

## ***Faculty Instructional Guide – Online***

### ***ELM 7810: EDUCATIONAL LEADERSHIP***

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#### **University Mission Statement**

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

#### **The California School of Education (CSOE)**

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission:** CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision:** To develop and promote transformative educational experiences that optimize human potential.

**Goals:** The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.

5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.
- 8.

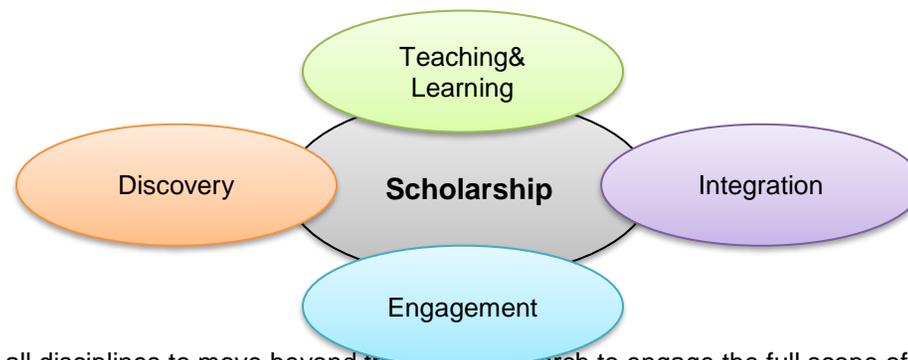
### Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

- L= Leadership: Innovation with Accountability**
- E= Engagement: Active Learning**
- A=Application: Theory to Practice**
- D=Dedication: Inclusive Excellence**

### Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory. CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;  
Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;  
Application – Taking the new knowledge acquired and utilizing to solve society's problems; and  
Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Faculty recognize the insider knowledge that candidates bring to courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

### California Administrator Performance Expectations (CAPE)

- 1A: Developing a Student-Centered Vision of Teaching and Learning
- 1B: Developing a Shared Vision and Community Commitment
- 1C: Implementing the Vision
- 2A: Personal and Professional Learning
- 2B: Promoting Effective Curriculum, Instruction, and Assessment
- 2C: Supporting Teachers to Improve Practice
- 2D: Feedback on Instruction
- 3A: Operations and Resource Management
- 3B: Managing Organizational Systems and Human Resources
- 3C: Managing the School Budget
- 4A: Parent and Family Engagement
- 4B: Community Involvement
- 5A: Reflective Practice
- 5B: Ethical Decision-Making
- 5C: Ethical Action
- 6A: Understanding and Communicating Policy
- 6B: Representing and Promoting the School

### California Administrator Performance Assessment (CalAPA)

- [Leadership Cycle 1](#): Analyzing Data to Inform School Improvement and Promote Equity
- [Leadership Cycle 2](#): Facilitating Communities of Practice
- [Leadership Cycle 3](#): Supporting Teacher Growth



## Course Description

This course is designed to examine and analyze theories of leadership, organizational behavior, decision making, and the role of the leader within the context of educational organizations. Comparisons of management and leadership styles and its relationship to effective schools will be explored. The course will investigate the role of the leader in various contexts and analyze approaches to issues such as decentralization, the change process, shared governance, decision making, school climate and culture, program improvement, and student rights. This course also includes the study of political, social, and economic forces affecting public school systems. Federal, state, and county mandates and policies related to funding requirements, court decisions, and other influences are discussed. The organization administration and control of local school districts including school boards, administrators, unions, professional organizations, and pressure groups are given thorough attention. Concepts of authority, power, and influence will be examined.

## Course Learning Outcomes

- CLO1: Develop a shared vision including:
  - a) Facilitating the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
  - b) Articulating and demonstrating strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
  - c) Leveraging and analyzing resources to implement and attain the vision for all students and subgroups of students.
  - d) Identifying and addressing barriers to accomplishing the vision.
  - e) Shaping school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
- CLO2: Shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
- CLO 3: Promote equity, fairness, and respect among all members of the school community.
- CLO 4: Utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.

- CLO 5: Effectively communicate information about the school on a regular and predictable basis through a variety of media and modes including response to diverse community and constituent views and groups; generate support for the school by two-way communication with key decision makers in the school community.
- CLO 6: Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- CLO 7: Demonstrate the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.
- CLO 8: Understand how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- CLO 9: Understand how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.

