those students seeking an emphasis in higher education or international educational leadership). Please refer to the Department's website for additional information.

Applied learning with best practices for educational leadership is an expectation of the field experience. The field experience provides each student with the opportunity to bring together leadership theory and practice in actual educational environments. Each student is required to secure support from a PK-12 administrator who will act as a mentor to the student through the student's field experience in leadership activities.

10.58.705(g) of the Montana Professional Educator Preparation Program Standards (PEPPS) notes that successful candidates:

complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

To address this standard, the Department of Educational Leadership has designed field experience expectations for students in either the M.Ed. or Licensure/Endorsement program.

PREPARING ASSIGNMENTS TO SUBMIT

Key Points

1. Refer to each assignment's description and assessment rubric
 2. Follow APA 7th Edition Format ([The Owl at Purdue](#)) (Contact me if this is your last semester)
 - a. **Double line spacing throughout**
 - b. Provide citation information when paraphrasing (author's last name, publication date)
 - i. Direct quotations require author, publication date, and page number
 - c. APA uses past tense for published works
 - d. APA uses the Oxford comma (comma before the word "and" in a series)
 - e. Page number noted in the heading (top right hand corner- format provided in the assignment template)
 - f. Academic works use indented paragraphs and left justification rather than the block format and full justification used by business.
 - g. When citing works with three or more authors:
 - i. List only the first author's name followed by "et al." in every citation, even the first, unless doing so would create ambiguity between different sources.
 - (Kernis et al., 1993)
 - Kernis et al. (1993) suggested...
 - ii. In et al., et should not be followed by a period. Only "al" should be followed by a period.
 - h. References: Follow the format used in this syllabus for references (p. 25).
 - i. References centered with bold upper and lower case
 - ii. Reference format is hanging indent, double spaced, no extra space between references
 - iii. When citing class PPT content, use:
In References:
 McCaw, W. P. (2022, Spring). Foundations of educational leadership [PowerPoint slides]. University of Montana.
<https://moodle.umat.edu/course/view.php?id=43002>

In Text:
 (McCaw, 2022, Class #, Slide #)
 - i. APA Deviations
 - i. Font = Calibri (Body), 10.5 point (Word Default) or Times New Roman
10 or 12 point font is acceptable
 - ii. No Running Head
 - iii. No Abstract
3. Utilize the provided assignment templates on all assignments including the assessment rubric (these are provided in the "Assignments" area of the Moodle Shell)

SUBMITTING ASSIGNMENTS

Submit assignments as a MSWord file and only through Moodle in the "Assignments" area. Each assignment has its own assignment submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the assignment name or file icon.

Submit assignments (with the correct naming format) by clicking the dark “Add submission” button in the lower right-hand corner of the assignment box.

Using Assignment Templates

Assignments must use the assignment templates which are located in the Moodle course shell within “Assignments” and can be downloaded as a MSWord file. These templates contain the important elements of each assignment. Leave the assessment rubric as part of the assignment as feedback will be provided using the rubric. **You need to add your name and student number to the cover page, and then rename the file using the format and names previously noted.**

Save your documents using the format, assignment names, and spacing listed below. Please follow the provided format and spell each assignment as it is in the example. Color has been provided only to clarify the three components of **course and semester**, **assignment**, and **student name**; it is understood that your saved assignment will not be in color. Your saved assignment should contain the following information in the order provided in the example for the student Jerri Smith.

EDLD 550 Sp22 Assignment [Your Last Name] [Your First Initial]

Example for Jerri Smith:

EDLD 550 Sp22 Ethics Smith J

EDLD 550 Sp22 Lead Def Smith J

EDLD 550 Sp22 Case Resp Smith-J

ASSIGNMENT DESCRIPTION AND ASSESSMENT RUBRIC

Students whose program emphasis is higher education or international leadership, rather than school principal or superintendent, are encouraged to modify assignments to better meet their area of focus.

