



ED_AD 589

Leadership Development Seminar

3 Credits

NELP Standards

1.1, 2.1

Since Time Immemorial Standards/Components

Since Time Immemorial Standards are reflected via the CCDEI+ Standards; Since Time Immemorial content is offered as an exemplar during times when CCDEI+ Standards are addressed in the course

Social/Emotional Learning Standards/Components (Primary Focus in Course)

Intrapersonal habits of reflection and growth

- Demonstrate capacity to reflect productively on one's own social and emotional strengths and areas for growth
- Addressed via Northouse text surveys and reflection on meaning of results for personal leadership; Core values exercise; Part C of Mission/Vision Project

Interpersonal Support and Development for Staff

- Model developmental approaches to professional, social, and emotional growth in interactions with staff
- Case Studies and Reaction to/Reflection on Cases; Part B of Mission/Vision Project

CCDEI+ Standards/Components (Primary Focus in Course)

Understanding Self & Others

- "Understanding self [as] an ongoing process of reflection and learning so that educators can adapt to meet the needs of others." (From CCDEI+ Standard Description)
- "Educators engage in ongoing learning about others and question their own assumptions." (From CCDEI+ Standard Description)
- "Educators respond to others in ways that are asset-focused and flexible, changing their approach as the need arises." (From CCDEI+ Standard Description)
- Addressed via course readings; Northouse text surveys and reflection on meaning of results for personal leadership (including feedback from colleagues and community members); Core values exercise; Parts B & C of Mission/Vision Project

Leading for Educational Equity

- "Educators analyze and reflect on their strengths, biases, and privileges to advance cultural competency, diversity, equity, and inclusion." (From CCDEI+ Standard Description)
- "Educators consistently work to improve the education system for historically underserved students, families, and communities." (From CCDEI+ Standard Description)

- “Educators aim to identify and change policies and practices that harm students, families, and communities (e.g. zero-tolerance policies, punitive classroom management practices, disproportionality in discipline, etc.).” (From CCDEI+ Standard Description)
- Addressed via course readings; Northouse text surveys and reflection on meaning of results for personal leadership; Part A of Mission/Vision Project

Common Course Readings (Required and Supplemental)

- Andreoli, P. M., Klar, H. W., Huggins, K. S., & Buskey, F. C. (2019). Learning to lead school improvement: An analysis of rural school leadership development. *Journal of Educational Change*. <https://doi.org/10.1007/s10833-019-09357-z>
- Baldoni, J. (2006). Steady as you go: Achieving a balanced vision. *Harvard Management Update*, August(1), 3-4.
- Bush, T. (2015). Organisation theory in education: How does it inform school leadership? *Journal of Organizational Theory in Education*, 1(1), 35-47.
- Collins, J. C., & Porras, J. I. (1996). Building your company's vision. *Harvard Business Review*, Sept./Oct.(1), 65-77.
- Fullan, M. (2007). Understanding change. In *The Jossey-Bass reader on educational leadership* (pp. 169-181). Jossey-Bass.
- Gonzales, M. (2019). Power play: An assistant principal's dilemma and unexpected rise to school leadership. *Journal of Cases in Educational Leadership*, 22(2), 68-84.
- Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research*, 20(10), 1-40.
<https://doi.org/10.3102/0034654316630383>
- Kouzes, J. M., & Posner, B. Z. (2007). The five practices of exemplary leadership. In *The Jossey-Bass reader on educational leadership* (pp. 63-72). Jossey-Bass.
- Lac, V., & Baxley, G. S. (2019). Race and racism: How does an aspiring social justice principal support Black student leaders for racial equity among a resistant White staff. *Journal of Cases in Educational Leadership*, 22(1), 29-42.
- Louis, K. S. (2015). Organizational theory: Around the block again? Moving forward? Or both? *Journal of Organizational Theory in Education*, 1(1), 9-17.
- Martin, A., Yoon, I. H., & Fluckiger, J. J. (2016). Decision-making in school racial conflict: challenges of leadership for social justice. *Journal of Cases in Educational Leadership*, 19(2), 12-20.
- Murphy, J., & Torre, D. (2015). Vision: Essential scaffolding. *Educational Management Administration & Leadership*, 43(2), 177-197.
- Newcomer S. N., & Cowin, K. M. (2018). Journey of a culturally responsive, socially just leader. *Journal of School Leadership*, 28(4), 488-516.
- Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage.
- Rodela, K., & Bertrand, M. (2021). Collective Visioning for Equity: Centering Youth, Family, and Community Leaders in Schoolwide Visioning Processes. *Peabody Journal of Education*, 96(4), 465-482.
- Tschannen-Moran, M. (2007). Becoming a trustworthy leader. In *The Jossey-Bass reader on educational leadership* (pp. 99-113). Jossey-Bass.
- Urick, A., & Bowers, A. J. (2014). What are the different types of principals across the United States? A latent class analysis of principal perception of leadership. *Educational Administration Quarterly*, 50(1), 96-134.

