

**NCATE/ELCC Standards for the Preparation of First-Line Assistants or Superintendents.** This EDLD 6800 class will address in whole (or part) the following NCATE/ELCC Standards: 1.1b., 1.3b., 2.3d., 3.2a., 4.1e., 4.2c., 4.3b., 5.2a., 6.1a., 7.4a.

**Department of Educational Leadership, Research & Technology  
Western Michigan University**

**EDLD6060:** Systems Thinking – Summer 1, 2008  
T, TR – 6:00 – 9:00 p.m.  
WMU – E. Beltline Campus

**Credit Hours:** 3

**Instructor:**

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**Office Hours:**

Office hours are scheduled on Wednesdays from 1:00 to 5:00 p.m.

**Course Prerequisite:** None

**Course Descriptions:**

The purpose of this course is to study and gain an understanding of the organizational processes at work in secondary and postsecondary education institutions, and the skills and tools effective higher educational leaders use in developing learning organizations. Senge has noted that a learning organization is a place in which people continually expand their capacity to create results they truly desire, where new patterns of thinking are nurtured, and where people learn how to work together. In his view, learning organizations are possible because deep down we are all learners (Senge, 1990). Educational leadership is infused with new expectations, responsibilities, and accountabilities when viewed from the framework of systems thinking within learning organizations. This course will examine concepts and ideas such as these and the systemic forces and interdependencies that shape the behaviors of personnel in secondary and higher education systems.

This course has two major interconnected themes: organizational theory related to complex systems and leadership. Course participants will gain a knowledge and understanding of the current theories that help leaders make sense of their complex

educational organizations, and the “tools” (e.g., the five disciplines, systems drawing) that make up the core of a “learning organization.” Applied collectively and continually, the disciplines will allow transformational leaders to develop productive long-term relationships with their colleagues and their communities.

### **Program Goals:**

The program goals addressed in the course are:

1. To provide a theory-based framework for leadership, change processes, and human resource development.
2. To promote student development through activities that focus upon products, procedures, and strategies that link theory to practice.
3. To prepare students for a career in educational leadership.
4. To actively engage students in problem-based learning related to situations encountered by school leaders.

### **Course Objectives/Outcomes:**

The objectives of this course are:

1. To gain an understanding of the theoretical concepts and techniques from the behavioral sciences that can be used to create and sustain a learning organization within the context of community.
2. To develop a comprehensive knowledge and understanding of the “five basic or core disciplines” that collectively form the linkages for systems thinking to occur within a learning organization.
3. To examine individual value and belief systems (e.g., personal mastery) and their impact on one’s understanding of self, as well as, the educational leader’s role and responsibility.
4. To gain knowledge and understanding of how effective transformational leaders use mission, power, and “authority” when motivating people (e.g., mental models) to reflect upon and address “ripe issues” within school systems.
5. To gain an understanding of the communication and decision-making processes followed to create and sustain a learning organization (e.g., team learning).
6. To explore contemporary educational issues or events in terms of trends and patterns (e.g., shared visions) impacting on the renewal of schools and school systems.

**COE Diversity Statement:**

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and apply their learning in meaningful ways.

**Academic Ethics and Integrity:**

You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalogue that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the course instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. As stated in the Student Code: “Behavior by any student, in class or out of class, which for any reason materially disrupts the class work of others involved substantial disorder, invades the rights of others, or otherwise disrupts the regular and essential operation of the University is prohibited.”. (Some examples of disruptive behavior may include, but not necessarily limited to, the following: repeated and unauthorized use of electronic devices, cell phones and pagers, disputing authority and arguing with faculty and other students, harassment, physical disruption or physical altercations, etc.)

**Expectations:**

The methods of instructions used in this class are based firmly on the assumption that learning depends on the activity of the student rather than on the instructor; that learning the process is as important as the content, that the overall aim is to develop understandings that will be used in performing the various sections that comprise the leadership process, rather than to provide mere knowledge.

