

Niagara University

College of Education

Department of Educational Leadership and Counseling

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A. Course Number and Title

EDU 650 – Capstone II - For the School District Leader

Spring 2008 Course scheduled for Academic Complex 127 from 9:00AM to 5:00PM:
Feb. 2, Mar. 8, Apr. 12, May 3; and/or T.B.D. including via Blackboard.

B. Number of Credits

Three (3) Credit Hours

C. Course Description

The purpose of this course is to assess acquired administrative skills. It is one of the last courses to be completed in the certification program for the school district leader. The assessment component of this course will incorporate authentic performance approaches. They will include written analysis, work-sample products, focused responses, oral responses, simulations and a portfolio. As a requirement for the portfolio, the student will be expected to assemble evidence of various specified experiences and expectations from previous courses. A major focus of the course is to develop a plan of action for a school district curriculum and instruction reform via policy change. In addition the role of the superintendent, as pivotal change agent and decision-maker, will be emphasized throughout the school reform process.

D. Method of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking and reflection and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of Instruction videos, field experiences and research.

E. Philosophical Framework

The philosophical framework of the program includes the following:

ELCC STANDARDS	
Candidates who complete the program are educational leaders who promote the success of all students by:	
*	Standard 1: Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community.
*	Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
*	Standard 3: Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
*	Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
*	Standard 5: Acting with integrity, fairness, and in an ethical manner
*	Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
*	Standard 7: The Internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
NEW YORK STATE ESSENTIAL CHARACTERISTICS OF EFFECTIVE LEADERS	
*	1. Leaders know and understand what it means and what it takes to be a leader
*	2. Leaders have a vision for schools that they constantly share and promote.
*	3. Leaders communicate clearly and effectively.
*	4. Leaders collaborate and cooperate with others.
*	5. Leaders persevere and take the “long view.”
*	6. Leaders support, develop and nurture staff.
*	7. Leaders hold themselves and others responsible and accountable.
*	8. Leaders never stop learning and honing their skills.
*	9. Leaders have the courage to take informed risks.

COLLEGE OF EDUCATION MISSION - ORIENTATIONS	
*	Candidate-Centering Through Constructivist Practice
*	Process-Product Orientation
*	Reflective Practice
EDUCATIONAL LEADERSHIP DEPARTMENT - DISPOSITIONS	
*	1. Professional Commitment and Responsibility
*	2. Professional Relationships
*	3. Critical Thinking and Reflective Practice
*	4. Knowledge Creation

F. Course Objectives

1. To be able to analyze and synthesize data in the development of school curriculum and instruction reforms.
2. To be able to identify leadership styles, decision-making/problem-solving styles and the rationale for using a style for specific reform situations.
3. To be able to work as a team in the development of effective school change.
4. To understand the use and application of technology for effective school change.
5. To understand the leader's role in the development of curriculum and instructional reforms for educating students in a diverse society.
6. To continue to internalize and practice key change leadership knowledge, skills and dispositions for effective school reform.

G. Outline of Course Content

1. Analysis and synthesis of data for a school reform plan.
 - a. Accountability
 - b. Student Achievement
 - c. Parent Choice
 - d. Decentralization
 - e. Professional Development
 - f. Use of Technology for Supporting Instruction
 - g. Communication
 - h. Role of the Leader for Educating Students in a Diverse Society.
2. Assessment of the above 21 Knowledge, Skills and Dispositions.

H. Course Requirements

All students are expected to purchase and read the three (3) primary course textbooks. In addition students will select or be assigned one (1) of the secondary course textbooks (a. people) to purchase, read and critique. Also, each secondary group of students (3) will purchase, read and critique as a group one (1) of the secondary course textbooks (b. ideas). Students may also purchase and read any or all of the recommended readings to supplement and buttress their course assignments.

1. Primary Course Textbooks

Hill, P.T., Cambell, C. & Harvey, J. (2000). *It takes a city: Getting serious about urban school reform*. Washington, D.C.: Brookings Institution Press.

Hoy, W. K. & Tarter, C.J. (2004). *Administrators solving the problems of practice – decision-making concepts, cases and consequences*, 2nd ed. New York: Pearson.

Kaufman, Roger, J. Herman & K. Watters, K. (2002). *Educational planning: Strategic, tactical, operational*. Lanham: The Scarecrow Press.

2. Secondary Course Textbooks

A. **People:** Managing yourself and others for personal and organizational satisfaction and productivity.

Axelrod, A. (2004). *When the buck stops with you: Harry S. Truman on leadership*. New York: Penquin Group.