Common Course Assessment Tasks

Mission/Vision Project Description

The assignment consists of three parts that are due at different points in the course:

- Part A: Analysis of Current Mission and Vision
- Part B: Plan for Review and Revision of Mission and Vision
- Part C: Student Mission and Vision.

Each part of the assignment is described below. Also, use the coordinating rubric for the assignment.

Part A: Analysis of Current Mission and Vision (55 points)

Standards Covered Include:

- NELP 1.1
- CCDEI+ Standards related to Understanding Self & Others

Part A of this assignment requires you to analyze the components of your school's or district's current mission and vision.

- a. What is included explicitly in the current mission and vision?
- b. What is included or understood implicitly?
- c. What's missing, vague, or needs to be explicitly articulated in the current mission and vision?
- d. How was the vision and/or mission written?
- e. Whose voice was included in the crafting of this mission and vision? (Alternatively, whose voice or perspective wasn't included?)
- f. Tell the story about what your school or district vision and mission has and doesn't have, what it says or doesn't say, and what the mission or vision was intended to do.
- g. Cite relevant sources to support your discussion.

Your answer should reflect thoughtful reading of course materials, lectures, and class activities and discussions.

- During class meeting #__, we will review the assignment again and you need to assess your progress researching your school's or district's current mission and vision. You may want to schedule meetings with colleagues from your school or district to follow up on the prompts listed above (a – f).
- During this class meeting, you will have time to work in a writer's workshop to review your draft of Part A of the assignment.

Part B: Plan for Review and Revision of Mission and Vision (55 points)

Standards Covered Include:

- NELP 1.1, NELP 2.1
- SEL Components related to Intrapersonal Habits of Reflection and Growth, and Interpersonal Support and Development for Staff
- CCDEI+ Standards related to Understanding Self & Others, and Leading for Educational Equity

In Part B, you will imagine that you are the building leader or part of the leadership team and required to move forward with a review and revision of the current mission and vision.

- a. What would you need to do in order to get this work done?
- b. What ideas from leadership theory, organization theories, decision making and problem solving, school improvement and change would you draw from?
- c. What concepts would you bring into your process?
- d. What are the leadership frameworks you will draw from?

- e. What barriers might you face?
- f. How will you build organizational capacity?
- g. Who would you include in the planning and why?
- h. How would you ensure equitable representation of diverse voices and perspectives in your school community?
- i. How might you assess your process through an equity lens?
- j. Cite relevant sources to support your discussion

Your answer should reflect thoughtful reading of course materials, lectures, and class activities and discussions.

- During class meeting #__ , you will have time to work in a writer's workshop to review your draft of Part B of the assignment.

Part C: Student Mission and Vision (45 points)

Standards Covered Include:

- NELP 1.1, NELP 2.1
- SEL Components related to Intrapersonal Habits of Reflection and Growth, and Interpersonal Support and Development for Staff
- CCDEI+ Standards related to Understanding Self & Others, and Leading for Educational Equity

In the final part of this assignment, you will craft a vision and mission.