The content of class discussion is considered to be important as well as the student’s own use of resources, his/her interaction with the instructor and with other students, and his/her preparation of individual assignments which force him/her to react thoughtfully to what he/she hears, observes or reads. Preparation for class discussion, participation and the doing of individual assignments are most important. Effective learning depends on extensive use of resources, which must be started early and pursued vigorously.

Attendance in class is considered important, and aside from unusual circumstances, the student is expected to be both present and punctual for each session.

Any student with a documented disability (e.g., physical learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Ms. Beth

Denhartigh at telephone number 269.387.2116 or email [beth.denhartigh@wmich.edu](mailto:beth.denhartigh@wmich.edu) at the beginning of the semester. A disability determination must be made by that office before any accommodations are provided by the instructor.

**Required Text(s)/Materials:**

The following books are required readings:

Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn*, New York: Doubleday Dell Publishing.

Kline, P., & Saunders, B. (1998). *Ten steps to a learning organization* (2<sup>nd</sup> ed.). Arlington, VA: Great Ocean Publishing, Inc.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

**Role of the Textbooks:**

The textbooks represent “tools” that provide useful foundational information to the learner. It is the responsibility of the learner to read the assigned chapters and to incorporate the author’s perspective into classroom discussions and written assignments. Presentations and discussions are expected to supplement the reading and thereby deviate from strict adherence to the texts.

**Class Schedule, Readings and Activities:**

- |    |      |   |
|----|------|---|
| 1  | 5/06 | Class introductions, an introduction to course goals, objectives, expectations and materials. Development of class list-serv and class presentations.     |
|    |      | Historical Development of Educational Programs in American Public Schools   |
| 2  | 5/08 | Organizational meeting. Class will meet with Team Members to prepare presentation on Ten Steps to a Learning Organization (Fullan 2008).                  |
| 3  | 5/13 | Schools that learn, an introduction to the concept of a learning organizations and the industrial age system of education (Senge, pp. 3 – 27; 101 - 110). |
| 4. | 5/15 | An introduction to Deming and the Continuous Improvement Model.   |
| 5  | 5/20 | An Introduction to Systems Thinking and the Disciplines of Systems Thinking (Senge, pp. 59 – 93; 232 – 265; 153 -205; 271 - 276).                         |

6	5/22	Continuation of An Introduction of Introducing to Systems Thinking and facilitate a discussion about the Three Little Pigs as Systems Thinkers.
7	5/27	Class Presentations
8	5/29	Class Presentations (Continued)
9	6/03	An Introduction to Systems Archetypes (Senge, pp. 8, 79, 91-93, 243-44, 355-64, 392, 507-10)
10	6/05	Continuation with the Discussion on An Introduction to Systems Archetypes
11	6/10	An Introduction to Change - Michael Fullan (2001), <i>Leading in a culture of change</i> .
12	6/12	Final Exam

### Course Activities:

*Activity 1. Class Participation (Includes Attendance).* A great deal of class time will be devoted to discussion. To prepare for class discussion, students should plan to attend regularly, complete the assigned readings, and participate in selected in-class activities. When absent, students are responsible for obtaining class notes and handout materials from another student of their choice.

*Activity 2 Student and School/University Leader Experience (Field-based).* This activity is designed for the student to have three (3) to five (5) hours of field-based experience with a school building, central office school leader, or in the case of individuals in higher education, a person in an administrative position. The activity's focus is on linking one (1) or more of the course objectives to an actual event(s) taking place in your school/university or another organizational system. An outline to guide the student is attached to the syllabus as Appendix A.