Bolman, L., & Deal, T. (1995). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey-Bass.

Brunner, C., & Grogan, M. (2007). *Women leading schools systems: Uncommon roads to fulfillment*. Lanham, MD: Rowman & Littlefield.

Cashman, K. (1998). *Leadership from the inside out: Seven pathways to mastery*. Provo, Ut: Executive Excellence Publishing.

- Covey, Stephen (1992). *Principle-centered leadership*. New York: Fireside.
- Dana, J. A., & Bourisaw, D.M. (2006). *Women in the superintendency: Discarded leadership*. Lanham, MD: Rowman & Littlefield.
- Dlott, S. ((2007). *Surviving and thriving as a superintendent of schools: Leadership lessons from modern American presidents*. Lantham, MD: Rowman & Littlefield Publishers, Inc.
- Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, California: Corwin Press.
- Heifetz, R. (2000). *Leadership without easy answers*. Cambridge, MA: Harvard University Press.
- Kotter, J. and Cohen, D. (2002). *The heart of change: real life stories of how people change their organizations*. Boston, MA: Harvard U. Press.
- Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Patterson, J. (2000). *The anguish of leadership*. Arlington, VA: American Association of School Administrators.
- Patterson, J., & Kelleher, P. (2005). *Resilient school leaders*. Arlington, VA: American Association of School Administrators.
- Quinn, Robert, E. (1996). *Deep change: Discovering the leader within*. San Francisco: Jossey-Bass.

B. **Ideas:** Recognizing that perceptions of our personal and professional contexts influence our behaviors and vice-a-versa.

- Collins, J. (2001). *Good to great: Why some companies make the leap...and others don't*. New York: Harper Business.
- Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, California: Corwin Press.
- Hall, G. & Hord, S. (2006). *Implementing change: Patterns, principles, and potholes*. 2nd ed. New York: Pearson.

Marzano, Robert J. (2003). *What works in schools: Translating research into action*. Alexandria, VA.: ASCD Publications.

3. Other Recommended Readings

- a. Calzi , F. (Fall 2004-2005) *Buffalo reform movement manual*; Niagara University Bookstore, Manual.
- b. Hill & Celio (1998). *Fixing urban schools*. Washington D.C.; The Brookings Institution.
- c. Hallett. (1995). *Reinventing central office*. Chicago: City Campaign for Urban School Reform.
- d. Shorris. (2000). *Riches for the poor*. New York: Norton & Company Ltd.
- e. Kozol, J. (1995). *Amazing grace*. New York: Crown Publishers.
- f. Bolman, L. & Deal, T. (1991). *Reframing organizations*. San Francisco: Jossey Bass.
- g. Little, J. & Dorph, R. (1998). *Lessons about Comprehensive School Reform..* Berkley: University of California.
- h. Morgan, G. (1997). *Images of organization*. Newberry Park: Sage Publications.

J. Projects/Assignments

1. Minimum Expectations
 - a. Regular attendance required
 - b. Active Class participation
 - c. Readings from required books and supplemental articles
 - d. Case study analyses and presentations.
 - e. Individual and Group Critiques
 - f. Class Research Project on leadership decision-making/problem-solving.
2. Group Case Study Updates
3. Development of “School District Policy Change Project”.
4. Completion of “Capstone Journal”

5. Technology: Niagara University Blackboard System

K. Attendance

Attendance is considered an indication of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Absences may jeopardize a candidate's course grade. A phone call, email message or note delivered to the instructor is required if you expect to miss a class.

L. Grading

Final Grade will be based on the following criteria:

1. Group Case Study Update	10%
2. Individual Critique on assigned reference	10%
3. Group Critique on "Ideas" reference	10%
4. Individual or Team "School District Policy Change Project"	30%
5. Individual "Capstone Journal"	20%
6. Meaningful, relevant participation/class discussion	10%
7. Blackboard participation	10%

See hand-out for rubric format to assess "School District Policy Change Project"

M. Student Disclosure

Academic Honesty

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principal violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible

forms of cheating include submitting the same work in more than one class without permission.

Plagiarism is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University's policy on cheating, plagiarism, procedures and penalties.

Students with disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).