- a. Imagine you have all the resources and control, what would be the best vision and mission for your school or district?
- b. Write a mission and vision that you believe would be motivating and inspirational for a school or school district.
- c. Describe in detail why you have included specific words and phrases, what they mean to you, and how you believe these will be operationalized in the practices of your school or district.
- d. Cite relevant sources to support your discussion.

Your answer should reflect thoughtful reading of course materials, lectures, and class activities and discussions.

- During class meeting #__ , you will have time to work in a writer's workshop to review your draft of Part C of the assignment.

Presentations will be held during class meeting #__ (45 points)

The presentation process will be reviewed in class (and available on Canvas) and will include your participation in a small and whole group discussion highlighting your learnings and reflections from completing the Mission/Vision Project integrated with all you have learned in the program. Also, reflect on what you heard from your colleagues during their presentations and the discussion.

Grading Rubric for the Mission/Vision Project

Note: Each column lists the points possible for each criteria, based on the assessed performance. The only criteria with less points is style, formatting, and adherence to APA. These are noted in the tables below.

PART A: Analysis of Current Mission and Vision

- NELP 1.1
- CCDEI+ Standards related to Understanding Self & Others

Criteria	Target performance (10 to 8 points)	Proficient performance (7 to 4 points)	Developing performance (3 to 0 points)
Current vision/mission is presented, explicit and implicit key terms, values, goals, and/or themes are identified. (a, b, f) <ul style="list-style-type: none"> • NELP 1.1 	All explicit and implicit aspects of the current vision/mission are presented and analyzed. Terms etc. are probed for individual and organizational meaning.	Most explicit aspects of the current vision/mission are presented and analyzed. Meanings are offered yet analysis lacks depth or specificity.	Response lacks thorough analysis of the current vision/mission. Key features are overlooked and/or alternative interpretation is not considered.
Current vision/mission is probed for missing themes, ideas, goals, or outcomes. (c, f) <ul style="list-style-type: none"> • NELP 1.1 • CCDEI+ Standards related to Understanding Self & Others 	Missing and vague aspects are identified and described. Theory-based justification is well developed and supports the argument.	Missing and vague aspects are identified. Description is thin. Theory-based justification is provided but lacks detail and/or adequate support.	Response lacks identification of substantive areas of oversight/vagueness. Supportive theoretical justification is absent.
The “vision story” is presented. Attention is paid to development, implementation,	The vision story is robust and well developed with attention to inclusion and exclusion of	A vision story is presented yet it lacks sufficient detail to be clearly understood. Aspects of the	Key aspects of the vision story to help the reader understand how a vision was developed are

maintenance, and revitalization of the vision. (d, f) <ul style="list-style-type: none"> • NELP 1.1 • CCDEI+ Standards related to Understanding Self & Others 	<p>personnel, community, and others. Narrative flows and is attentive to those aspects of the story that can be supported by the literature as “good” practice and those that are not. Citations are included. Thorough explanation of how the vision does/does not frame interpersonal relationships and improvement in school.</p>	<p>development, implementation, maintenance, and revitalization of the vision are under analyzed and lack theoretical support or citation. Some explanation of how the vision does/does not frame interpersonal relationships and improvement in school.</p>	<p>missing. Analysis lacks detail concerning the ways leadership does or does not maintain or revitalize school vision work.</p>
Attention to voice (who participated and participates/ who did and who does not) is discussed and evaluated. (e) <ul style="list-style-type: none"> • NELP 1.1 • CCDEI+ Standards related to Understanding Self & Others 	<p>Voice is considered as an active element of the vitality of the vision/mission process. Membership in and ownership of V/M work is critiqued.</p>	<p>Voice is considered in vision/mission process. Membership in and ownership of V/M work is presented but not fully unpacked.</p>	<p>Voice is not honored in discussion of the vision/mission process. Membership in and ownership of V/M work is not developed.</p>
Relevant leadership literature is cited to support rationale and logic. (g)	<p>Ample course readings are correctly used to support the logic and purpose of your vision & mission.</p>	<p>Course readings are correctly used to support the logic and purpose of your vision & mission.</p>	<p>Citation to relevant literature is lacking.</p>
The paper adheres to style,	The paper is well written, edited	The paper has a few grammatical	The paper does not adhere to the

formatting, and page number limits as described in the syllabus and according to American Psychological Association (APA), 7th Edition.	for spelling, grammar, and typographical errors, following APA style of formatting (including references and in-text citations). (5 to 4 points)	and typographical mistakes, with a majority of in-text citations and references adhering to the APA style guide. (3 to 2 points)	APA style guide and has many grammatical or typographical errors. References are limited or not provided adequately. (1 to 0 points)
Part A Subtotals			