Personal Leadership Code of Ethics

This assignment allows the student to develop their own personal code of leadership ethics. Your personal code of ethics should encompass the breadth of leadership responsibilities and directly address the professional behaviors of fairness and creating environments that promote the success of all. Personal platforms and beliefs can be combined with sources from professional leadership organizations and other references on ethics to assist the student in developing their Leadership Code of Ethics. A suggested format is to provide the core value statement followed by a rationale for that statement. An important component of this assignment is evidence of personal reflection and a rationale for the components of the articulated code. **(2 page minimum and 5 page maximum without cover page, assessment rubric, and references)**

EDLD 550 Leadership Code of Ethics Assessment Rubric

	Exemplary 5 Points	Acceptable 4-3 Points	Unacceptable 2-1 Points	20 PTS
Ethics Articulated	The student's ethics are clearly articulated.	The student's ethics are briefly noted	The student's ethics are not clearly stated.	
Ethics encompass the breadth of leadership	Stated ethics encompass the breadth of leadership responsibilities and directly address the professional behaviors of fairness and creating environments that promote the success of everyone.	Stated ethics are briefly noted and tangentially addresses the responsibilities of an educational leader and/or the professional behaviors of fairness and creating environments that promote the success of everyone.	Stated ethics do not encompass the vast spectrum and responsibilities of an educational leader and/or the professional behaviors of fairness and creating environments that promote the success of everyone.	
Personal Reflection and Rationale	Evidence of reflection and rationale provided for each component of the code.	Evidence of reflection and/or rationale for the majority of the components of the code.	Components of the code minimally reflected upon and/or a weak rationale provided.	
Mechanics	APA format is followed with detail and mechanical errors do not detract from the paper.	APA format is only partially followed and/or mechanical errors begin to detract from the paper.	APA format is not followed and/or there are numerous mechanical errors that detract from the paper.	

Leadership Definition

Leadership scholars have not agreed on a single encompassing definition of leadership. This assignment is not a paper discussing various leadership definitions but rather requires students to develop a single leadership definition of their own (or accept a leadership definition from the literature, properly citing its author) focusing on *the act of leadership* rather than a definition or characteristics of a leader and then utilizing the course content and outside readings analyze significant components of their definition. **(2 page minimum and 5 page maximum without cover page, assessment rubric, and references)**

EDLD 550 Leadership Definition Assessment Rubric

	EXEMPLARY	ADEQUATE	UNACCEPTABLE	20 PTS
Leadership Definition	<p>8 POINTS</p> <p>The leadership definition is clearly articulated and encompasses the breadth of leadership responsibilities focusing on <i>the act of leadership</i> rather than a definition of a leader.</p>	<p>7-5 POINTS</p> <p>The leadership definition is somewhat clear and/or takes into consideration the breadth of leadership responsibilities in a limiting way and/or focuses on a definition of a leader rather than <i>the act of leadership</i>.</p>	<p>4-0 POINTS</p> <p>The leadership definition is not clear and/or fails to take into consideration the breadth of leadership responsibilities and/or focuses on a definition of a leader rather than <i>the act of leadership</i>.</p>	
Analysis of the definition	<p>8-7 POINTS</p> <p>The analysis of the definition is comprehensive and aligns with the components of the definition and utilizes course content and outside information for the basis of the analysis. Scholarly citations are used to support the stated positions.</p>	<p>6-5 POINTS</p> <p>The analysis of the definition is not comprehensive and information from outside of the course is not included. Few scholarly citations are used to support the stated positions.</p>	<p>4-0 POINTS</p> <p>The analysis of the definition is weak and only addresses the course content in a cursory manner and/or scholarly citations are not used to support the stated positions.</p>	
Mechanics	<p>4-3 POINTS</p> <p>APA format is followed with detail and mechanical errors do not detract from the paper.</p>	<p>2 POINTS</p> <p>APA format is only partially followed and/or there are numerous mechanical errors that begin to detract from the paper.</p>	<p>1-0 POINTS</p> <p>APA format is not followed and/or there are numerous mechanical errors that detract from the paper.</p>	

Theory Based and Personal Educational Leadership Philosophy Case Study Response

The Theory Based and Personal Educational Philosophy Case Study Response is a culminating paper synthesizing and applying the course content and outside readings to a leadership case study of the student's choosing (several cases will be provided or a student may choose a different case). In this assignment, you will bring together the critical elements of organizational behavior, leadership theory, and your personal leadership philosophy in addressing an educational case study requiring leadership action. The first element is the understanding of organizational behavior and the application of leadership theory. The second element will be bringing to this theoretical base your personal leadership philosophy as engaged, deepened, and discovered during your reflection of the course material. That is, your leadership philosophy should provide the framework for the response to the case study and the synthesis and application of course content should be couched in your belief system and show evidence of your personal leadership code of ethics as well as aligning with your leadership definition.

The paper should include a clear and concise (2 page maximum) summary of the case study, an overview of specific educational leadership theoretical application, and an integration of "*who you are as a leader*" (your who is based upon your beliefs and values) in clearly explaining how you, as a leader, would respond to the situation. **This paper should address your personal attitudes and beliefs concerning issues provoked by the case study.** The paper should be narrative in form, written in the first person using complete paragraphs. Your positions on these educational issues should also be supported with scholarly citations which form the basis of the informed opinion and follow the style articulated in the *Publication Manual of the American Psychological Association* (APA).