### Standards Alignment

| California School of Education (CSOE)  |                       | California Commission on Teacher Credentialing |  |
|--|-----------------------|--|--|
| CLO  | Theoretical Framework | CAPE   | CaIAPA Cycle Integration when applicable |
| <b>CLO1:</b> Develop a shared vision   | Application           | 1A;1B;1C;4A.1; 4A.4;4B;4B.2                    |  |
| <b>CLO2:</b> Share a culture where high expectations for all students and for all subgroups is the core purpose  | Application           | 1A;1B;1C;4A.3; 4B.1;4B.2;4B.3                  | 1  |
| <b>CLO3:</b> Promote equity, fairness, and respect among all members of the school and community   | Engagement            | 4A; 4B   | 1  |
| <b>CLO4:</b> Utilize principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively  | Leadership            | 4A; 4B   |  |
| <b>CLO5:</b> Effectively communicate information about the school on a regular and predictable basis   | Application           | 4A; 4B   |  |
| <b>CLO6:</b> Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. Reflect on personal leadership practices and recognize their impact and influence on the performance of others. | Application           | 4A; 4B   | 1  |
| <b>CLO7:</b> Demonstrate the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.  | Integrate             | 1A;1B;1C;4A; 4B                                | 3  |

### Candidate Expectations

**Respectful Speech and Actions:** As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and

other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior:** This program is a graduate-level professional program, and each member of the program, both candidates and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect with their interactions with other candidates, staff, and faculty. Candidates will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

**Expected In-class (Online) and Preparation Time per Week**

| <b>Weeks</b> | <b>In-Class (Online) Time</b><br>(Discussions, interactions, delivering presentations, viewing lectures, exams) | <b>Preparation Time</b><br>(reading, major assignments, homework) |
|--------------|---|---|
| Week 1       | 5.5 hours   | 12 hours  |
| Week 2       | 4 hours   | 11 hours  |
| Week 3       | 5 hours   | 12 hours  |
| Week 4       | 5 hours   | 11 hours  |
| Week 5       | 4 hours   | 11 hours  |
| Week 6       | 5 hours   | 11 hours  |
| Week 7       | 5 hours   | 11 hours  |
| Week 8       | 5 hours   | 11 hours  |

**Note.** Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

- Online time:  $(15 \times \# \text{ of units}) / \# \text{ of weeks}$
- Preparation time:  $(30 \times \# \text{ of units}) / \# \text{ of weeks}$

**Required Course Materials**

Marion, R. and Gonzales, L. D. (2014). *Leadership in Education: Organizational Theory for the Practitioner*. Long Grove, Illinois: Waveland Press, Inc.

ISBN 10: 1-57766-951-7

**Additional References:**

Alliance for Excellent Education. (2017). *ESSA in the States: How Good is Your State’s Education Plan?* Retrieved from Alliance for Excellent Education: <https://all4ed.org/essa/essa-in-your-state/>

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- Fisher, D., & Frey, N. (2018). The Long View of Visible Learning's Impact. *Education Science*, 8, 174. Retrieved: <https://www.mdpi.com/2227-7102/8/4/174/pdf>
- Fullan, M., & Quinn, J. (2017). *Coherence Making and Deeper Learning*. Presentation at Wisconsin State Reading Association Convention. Milwaukee, Wisconsin. Retrieved, <https://www.wsra.org/assets/Convention/handouts2017/Fullan%20Coherence%20Making%20and%20Deep%20Learning%20Short%20Handout%204.12.59%20PM%201.pdf>
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- Regional Educational Laboratory at Mathematica Policy Research. (2018). RESEARCH REVIEW: Data-driven decision making in education agencies. Retrieved: RESEARCH REVIEW: Data-driven decision making in education agencies
- Safir, S. (2017). *The listening leader: Creating the conditions for equitable school transformation*. San Francisco, CA: Jossey-Bass. <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/reader.action?docID=4825487&query=fullan>
- Wiggins, Grant, and Jay McTighe. *Schooling by Design : Mission, Action, and Achievement*, Association for Supervision & Curriculum Development, 2007. ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=3002164>.

## Instructor Policies

### Late Assignments

If assignments are not posted by 11:59 p.m. Pacific Standard Time (PST) on the day they are due they are considered late. Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor directly through email and when systems are restored, submit those assignments according to syllabus instructions.

Unless an Incomplete/In Progress grade has been granted, learner assignments submitted after the last day of class will not be accepted.

### **Feedback**

Each week, your instructor will provide grades/scores and comments on assignments within 4 days of the last day of the week unless you instructor notifies you otherwise.

### **Syllabus/Schedule**

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

### **University Administrative Policies & Student Resources**

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

### **Academic Code of Conduct and Ethics**

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

### **Disability Accommodations Request**

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

### **Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty**

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

### **Technology Requirements and Support**

Answers to the most common issues are found in the Canvas Guides which are accessible by clicking "Help" link located on the canvas course Web Page.