*Activity 3. Team Presentations.* Students, where possible, will work individually or in teams of two to prepare and present to the class a chapter review of one of the "ten steps" found in a learning organization. The review will follow those steps presented by the authors Kline and Saunders in their book, Ten steps to a learning organization. Suggested points to cover when leading the class presentation include:

- A written outline of the major themes in the chapter prepared for distribution to others in the class;
- Where possible refer to "the five disciplines" in Peter Senge, et al, Schools that learn, that have applicability to your presentation; and

- A written set of conclusions or recommendations (“take-aways”) derived after reflecting upon your readings and preparation activities for your presentation.
- In other words, what is it that you would like your “class colleagues” to take from your presentation into their work settings? (NCATE 1.3, 1.6, 6.1). Appendix B contains a rubric that describes how each team presentation will be assessed.

*Activity 4. Interview Assignment/Details.* The purpose of this learning activity is to give you a concrete example of an educational leader to think about, and discuss, as we proceed with class, and to give you the experience of comparing one specific leader’s ideas with those of other leaders and the authors studied in class. You are to interview a leader in your education work context, one whose work you admire, or whose position you aspire to attain. The interview should be face-to-face. However, a telephone interview will suffice, if necessary. In addition to demographic information (position, how long the interviewee has been in the position, prior work, educational preparation, etc.), your questions should be designed to elicit the person’s leadership and organizational philosophies, or theories, use of various tools for organizational change, and lessons learned about organizations from their experience in this position or other. Examples of questions you might ask (as well as other questions you feel particularly germane), might include the following:

1. What is your philosophy of leadership? Of how your organization (K-12 or Higher Education) works?
2. What leadership and organization authors or theories influence the work you do?
3. What leadership or organizational change tools work best for you?
4. Did/do you have a leadership mentor? If so, who was/is that person and how did s/he influence you? (Please note, you should not be interested in the person’s name, but the type of person and the individual’s experiences that had an influence on you.)
5. Do you use systems thinking in your work as a leader? If so, how? And
6. Utilize the assessment instrument found in Kline & Saunders (2003) to help frame additional questions (see pp. 61 – 63).

Please be reminded that your interview narrative might begin with some demographic or descriptive data on the person (e.g., age, gender, position, experience, etc.). In narrative form, write in detail the questions you posed and the responses your interviewee gave, and add observations you made during the course of the interview, or feelings the interview evoked. There is no page-length requirement, or restriction, for this assignment. Write until you have captured the content of the interview in such a way that you may later re-read it and recall details. Be prepared to share a synopsis of this interview with your colleagues in class.

*Activity 5: Book Critique.* You are to conduct a 4 to 6 page critique of Michael Fullan's book, *Leading in a culture of change*. Your critique of this book should contain the following elements:

1. An overview of the book;
2. Implications for the CEO as a system thinker (e.g., school superintendent) who is responsible for leading change;
3. Strength and weaknesses of the book; and
4. Your "take-aways" – i.e., what you learned from activity.

Please follow the *Publication Manual of the American Psychological Association*, 5<sup>th</sup> Edition (APA) format when attaching references to your mini-paper. (You may go to <http://www.google.com> and type in "APA Writing Style.")

*Activity 6. Final Examination.* The final examination will be an opportunity for the student to express his or her knowledge and understanding of the "basic or core disciplines" found in a learning organization and apply the disciplines to a case study. This case analysis project will serve as your final exam.

You will be given a case study outlining a particular problem in a school district and/or organization. The problem, or situation, should be fully described and mapped using systems notation. You will analyze the case using one of three, or all **three different system models, metaphors, or archetypes**, and offer recommendations about how stakeholders in the system could go about addressing the problem. Students are encouraged to interview individuals in their chosen context about the issues attendant with the problem while preparing the case. Outside sources can and should be used. The written report should be about 7 to 10 pages long. Grades for the presentation will be based upon demonstrated grasp of the materials, along with proper citation of sources, thoroughness and thoughtfulness of the case analysis, and clarity of writing. Appendix C contains a copy of the rubric that will be used to assess the learner's knowledge and proficiency in analyzing the given case.