The length of this paper will vary considerably from person to person but should be between 8 and 10 pages without the cover page, assessment rubric, and references.

EDLD 550 Theory Based and Personal Educational Philosophy Case Study Response Assessment Rubric

	EXEMPLARY	ADEQUATE	UNACCEPTABLE	40 PTS
Case Study Described	5 POINTS The case is described in a manner that allows for the complete understanding of the incident.	4-2 POINTS The case is not fully described and leaves the reader wanting more information.	1-0 POINTS The case description is poorly described and does not allow for a complete understanding of the incident.	5 PTS
Leadership Action Analyzed	20-18 POINTS Leadership actions are thoroughly analyzed citing leadership theory and content from and beyond the course.	17-14 POINTS Leadership action is analyzed with some evidence of course content and supported with citations.	13-0 POINTS Leadership action described rather than analyzed or analyzed in a cursory manner with few citations.	20 PTS
Who you are as a leader	10-9 POINTS Student articulates how they would respond including personal attitudes and beliefs and the reader gets a sense of the “who” of the author.	8-5 POINTS Response includes personal attitudes and beliefs which are only somewhat evident and/or “the who” of the author is not apparent.	4-0 POINTS Personal attitudes and beliefs are minimally evident and/or the paper is missing the “who” of the author. The student does not provide how they would respond to the case.	10 PTS
Mechanics	5-4 POINTS APA format is followed with detail and mechanical errors do not detract from the paper	3 POINTS APA format is somewhat followed and mechanical errors are minimal	2-0 POINTS APA format is only partially followed and/or there are numerous mechanical errors that detract from the paper	5 PTS

Reflective Journal

The reflective journal is an opportunity for students to explore their thoughts and feelings through the act of writing in a journaling format. Personal responses should encompass the course content, especially the Inner Life and Leadership material, and be summarized in a 1-2 page journal entry for each class. These summaries will then be accumulated and should have a minimum of 9 pages without the cover page. Toward the end of the course, you will be instructed on the specifics of turning in this assignment.

Some notes about the journal.

- The Inner Life and Leadership journaling is invitational. Students may choose to opt out of this assignment by notifying the instructor before the end of the first week of the course. To replace this assignment, readings from *The Jossey-Bass Readings in Educational Leadership* will be assigned and the student will be expected to write a 1-2 page summary/response paper to each assigned readings.
- The journaling experience is an informal and free flowing activity so there is no expectation for APA style, grammatical or mechanical correctness.
- I do not want to limit someone who feels the need to journal more than the 1 page per class. If you find yourself needing to journal beyond the minimum 1 page, please do!
- Some of the content in the journal may be too personal to share. I want the journaling experience to be meaningful for you and you should not have to worry about sharing anything you write! Later in the course I will explain how your personal information will be for your eyes only.
- The journaling will be checked once at the end of the course.

The Reflective Journal is one of the activities in this course that require students to explore their inner-life and leadership. Toward that end, it is important that you are aware of the [Curry Health Center Counseling](#) should you require their services.

EDLD 550 Journal Assessment Rubric

	ACCEPTABLE 10 POINTS	NOT ACCEPTABLE 0 POINTS	5 POINTS
Journal	The journal is submitted and has a minimum of 9 pages and evidence of reflection for each of the 9 class prompts.	The journal is not submitted or is less than 9 pages and/or does not provide evidence of reflection for each of the 9 class prompts.	

EDLD 550 Jossey-Bass Alternative Journaling Assignment Assessment Rubric

	EXEMPLARY 5 POINTS	ACCEPTABLE 4-3 POINTS	NOT ACCEPTABLE 2-0 POINTS	5 POINTS
9 Article Summaries	All summaries are provided in a manner that articulates the focus of the article as well as linking course content to the reading.	Not all summaries are provided or those summaries provided do a weak job of articulating the focus of the article and/or addressing appropriate course content.	The summaries are not submitted or are less than 9 pages and/or does not address appropriate course content.	