For any other Canvas or technical issues please contact the Alliant Help Desk by email at: [Helpdesk@alliant.edu](mailto:Helpdesk@alliant.edu) or by phone at: 1-844-313-4357.

Additionally, students have access to Starfish, an early alert & connect system used to communicate concerns and facilitate access to extensive academic support systems. Starfish can be accessed by clicking on the Starfish icon located on the left-hand side of the canvas course Web Page.

### **Course Grading Criteria**

| Percentage | Letter Grade |
|------------|--------------|
| 94-100     | A            |
| 90-93      | A-           |
| 87-89      | B+           |
| 84-86      | B            |
| 80-83      | B-           |
| 77-79      | C+           |
| 74-76      | C            |
| 70-73      | C-           |
| 67-69      | D+           |
| 64-66      | D            |
| 61-63      | D-           |
| < 61%      | F            |

Final grades will be based on the points in these categories:

| Artifact Categories |   | % of Grade |
|---------------------|---|------------|
| I.                  | Class Participation and Collaboration   | 25         |
| II.                 | Measurable Artifacts <ul style="list-style-type: none"> <li>• Artifacts and Presentations</li> <li>• Current Trends Reflections</li> <li>• Assessments</li> </ul> | 50         |
| III.                | Competency-Based Artifact <ul style="list-style-type: none"> <li>• Signature Assignment 7810</li> </ul>   | 25         |
| <b>Total</b>        |   | 100        |

### Assignments

#### Course Requirements and General Description of Assignments:

The assignments and readings are Theory and practice & principles of adult learning theory are aligned to the California Administrator Performance Expectations (CAPEs).

**I. Current Trends Reflections/Artifacts** (*Measurable Artifact*)

Candidates read scholarly research trends and respond using various tools to promote constructive interpersonal and communication skills.

**II. Field Activities** (*Measurable Artifact*)

Objective: Candidates will work with school members to establish BIG goals.

Complete:

- In a Word document no longer than 3-4 pages not counting the title page, establish a vision statement for your organization. Provide input into if your school has a vision statement? If so, how was it formed? Who was involved? • If your school has a vision statement, what values does the statement embody? • If you don't yet have a vision statement, what values do you think are important?

**III. Signature Assignment 7810 Educational Platform Project (Vision Statement & Goal Planning)** (*Competency Based Artifact*)

Develop a presentation for your entire staff that introduces them to your big goal, vision, focus, and expectations. The design will address the organization of the culture of the school, system organizations, and educational outcomes.

## Week 1: Developing Shared Vision

| Course Learning Objective(s)  | Theoretical Framework | CAPE                          |
|---|-----------------------|-------------------------------|
| <b>CLO1:</b> Develop a shared vision  | Application           | 1A;1B;1C;4A.1; 4A.4;4B;4B.2   |
| <b>CLO2:</b> Share a culture where high expectations for all students and for all subgroups is the core purpose   | Application           | 1A;1B;1C;4A.3; 4B.1;4B.2;4B.3 |
| <b>Readings &amp; Resources:</b>  |                       |                               |
| <p><b>Textbook(s) &amp; Resource(s):</b></p> <ul style="list-style-type: none"> <li>Culturally Responsive School Leadership: A Synthesis of the Literature by Khalifa, et. Al. (Article)</li> <li><i>Leadership in Education: Organizational Theory for the Practitioner</i> by Marion, Gonzles (Chapter 2)</li> <li>The listening leader: Safir (Chapter 1)</li> </ul> <p><b>Video Resource(s):</b><br/>                     Watch <a href="#">How to Fix a Broken School? Lead Fearlessly, Love Hard</a></p>  |                       |                               |
| <b>Discussion:</b> Are the bonds that divide us as strong as those that unite us, when creating trust with a diverse community?   |                       |                               |
| <p><b>Respond</b> to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).<br/> <b>Reference</b> Integrate the three resources to ensure clarity on your response to the EQ.<br/> <b>Post</b> your initial response to the discussion forum by deadline.<br/> <b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.<br/> <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p> |                       |                               |
| <b>Measurable Artifacts:</b>  |                       |                               |
| <p><b>Objective:</b> Candidates will define their personal leadership goals and identify the priorities that will drive their vision to reach their goals.<br/> <b>Complete:</b> Shared vision and Goal Setting Activity</p>  |                       |                               |