ASSESSMENT for EDU 650 Policy Change Project

EXECUTIVE SUMMARY POLICY DEVELOPMENT OR POLICY CHANGE PROJECT

Description of assessment:

This assessment is designed as a real-world project, which requires the candidate or candidate team to plan and present a revised or new policy at the district level. The project is to be completed as a required assignment. The new or revised policy must be consistent with the student achievement improvement needs of the district and based upon the candidate's interest of policy in the specific curriculum and/or instruction issues. The objective of the project is to allow the candidate or candidate team to demonstrate leadership in the change process necessary in policy development or policy revision at the district level. The candidate or candidate team will identify a district policy regarding student academic achievement that requires further development, improvement or is in need of revision. They will work with the district to plan, develop, and submit a new or revised policy to the superintendent. The new or revised policy will be accompanied by a written plan of policy development, including the need for the policy, the decision-making process and strategic planning process involved in the development of the policy as well as the results of force field analyses. This assignment is designed as a culminating project that allows the candidate to synthesize knowledge, skills and dispositions from their school leadership program of studies in order to facilitate the improvement of student academic achievement.

Directions to Candidates:

In development of this project, you or your candidate team will need to work closely with the superintendent (or his or her designee) of the selected school district. The outcome of your project will be a new or revised policy that you or your candidate team will submit to the superintendent, along with the plan that you used in developing the policy or policy revision. The new or revised policy must be consistent with the needs of the district and based upon your interest of policy in the curriculum, instruction and/or staff development areas related to improving student achievement issues.

Therefore, it is critical that you identify a policy need vis-à-vis the improvement of student academic achievement from the district office perspective. Develop a plan for policy development, including, but not limited to, identification of stakeholders to be part of the policy team, needs assessment outcomes, current Board of Education policy development criteria and guidelines, and force field analyses. Applying the concepts you understand about change and human behavior, use your professional leadership knowledge, skills and dispositions to plan and submit your policy in the appropriate format required by the district. The final outcome will be two separate components, the actual policy and the written plan that details the process used in developing the policy. The written plan should follow APA style manual.

Components of the assignment:

1. Candidate or candidate team is able to demonstrate understanding of policy development at the district level vis-à-vis student academic improvement.
2. Candidate or candidate team is able to conduct needs assessments and force field analyses as they relate to policy development.
3. Candidate or candidate team is able to work collaboratively with a district policy team to plan, develop, and submit a policy.
4. Candidate or candidate team is able to demonstrate an understanding of the change process in development of school district policy.
5. Candidate or candidate team is able to lead a district-wide curriculum instruction and/or staff development initiative designed to improve student academic achievement.
6. Candidate or candidate team is able to understand and write policy according to guidelines established in an educational district.

ELCC Standards Addressed:

- 1.5 Promote community involvement in the school vision.
- 3.1 Able to manage the organization.
- 3.3 Able to manage school resources.
- 4.1 Collaborate with families and other community members.
- 4.2 Respond to community interests and needs.
- 4.3 Mobilize community resources.
- 5.1 Acts with integrity.
- 5.3 Acts fairly.
- 5.4 Acts ethically.
- 6.1 Understands the larger educational context.

Conceptual Framework Outcomes:

Commitment to the Knowledge and Dispositions of the Profession. Candidates use knowledge of central concepts, tools of inquiry, and structures of respective fields, as well as his/her knowledge of policy, politics, public relations, planning, and change theories and methodologies to develop and document a district-wide policy proposal in a professional context.

Commitment to Diversity. Candidates must be sensitive to the needs of students, families, staff, local school board, and other internal and external constituencies/stakeholders in developing, designing, and communicating policy in a

collaborative manner.

Commitment to Technology. Technology is used as an aid in researching, analyzing, articulating, reporting, and communicating policy decisions.

Commitment to the Practice of Continuous Reflection and Assessment. Preparation of the district policy proposal and plan of development requires the candidate to reflect and assess the impact of decisions made at the district level. Candidates must carefully consider all aspects of the district policy in related social, political, economic, and other contexts and carefully consider the impact on a variety of constituencies and internal and external stakeholders. Candidates must develop a district policy and plan of development utilizing strategies that encourage a contemplative approach to problem solving.