Appendix A

Professional Standards for Student Performance

Graduate students in the Department of Educational Leadership at the University of Montana are expected to:

1. Demonstrate professional vision in the practice of educational administration
2. Accept responsibility and accountability for class assignments in their role as members of the class
3. Demonstrate growth during the period of their graduate career
4. Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
5. Demonstrate imagination and originality in the discussion of educational leadership issues
6. Understand the relationship between theory and practice and the value of reflective leadership
7. Demonstrate a moral, humanistic, ethical and caring attitude toward others
8. Demonstrate an ability to build trust and positive relationships with others
9. Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
10. Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
11. Demonstrate an ability to express himself/herself well in speech and writing, and
12. Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

Failure to demonstrate the aforementioned qualities on a consistent basis may result in removal from classes and/or the Educational Leadership Program.

Appendix B

Accreditation Information

CONCEPTUAL FRAMEWORK

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

CF1 *Integration of Ideas*

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.*

CF2 *Cooperative Endeavors*

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*

CF3 *Respect for Diversity and Individual Worth*

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

MISSION ALIGNMENT

The Department of Educational Leadership has aligned itself with the mission of The University of Montana-Missoula and the Phyllis J. Washington College of Education and Human Sciences. The following mission statements demonstrate this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

The University of Montana-Missoula Mission

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational

experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

Phyllis J. Washington College of Education and Human Sciences Mission

The Phyllis J. Washington College of Education and Human Sciences shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Vision

The faculty members and the numerous graduates of the Department of Educational Leadership will be a guiding force in education throughout the second decade of the 21st century.

Educational Leadership Mission

We empower individuals to challenge the future.

By:

- preparing professionals for leadership based on research of best practices.
- helping individuals to see a better future.
- developing a future focused role for leaders.
- preparing leaders to invent their future and the future of others.
- influencing individuals to realize what could be.
- preparing people for an uncertain world.
- preparing leaders to realize a better future.
- applying theory to practice.

STANDARDS FOR SCHOOL LEADERS

The Administrative Rules of Montana (ARM) 10.58.705 specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS). The PEPP Standards are used to guide courses in Educational Leadership. These standards are also identified more specifically in the next section “Course Objectives”.

It should be noted that the Montana PEPP Standards are based upon the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996. Program standards guide accreditation of administrator preparation programs and are used in some states for professional development programs toward certification. Program standards are exemplified by the National Council on Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) administrator preparation Program Standards (NCATE/CAEP), developed by the Education Leaders Constituent Council (ELCC). The NCATE/CAEP/ELCC Program Standards are widely used by states as criteria to accredit administrator preparation programs for certification. For a more detailed explanation of the ISLLC Standards and specific information in the areas of Knowledge, Dispositions, and Performances for each standard, visit the web site for [National Policy Board for Educational Administration](#).

Montana Professional Educator Preparation Program Standards (PEPPS)

10.58.705 School Principals, Supervisors, and Curriculum Directors

(1) The program requires that successful candidates:

(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community and:

(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision;

(ii) promote continuous and sustainable school and program improvement through the use of decision-making and problem-solving skills, an organized climate, application of change theory, and use professional leadership behaviors including self-awareness and reflective practice;

(iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and

(iv) design, implement, assess, and adjust plans to achieve goals through prioritization, flexibility, and adaption;

(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:

(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory;

(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;

(iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning;

(iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and

(v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development;

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and:

- (i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy;
- (ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and
- (iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;

(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and:

- (i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;
- (ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and
- (iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;

(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and:

- (i) ensure a system of accountability for every student's academic, social, and emotional success;
- (ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;
- (iii) safeguard the values of democracy, equity, and diversity; and
- (iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources.

STANDARDS FOR SCHOOL COUNSELORS (CACREP)

The Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Masters in School Counseling, Masters in Clinical Mental Health Counseling, and Ph.D. in Counselor Education and Counseling programs in the Department of Counselor Education at UM.

The vision of CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. CACREP is dedicated to

1. encouraging and promoting the continuing development and improvement of preparation programs; and
2. preparing counseling and related professionals to provide services consistent with the ideal of optimal human development.

CACREP maintains collaborative relationships with other groups that focus on accreditation, licensing, certification, and the professional development of counselors and related practitioners. The Foundations of Educational Leadership course directly and indirectly addresses components of the CACREP Standard 5: Leadership and Advocacy. These standards are:

- 5.a. theories and skills of leadership
- 5.b. leadership and leadership development in professional organizations
- 5.c. leadership in counselor education programs
- 5.e. leadership, management, and administration in counseling organizations and other institutions
- 5.f. leadership roles and strategies for responding to crises and disasters.
- 5.g. strategies for leadership in counseling
- 5.k. strategies of leadership in relation to current multicultural and social justice issues
- 5.l. ethical and culturally relevant leadership and advocacy practices

Appendix C

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