## Week 2: Developing Shared Vision with Community

| Course Learning Objective(s)         | Theoretical Framework | CAPE                        |
|--------------------------------------|-----------------------|-----------------------------|
| <b>CLO1:</b> Develop a shared vision | Application           | 1A;1B;1C;4A.1; 4A.4;4B;4B.2 |

|   |             |                                  |
|---|-------------|----------------------------------|
| <b>CLO2:</b> Share a culture where high expectations for all students and for all subgroups is the core purpose   | Application | 1A;1B;1C;4A.3;<br>4B.1;4B.2;4B.3 |
| <b>CLO9:</b> Understand how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.  | Discovery   | 1A;1B;1C;4A; 4B; 5A              |
| <b>Readings &amp; Resources:</b>  |             |                                  |
| <p><b>Textbook(s) &amp; Resource(s):</b></p> <ul style="list-style-type: none"> <li>• The power of professional capital, Hargreaves &amp; Fullan, Page 39: PUSH-PULL-NUDGE LEADS TO PROFESSIONAL CAPITAL</li> <li>• <i>Leadership in Education: Organizational Theory for the Practitioner</i> by Marion, Gonzales (Chapter 4)</li> <li>• The listening leader: Safir (Chapter 3)</li> </ul> <p><b>Video Resource(s):</b><br/>Watch <a href="#">Excellence with Equity: Closing the Achievement Gap</a></p>   |             |                                  |
| <b>Discussion Thread(s):</b> Who is the owner of this community, when leading a vision?   |             |                                  |
| <p><b>Respond</b> to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).<br/> <b>Reference</b> Integrate the three resources to ensure clarity on your response to the EQ.<br/> <b>Post</b> your initial response to the discussion forum by deadline.<br/> <b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.<br/> <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p> |             |                                  |
| <b>Measurable Artifacts:</b>  |             |                                  |
| <p><b>Objective:</b> Candidates will explore their school community with a series of interviews to further develop their goals for developing a vision.<br/> <b>Complete:</b><br/>                 Shared vision and Goal Setting Activity<br/>                 Exploring the School Community<br/>                 How to separate personal goals from Professional goals</p>  |             |                                  |

### ***Week 3: Developing Shared Vision by Understanding Bias***

| <b>Course Learning Objective(s)</b>  | <b>Theoretical Framework</b> | <b>CAPE</b>                    |
|--------------------------------------|------------------------------|--------------------------------|
| <b>CLO1:</b> Develop a shared vision | Application                  | 1A;1B;1C;4A.1;<br>4A.4;4B;4B.2 |

|   |            |                     |
|---|------------|---------------------|
| <b>CLO4:</b> Utilize principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively   | Leadership | 4A; 4B              |
| <b>CLO8:</b> Understand how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.   | Integrate  | 1A;1B;1C;4A; 4B; 5A |
| <b>Readings &amp; Resources:</b>  |            |                     |
| <b>Textbook(s) &amp; Resource(s):</b>   |            |                     |
| <ul style="list-style-type: none"> <li>Schooling by Design, <i>Wiggins &amp; McTighe, (Chapters 8 &amp; 9)</i></li> <li><i>Leadership in Education: Organizational Theory for the Practitioner</i> by Marion, Gonzales (Chapter 4)</li> <li>The listening leader: Safir (Chapter 3)</li> </ul>  |            |                     |
| <b>Video Resource(s):</b> <a href="#">Two Minutes</a>   |            |                     |
| <b>Discussion Thread(s):</b> To what extent, must we embrace our bias when leading a vision for school reform?  |            |                     |
| <p><b>Respond</b> to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).<br/> <b>Reference</b> Integrate the three resources to ensure clarity on your response to the EQ.<br/> <b>Post</b> your initial response to the discussion forum by deadline.<br/> <b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.<br/> <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p> |            |                     |
| <b>Measurable Artifacts:</b>  |            |                     |
| <p><b>Objective:</b> Candidates will work with school members to establish BIG goals.<br/> <b>Complete:</b><br/>         Establish BIG Goals<br/>         In a Word document establish a vision statement for your organization. Provide input into if your school has a vision statement? If so, how was it formed? Who was involved? • If your school has a vision statement, what values does the statement embody? • If you don’t yet have a vision statement, what values do you think are important?</p>  |            |                     |