PART B: Plan for Review and Revision of Mission and Vision

- NELP 1.1, NELP 2.1
- SEL Components related to Intrapersonal Habits of Reflection and Growth, and Interpersonal Support and Development for Staff
- CCDEI+ Standards related to Understanding Self & Others, and Leading for Educational Equity

Criteria	Target performance (10 to 8 points)	Proficient performance (7 to 4 points)	Developing performance (3 to 0 points)
Vision & mission development, revitalization, rewriting, and/or reintroduction is presented. (a, c, f, g) <ul style="list-style-type: none"> • NELP 1.1, 2.1 	Key themes are articulated and plans evidence attention to the development of clarity, direction, alignment, and aspirations for the school. Those included in the planning process, and why, are indicated. A clear logic is presented for choices.	Key themes are articulated and plans evidence attention to the development of a new vision driven activity. Those included in the planning process, and why, are indicated. Logic is presented for choices but lacks clarity.	Plans are presented for vision work, and those included in planning process are indicated. Logic is absent regarding how choices were developed.
Key leadership activities (e.g., data collection and use, evaluation, communication) and relevant supporting ideas from	4-5 leadership actions and relevant supporting ideas from among leadership theory, organization theory, decision	2-3 leadership actions and relevant supporting ideas from among leadership theory, organization theory, decision	Leadership actions and/or supporting ideas as suggested are not robust enough to support implementation or lack sufficient

<p>among leadership theory, organization theory, decision making and problem solving, and school improvement and change, required to realize vision and mission goals and values are identified and described.</p> <p>(a, b, c, d, f)</p> <ul style="list-style-type: none"> • NELP 1.1, 2.1 • SEL Components related to Intrapersonal Habits of Reflection and Growth, and Interpersonal Support and Development for Staff • CCDEI+ Standards related to Understanding Self & Others, and Leading for Educational Equity 	<p>making and problem solving, and school improvement and change, are presented in a coherent fashion that supports vision & mission implementation.</p>	<p>making and problem solving, and school improvement and change, are presented in a coherent fashion that supports vision & mission implementation.</p>	<p>coherence for goals to be realized.</p>
<p>Barriers to success are articulated and addressed using a leadership lens.</p> <p>(e, f)</p> <ul style="list-style-type: none"> • NELP 1.1, 2.1 • SEL Components related to Intrapersonal Habits of Reflection and Growth, and Interpersonal Support and Development for Staff 	<p>An honest and realistic assessment is presented. 2-3 potential barriers are developed and theory-based responses are articulated.</p>	<p>Barriers are presented yet they lack specificity or detail. Responses are linked to theory but lack sufficient development to be useful in practice.</p>	<p>Barriers are ignored or insufficiently developed. Responses are not theory-based nor do they fully address potential concerns.</p>

<ul style="list-style-type: none"> • CCDEI+ Standards related to Understanding Self & Others, and Leading for Educational Equity 			
A clear equity lens is presented. (g, h, i) <ul style="list-style-type: none"> • NELP 1.1, 2.1 • CCDEI+ Standards related to Understanding Self & Others, and Leading for Educational Equity 	An equity lens is clearly articulated and citation to relevant theory and readings is presented.	An equity lens is attempted and citation to some theory and readings is presented.	An equity lens is not presented in a manner that clearly develops how equity would be achieved or supported as a result of this work.
Relevant leadership literature is cited to support rationale and logic. (j)	Ample course readings are correctly used to support the logic and purpose of your vision & mission.	Course readings are correctly used to support the logic and purpose of your vision & mission.	Citation to relevant literature is lacking.
The paper adheres to style, formatting, and page number limits as described in the syllabus and according to American Psychological Association (APA), 7th Edition.	The paper is well written, edited for spelling, grammar, and typographical errors, following APA style of formatting (including references and in-text citations). (5 to 4 points)	The paper has a few grammatical and typographical mistakes, with a majority of in-text citations and references adhering to the APA style guide. (3 to 2 points)	The paper does not adhere to the APA style guide and has many grammatical or typographical errors. References are limited or not provided adequately. (1 to 0 points)
Part B Subtotals			