**Niagara University
Educational Leadership Program**

Assessment #1
Course: EDU 650
Rubric: Policy Change Project

Student Name: _____

Student ID: _____

Evaluator: _____

Date: _____

Program Learning Outcome	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Rating	1	2	3	
1. Candidate or candidate team is able to demonstrate understanding of policy development at the district level. (ELCC 1.5, 3.3, 4.1,4.2, 4.3, 5.1, 5.3, 5.4, 6.1)	Candidate or candidate team is unable to develop policy proposal based on a strategic plan that includes collaboration with stakeholders.	Candidate or candidate team develops a policy proposal and plan of development of policy by collaborating with stakeholders in designing policy that adheres to constructs of local policy.	Candidate or candidate team develops a policy proposal and plan of development of policy by collaborating with stakeholders in designing policy that adheres to constructs of local policy and incorporates relevant research to substantiate the policy.	
2. Candidate or candidate team is able to conduct needs assessment and force field analysis as they relate to policy development. (ELCC 3.1, 4.3, 5.1, 5.3, 5.4, 6.1)	Candidate or candidate team is unable to conduct a needs assessment and force field analysis in development of the policy.	Candidate or candidate team is able to conduct a needs assessment and force field analysis in development of the policy.	Candidate or candidate team is able to conduct a needs assessment that identifies specific strengths and areas of concern and is able to utilize a force field analysis that strengthens the forces supporting decisions made and reduces the impact of opposition to the policy.	
3. Candidate or candidate team is able to work collaboratively with a policy team to plan, develop, and submit a policy proposal. (ELCC 1.5, 3.1, 4.1, 4.2, 5.3, 5.3, 5.4, 6.1)	Candidate or candidate team is unable to work collaboratively with a policy team to plan, develop, and submit a policy proposal.	Candidate or candidate team is able to work collaboratively with a policy team made up of diverse stakeholders to plan, develop, and submit a policy proposal and plan of policy development.	Candidate or candidate team is able to work collaboratively with a policy team made up of diverse stakeholders to plan, develop, and submit a policy proposal and plan of policy development that delineates the challenges encountered in reaching consensus about the proposed policy.	

<p>4. Candidate or candidate team is able to demonstrate an understanding of the change process in development of policy proposal. (ELCC 1.5, 3.1, 4.1, 5.1, 5.3, 5.4, 6.1)</p>	<p>. Candidate or candidate team is unable to demonstrate an understanding of the change process in development of policy proposal.</p>	<p>Candidate or candidate team is able to demonstrate an understanding of the change process in development of policy proposal and plan of policy development as evidenced by explanation of how the force field analysis was used in policy development.</p>	<p>Candidate or candidate team is able to demonstrate an understanding of the change process in development of policy proposal and plan of policy development as evidenced by explanation of the force field analysis outcomes and decisions made as a result of the outcomes. The plan identifies changes that were made as a result of the force field analysis that led to improvement of the policy.</p>	
<p>5. Candidate or candidate team is able to lead a district-wide initiative. (ELCC 1.5, 3.1, 4.1, 4.3, 5.1, 5.3, 5.4, 6.1)</p>	<p>. Candidate or candidate team is unable to lead a district-wide initiative.</p>	<p>Candidate or candidate team demonstrates leadership skills at the district level as evidenced by organizational tasks described in the plan of policy development and strategic methods that address the social and emotional needs of stakeholders, including recognition for the work of the team.</p>	<p>Candidate or candidate team demonstrates leadership skills at the district level as evidenced by organizational tasks described in the plan of policy development and consideration for the social and emotional needs of stakeholders, including recognition for the work of the team. A well-defined plan of policy development includes all organizational tasks, emphasizing planning, organizing, and defining the tasks and work of the team. In addition, the plan describes the self-esteem cycle that occurred during the policy development and how needs were addressed.</p>	
<p>6. Candidate or candidate team is able to understand and write policy according to guidelines established in an educational district. (ELCC 3.1, 3.3, 5.1)</p>	<p>Candidate or candidate team is unable to understand and write policy according to guidelines established in an educational district.</p>	<p>Candidate or candidate team is able to understand and write policy that is clear, according to guidelines established in an educational district The candidate or candidate team is also able to identify processes by which policy is informed and formulated, as well as explain how policy and policy making has been conditioned and shaped by the political, social and economic environment, as well as any relevant historical factors.</p>	<p>Candidate or candidate team is able to understand and write policy that is clear, according to guidelines established in an educational district. The candidate or candidate team is also able to identify processes by which policy is informed and formulated, as well as explain how policy and policy making has been conditioned and shaped by the political, social and economic environment, as well as any relevant historical factors. The written policy proposal and plan of policy development are free of errors in grammar and spelling, and word choice reflects professional style.</p>	

Rating Scale:

Score	Rating	Grade
5	Does not Meet Expectations	65
6-9	Does not Meet Expectations	75
10-12	Meets Expectations	85
13-15	Exceeds Expectations	95