### **Week 4: Developing Shared Vision by Building Trust**

| <b>Course Learning Objective(s)</b>   | <b>Theoretical Framework</b> | <b>CAPE</b>                 |
|---|------------------------------|-----------------------------|
| <b>CLO1:</b> Develop a shared vision  | Application                  | 1A;1B;1C;4A.1; 4A.4;4B;4B.2 |
| <b>CLO8:</b> Understand how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities. | Integrate                    | 1A;1B;1C;4A; 4B             |

|   |                  |                            |
|---|------------------|----------------------------|
| <p><b>CLO9:</b> Understand how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.</p>   | <p>Discovery</p> | <p>1A;1B;1C;4A; 4B; 5A</p> |
| <p><b>Readings &amp; Resources:</b></p>   |                  |                            |
| <p><b>Textbook(s) &amp; Resource(s):</b></p> <ul style="list-style-type: none"> <li>• Examples of actions taken by principals, (Pages 1-8)</li> <li>• <i>Leadership in Education: Organizational Theory for the Practitioner</i> by Marion, Gonzales (Chapter 5)</li> <li>• The listening leader: Safir (Chapter 3)</li> <li>• Schooling by Design, <i>Wiggins &amp; McTighe</i>, (Chapters 11)</li> <li>•</li> </ul> <p><b>Video Resource(s):</b><br/> <a href="#">Watch <u>Bridging the Gap in Academic Achievement The Lindsay Story: Confronting the Status Quo and Creating a New Vision for Learning</u></a></p>  |                  |                            |
| <p><b>Discussion Thread(s):</b> How much does it matter to tell your story, in order to understand the power and influence of relationships to influence complex change?.</p>   |                  |                            |
| <p><b>Respond</b> to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).<br/> <b>Reference</b> Integrate the three resources to ensure clarity on your response to the EQ.<br/> <b>Post</b> your initial response to the discussion forum by deadline.<br/> <b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.<br/> <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p>   |                  |                            |
| <p><b>Measurable Artifacts:</b></p>   |                  |                            |
| <ul style="list-style-type: none"> <li>• <b>Objective:</b> Candidates will explore responsibilities for communicating the vision to staff, parent(s)/guardian(s), and community.</li> </ul> <p><b>Complete:</b><br/> Emphasize process over content - adult learning is problem-centered rather than content-oriented; make it immediately relevant to their work and/ or personal lives</p> <ul style="list-style-type: none"> <li>• Remember you are a facilitator/ resource - remember that your staff comes with a wide variety of levels of experience; incorporate those backgrounds into your presentation and give them opportunities to draw upon their own self-concept.</li> </ul> |                  |                            |

### ***Week 5: Developing Shared Vision with Systems Thinking***

| Course Learning Objective(s) | Theoretical Framework | CAPE |
|------------------------------|-----------------------|------|
|------------------------------|-----------------------|------|

|   |             |                                |
|---|-------------|--------------------------------|
| <b>CLO1:</b> Develop a shared vision  | Application | 1A;1B;1C;4A.1;<br>4A.4;4B;4B.2 |
| <b>CLO7:</b> Demonstrate the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.   | Integrate   | 1A;1B;1C;4A; 4B                |
| <b>CLO9:</b> Understand how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.  | Discovery   | 1A;1B;1C; 3A: 4A; 4B;<br>6A    |
| <b>Readings &amp; Resources:</b>  |             |                                |
| <p><b>Textbook(s) &amp; Resource(s):</b></p> <ul style="list-style-type: none"> <li>• Examples of actions taken by principals, (Pages 9-20)</li> <li>• <i>Leadership in Education: Organizational Theory for the Practitioner</i> by Marion, Gonzales (Chapter 7)</li> <li>• Schooling by Design, <i>Wiggins &amp; McTighe</i>, (Chapters 12)</li> <li>• Cultures Built to Last : Systemic PLCs at Work, Dufour &amp; Fullan (Chapters 3-4)</li> <li>•</li> </ul> <p><b>Video Resource(s):</b><br/>           Watch <a href="#">Creating and Sustaining Professional Learning Communities</a></p> |             |                                |
| <b>Discussion Thread(s):</b> When does establishing a system of collaboration matter more than why we are seeking to add value to a community?  |             |                                |
| <p><b>Respond</b> to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).<br/> <b>Reference</b> Integrate the three resources to ensure clarity on your response to the EQ.<br/> <b>Post</b> your initial response to the discussion forum by deadline.<br/> <b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.<br/> <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p>   |             |                                |
| <b>Measurable Artifacts:</b>  |             |                                |
| <p><b>Objective:</b> Candidates will work in learning communities with staff to gather feedback to better develop goals.<br/> <b>Complete:</b><br/>           Give your staff clear reasons for your vision, focus, and expectations.<br/>           Get your staff doing something immediately - instruction should allow learners to discover things on their own (e.g. case studies, role plays, simulations, etc...)</p>  |             |                                |