PART C: Student Mission and Vision

- NELP 1.1, NELP 2.1
- SEL Components related to Intrapersonal Habits of Reflection and Growth, and Interpersonal Support and Development for Staff
- CCDEI+ Standards related to Understanding Self & Others, and Leading for Educational Equity

Criteria	Target performance (10 to 8 points)	Proficient performance (7 to 4 points)	Developing performance (3 to 0 points)
A vision and mission are presented. (a, b) <ul style="list-style-type: none"> • NELP 1.1, NELP 2.1 • SEL Components related to Intrapersonal Habits of Reflection and Growth, and Interpersonal Support and Development for Staff • CCDEI+ Standards related to Understanding Self & Others, and Leading for Educational Equity 	Statements are robust and motivational. Statements include specific ideas, values, goals, themes, and/or outcomes with particular relevance for your school.	Statements are robust. Statements include some relevance for your school.	Statements are not robust or motivational. Statements could be for any school, anywhere.
Personal meaning is articulated and detailed. (c) <ul style="list-style-type: none"> • NELP 1.1, NELP 2.1 	Analysis includes clear reasons for word choice and overall vision & mission direction. Discussion focuses on why personal choices were made and the ways in which alternatives were considered.	Analysis includes clear reasons for word choice and overall vision & mission direction, and connection to self as leader.	Meaning is lacking in favor of buzz words and happy talk.

<ul style="list-style-type: none"> • SEL Components related to Intrapersonal Habits of Reflection and Growth, and Interpersonal Support and Development for Staff • CCDEI+ Standards related to Understanding Self & Others, and Leading for Educational Equity 	Analysis is well grounded in personal leadership values.		
<p>Operationalization of the vision & mission is presented. (c)</p> <ul style="list-style-type: none"> • NELP 1.1, NELP 2.1 • SEL Components related to Intrapersonal Habits of Reflection and Growth, and Interpersonal Support and Development for Staff • CCDEI+ Standards related to Understanding Self & Others, and Leading for Educational Equity 	<p>A clear image is presented concerning how the vision & mission will be lived in your school. Examples of the vision & mission in practice are provided. Compelling explanation of how vision & mission provide a frame for improvement and change.</p>	<p>An image is presented concerning how the vision & mission will be lived in your school. Connections are made to how vision & mission could lead to improvement.</p>	<p>It is unclear how anyone would know your vision & mission from the ways you describe your school.</p>
Relevant leadership literature is cited to support rationale and logic.	Ample course readings are correctly used to support the logic and purpose of your vision &	Course readings are correctly used to support the logic and purpose of your vision & mission.	Citation to relevant literature is lacking.

	mission.		
The paper adheres to style, formatting, and page number limits as described in the syllabus and according to American Psychological Association (APA), 7th Edition.	The paper is well written, edited for spelling, grammar, and typographical errors, following APA style of formatting (including references and in-text citations). (5 to 4 points)	The paper has a few grammatical and typographical mistakes, with a majority of in-text citations and references adhering to the APA style guide. (3 to 2 points)	The paper does not adhere to the APA style guide and has many grammatical or typographical errors. References are limited or not provided adequately. (1 to 0 points)
Part C Subtotals			
Parts A, B, & C Subtotal			
Total Points:			

Related Field Components

School and district mission and vision documents shall be reviewed, interviews may be conducted with current school leadership, teachers, staff, and community as appropriate. The candidate is also expected to engage in reflection around project learnings and the impact of those learnings on their equity-based leadership practices.