***Week 6: Developing Shared Vision with Public Policy***

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| Course Learning Objective(s)  | Theoretical Framework | CAPE                        |
|---|-----------------------|-----------------------------|
| <b>CLO1:</b> Develop a shared vision  | Application           | 1A;1B;1C;4A.1; 4A.4;4B;4B.2 |
| <b>CLO8:</b> Understand how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.   | Integrate             | 1A;1B;1C;4A; 4B             |
| <b>Readings &amp; Resources:</b>  |                       |                             |
| <p><b>Textbook(s) &amp; Resource(s):</b></p> <ul style="list-style-type: none"> <li>• Schooling by Design, <i>Wiggins &amp; McTighe, (Chapters 10)</i></li> <li>• Cultures Built to Last : Systemic PLCs at Work, Dufour &amp; Fullan (Chapters 5-Afterword)</li> <li>• The methods and tools of improvement science, Lemire, Christie &amp; Inkelas</li> <li>• <a href="#">ESSA in the States: How Good is Your State's Education Plan?</a></li> <li>• </li> </ul> <p><b>Video Resource(s):</b><br/> <b>Watch <a href="#">The Power of the Professional Learning Community Improvement Science Part 1 of 5</a></b></p> |                       |                             |
| <b>Discussion Thread(s):</b> In comparing two states, how much does equity matter?  |                       |                             |
| <p><b>Respond</b> to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).<br/> <b>Reference</b> Integrate the three resources to ensure clarity on your response to the EQ.<br/> <b>Post</b> your initial response to the discussion forum by deadline.<br/> <b>Apply</b> the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer.<br/> <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p>   |                       |                             |
| <b>Measurable Artifacts:</b>  |                       |                             |
| <p><b>Objective:</b> Candidates will utilize leadership strategies for better planning.<br/> <b>Complete:</b></p> <ul style="list-style-type: none"> <li>• Engagement Activity</li> <li>• Exploration</li> <li>• Explanation</li> <li>• Extension</li> <li>• Elaborate/ Evaluation</li> </ul>   |                       |                             |

## **Week 7: Developing Shared Vision with Leadership Development**

| Course Learning Objective(s)  | Theoretical Framework | CAPE                        |
|---|-----------------------|-----------------------------|
| <b>CLO1:</b> Develop a shared vision  | Application           | 1A;1B;1C;4A.1; 4A.4;4B;4B.2 |
| <b>CLO3:</b> Promote equity, fairness, and respect among all members of the school and community  | Application           | 4A;4B; 5A                   |
| <b>Readings &amp; Resources:</b>  |                       |                             |
| <p><b>Textbook(s) &amp; Resource(s):</b></p> <ul style="list-style-type: none"> <li>• MindTools (undated) 'Mission and vision statements: unleashing the power of purpose' (online). Available from: <a href="http://www.mindtools.com/pages/article/newLDR_90.htm#sthash.ZZXtOrAn.dpuf">http://www.mindtools.com/pages/article/newLDR_90.htm#sthash.ZZXtOrAn.dpuf</a> (accessed 17 December 2014).</li> <li>• <a href="#">Coherence Making and Deep Learning, Fullan &amp; Quinn, Presentation</a></li> </ul> <p><b>Video Resource(s):</b><br/>           Watch <a href="#">Harvard School of Education: Askwith Forums: Improving Outcomes for Children</a></p> |                       |                             |
| <b>Discussion Thread(s):</b> Refer to timestamp in comments section of video, Which two equity issues challenge your leadership Coherence Framework?.   |                       |                             |
| <p><b>Respond</b> to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).<br/> <b>Reference</b> Integrate the three resources to ensure clarity on your response to the EQ.<br/> <b>Post</b> your initial response to the discussion forum by deadline.<br/> <b>Apply</b> the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer.<br/> <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p>   |                       |                             |
| <b>Measurable Artifacts:</b>  |                       |                             |
| <p><b>Objective:</b> Candidates will prioritize their goals for their school site.<br/> <b>Complete:</b><br/>           Case Studies: Involving Stakeholders<br/>           The key stakeholders around the school and its community will include: • the teachers • the students • the parents and families of the students • community leaders, including local businesses</p>   |                       |                             |

### **Week 8: Developing Shared Vision with Action Steps**

| Course Learning Objective(s)         | Theoretical Framework | CAPE                        |
|--------------------------------------|-----------------------|-----------------------------|
| <b>CLO1:</b> Develop a shared vision | Application           | 1A;1B;1C;4A.1; 4A.4;4B;4B.2 |

|   |                    |  |
|---|--------------------|--|
| <p><b>CLO2:</b> Share a culture where high expectations for all students and for all subgroups is the core purpose</p>  | <p>Application</p> | <p>1A;1B;1C;4A.3;<br/>4B.1;4B.2;4B.3</p> |
| <p><b>CLO4:</b> Utilize principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively</p>  | <p>Leadership</p>  | <p>4A; 4B</p>                            |
| <p><b>CLO6:</b> Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.</p>   | <p>Application</p> | <p>4A; 4B</p>                            |
| <p><b>Readings &amp; Resources:</b></p>   |                    |  |
| <p><b>Textbook(s) &amp; Resource(s):</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Long View of Visible Learning’s Impact. Fisher. Article</a></li> <li>• <a href="#">RESEARCH REVIEW: Data-driven decision making in education agencies</a></li> <li>• </li> </ul> <p><b>Additional Resource(s):</b>S</p>   |                    |  |
| <p><b>Discussion Thread(s):</b> How might we see beyond a subgroup and challenge their identities to then make a tangible approach to reform?</p>   |                    |  |
| <p><b>Respond</b> to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).<br/> <b>Reference</b> Integrate the three resources to ensure clarity on your response to the EQ.<b>Post</b> your initial response to the discussion forum by deadline.<br/> <b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.<br/> <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p> |                    |  |
| <p><b>Measurable Artifacts:</b></p>   |                    |  |
| <p><b>Objective:</b> Candidates will prioritize their goals for their school site.<br/> <b>Complete:</b><br/> Monitoring Progress<br/> Leading the school’s self-review • Leading the school development plan • Using data on diversity to improve your school • Planning and leading change in your school • Implementing change in your school</p>  |                    |  |

**Educational Platform (25 points).** The candidate writes a detailed Educational Platform that includes their:

- Beliefs and personal values about education Beliefs and values about leadership  
Personal mission statement
- Vision of an ideal school
- Action plan to achieve the vision of the ideal school

The Educational Platform should look professional and represent the candidate's highest level of thinking and work. It will undergo revisions throughout the candidate's participation in coursework, with each new class building on the previous learning. The Educational Platform will be based upon the following rubric:

**Rubric for Evaluating Educational Platforms**

| Elements                            | 4-5 points<br>Excellent  | 2-3 points<br>Moderate evidence   | 0-1 points<br>Minimal or no evidence  |
|-------------------------------------|--|---|---|
| Beliefs and Values about Education  | The candidate presents a Platform that articulates an understanding of cultural and historical perspectives as well as a strong belief and values system about the purpose of education.                                       | The candidate presents a Platform that is aligned to their beliefs and values. It is not as well developed as the "excellent" category. The Platform may demonstrate understanding of cultural and historical perspectives. | The candidate presents a Platform that generally describes the purpose of education. The purpose is not aligned to the candidate's beliefs and values. The purpose does not link to cultural and historical perspectives.       |
| Beliefs and Values about Leadership | The candidate understands and articulates the role and responsibility of the leader in an educational system. The candidate has clearly aligned their beliefs and vision about leadership.                                     | The candidate describes the role and responsibility of the leader in an educational system. The candidate's beliefs and vision about leadership are generally aligned.  | The candidate demonstrates limited understanding of the roles and responsibilities of an educational leader. Beliefs and values are not aligned with the roles and responsibilities.  |
| Personal Mission Statement          | The candidate presents a precise statement of purpose for educational leadership. The candidate articulates specifically how the mission will be accomplished. Improving student learning is central to achieving the mission. | The candidate presents a broad statement of purpose for educational leadership. The candidate articulates generally how the mission will be accomplished. Student achievement is mentioned in the mission.                  | The candidate issues a mission statement that is vague and/or generic. There is little evidence of how the mission will be accomplished. There is little or no evidence of student achievement being linked to the mission.     |
| Vision for an Ideal School          | The candidate articulates a clear, specific vision for the school community with student achievement at the center. All stakeholders contribute to and are held accountable for achieving this vision.                         | The candidate articulates a general vision for the school that may include the entire community. Student achievement is one of the components of the vision. There is an implied accountability for results.                | The candidate describes a vision that lacks coherence. The expectations for the school community are limited. The improvement of student achievement is not a driving force. There is limited or no accountability for results. |
| Plan to Achieve the Vision          | The candidate presents a plan that is detailed and specific. The candidate has considered all the stakeholders, roles,   | The candidate presents a plan to achieve the vision that is general. The candidate has describes  | The candidate presents a plan that lacks detail and specificity. While steps are taken to implement the plan there appears to be little   |

|  |   |   |   |
|--|---|---|---|
|  | responsibilities and actions that are required to achieve the vision. The candidate includes specific details on planning, implementation, communication, assessment and plan evaluation, | actions to be taken that are general in nature. Most of the elements of the planning cycle are included   | connection to the core purpose of the vision. Some of the elements of the planning cycle are missing. There is little or no accountability for results.                             |
| Presentation (format, style, grammar/spelling) | The Platform is well written and engaging to the reader. The language is clear and precise and articulates an urgency for results. There are no grammar or spelling errors.               | The Platform is generally written well. The language is clear and precise and appropriate for the task. There are few grammar or spelling errors. | The Platform is not well articulated or cohesive. The language is casual and does not convey the need for change/reform/improvement . There are several grammar or spelling errors. |

**Rubrics**

**RISE Discussion Rubric**

**RISE (Reflect, Inquire, Suggest, Elevate) Model of Meaningful Feedback**

|  | <b>Exemplary<br/>100%</b>  | <b>Good<br/>67%</b>  | <b>Needs Improvement<br/>33%</b>  |
|--|--|--|---|
| <b>Initial Response to the Forum Topic</b><br>(up to 5 pts.)                                       | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.             | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. | Topic is addressed superficially and without evidence that prior posts were considered. |
| <b>Feedback to Peer's Response to the Forum Topic</b><br>(up to 5 pts.for responses to classmates) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement.                               | Feedback was superficial and did not cover all levels of the RISE model.                |

**Signature Assignment 7810.** The candidate writes a detailed Educational Platform that includes their:

- Beliefs and personal values about education
  - Beliefs and values about leadership
  - Personal mission statement
- Vision of an ideal school
- Action plan to achieve the vision of the ideal school

The Educational Platform should look professional and represent the candidate's highest level of thinking and work. It will undergo revisions throughout the candidate's participation in coursework, with each new class building on the previous learning.

### Rubric for Evaluating Educational Platforms

| Elements                            | Excellent  | Moderate evidence   | Minimal or no evidence  |
|-------------------------------------|--|---|---|
| Beliefs and Values about Education  | The candidate presents a Platform that articulates an understanding of cultural and historical perspectives as well as a strong belief and values system about the purpose of education.   | The candidate presents a Platform that is aligned to their beliefs and values. It is not as well developed as the "excellent" category. The Platform may demonstrate understanding of cultural and historical perspectives. | The candidate presents a Platform that generally describes the purpose of education. The purpose is not aligned to the candidate's beliefs and values. The purpose does not link to cultural and historical perspectives.     |
| Beliefs and Values about Leadership | The candidate understands and articulates the role and responsibility of the leader in an educational system. The candidate has clearly aligned their beliefs and vision about leadership.                                       | The candidate describes the role and responsibility of the leader in an educational system. The candidate's beliefs and vision about leadership are generally aligned.  | The candidate demonstrates limited understanding of the roles and responsibilities of an educational leader. Beliefs and values are not aligned with the roles and responsibilities.  |
| Personal Mission Statement          | The candidate presents a precise statement of purpose for educational leadership. The candidate articulates specifically how the mission will be accomplished. Improving Candidate learning is central to achieving the mission. | The candidate presents a broad statement of purpose for educational leadership. The candidate articulates generally how the mission will be accomplished. Candidate achievement is mentioned in the mission.                | The candidate issues a mission statement that is vague and/or generic. There is little evidence of how the mission will be accomplished. There is little or no evidence of Candidate achievement being linked to the mission. |

| Elements                                       | Excellent  | Moderate evidence  | Minimal or no evidence  |
|--|--|--|---|
| Vision for an Ideal School                     | The candidate articulates a clear, specific vision for the school community with Candidate achievement at the center. All stakeholders contribute to and are held accountable for achieving this vision.   | The candidate articulates a general vision for the school that may include the entire community. Candidate achievement is one of the components of the vision. There is an implied accountability for results. | The candidate describes a vision that lacks coherence. The expectations for the school community are limited. The improvement of Candidate achievement is not a driving force. There is limited or no accountability for results.   |
| Plan to Achieve the Vision                     | The candidate presents a plan that is detailed and specific. The candidate has considered all the stakeholders, roles, responsibilities and actions that are required to achieve the vision. The candidate includes specific details on planning, implementation, communication, assessment and plan evaluation, | The candidate presents a plan to achieve the vision that is general. The candidate has described actions to be taken that are general in nature. Most of the elements of the planning cycle are included       | The candidate presents a plan that lacks detail and specificity. While steps are taken to implement the plan there appears to be little connection to the core purpose of the vision. Some of the elements of the planning cycle are missing. There is little or no accountability for results. |
| Presentation (format, style, grammar/spelling) | The Platform is well written and engaging to the reader. The language is clear and precise and articulates an urgency for results. There are no grammar or spelling errors.  | The Platform is generally written well. The language is clear and precise and appropriate for the task. There are few grammar or spelling errors.  | The Platform is not well articulated or cohesive. The language is casual and does not convey the need for change/reform/improvement. There are several grammar or spelling errors.  |