**Submission Dates for Learning Activities:**

Learning activities for this course must be submitted on or before the following dates:

1. Field-Based Experience – 20 May 2008
2. Interview of CEO – 29 May 2008
3. Book Critique – 10 June 2008
4. Final Exam - 19 June 2008 (Or before)

**Assessment for Learning:**

The student's grade will be determined as follows:

Participation (including attendance)	10%
Interview	20%
Individual/ team presentations	15%
Field-based experience	25%
Book critique	10%
Final Examination	20%

**Grading Scale**

95 – 100	A
90 - 94	BA
85 - 89	B
80 - 84	BC
Below 79	C

Incompletes are given only in extreme emergencies (e.g., medical reasons).

**Selected References:**

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Aguayo, Rafael (1990). *Dr. deming: The American who taught the Japanese about quality*. New York, NY: Simon & Schuster.

Anderson, B. L. (1993, September). The stages of systemic change. *Educational Leadership, 51*(1), 14-17.

Betts, F. (1992, November). How systems thinking applies to education. *Educational Leadership, 50*(3), 38-41.

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco, CA.: Jossey-Bass Publishers.

Bohm, D., & Nichol, L. (1996). *On dialogue*. New York: Routledge.

Brown, D. J. (1991). *Decentralization: The administrator's guide to school district change*. Newbury Park, CA: Corwin.

Capra, F. (1997). *The web of life: A new scientific understanding of living systems*. New York: Anchor Books.

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*leadership, and school change.* New York: Longman.

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Conley, D. T., & Goldman, P. (1994). *Facilitative leadership: How principals lead without dominating.* (ERIC Document Reproduction Service No. Ed 279 728).

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Fullan, M. (2001). *Leading in a culture of change.* San Francisco, CA: Jossey-Bass.

Gharajedaghi, J. (2006). *Systems thinking: Managing chaos and complexity: A platform for designing business architecture* (2<sup>nd</sup> Edition). Burlington, MA: Elsevier Publishing Company.

Glickman, C. D. (1992). The essence of school renewal: The prose has begun. *Educational Leadership, 50*(1), 24-27.

Handy, C. B. (1994). *The age of paradox.* Boston: Harvard Business School Press.

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Heifetz, R. A. (1994). *Leadership without easy answers.* Cambridge, MA: The

Belknap Press of Harvard University Press.

- Hersey, P., & Blanchard, K. H. (1993). *Management of organizational behavior: Utilizing human resources* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Hodgkinson, H. L. (1991). Reform versus reality. *Phi Delta Kappan*, 73(1), 8-16.
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- Hood, P. D., & Hutchins, C. L. (1996, January/February). Research-based development in education. *Educational Technology*, 36(1), 6-13.
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- Lezotte, L. (1994). The nexus of instructional leadership and effective schools. *School Administrator*, 51(6), 20-23.
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- Mathews, D. (1996). *Is there a public for public schools?* Dayton, OH: Kettering Foundation Press.
- Mohan, M. L. (1993). *Organizational communication and cultural vision: Approaches and analysis*. Albany: State University of New York Press.
- O'Neil, J. (1993, September). Turning the system on its head. *Educational Leadership*, 51(1), 8-13.
- Payne, R. K. (1998). *A framework for understanding poverty* (Rev. ed.). Baytown, TX: RFT Pub.
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- Reeves, Douglas B. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: ASCD.
- Robinson, R. D. (1996, March/April). The learning organization. *Adult Learning*, 7(4), 16-17.

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- Starratt, R. J. (1996). *Transforming educational administration: Meaning, community, and excellence*. New York: McGraw-Hill.
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## **APPENDICES**

## APPENDIX A: FIELD-BASED EXPERIENCE

## Appendix A: Field-Based Experience

### *Activity 4: Field-Based Experience*

This activity is designed for the student to have three (3) to five (5) hours of field-based experience with a school building, central office school leader, or in the case of individuals in higher education, a person in an administrative position. The activity's focus is on linking one (1) or more of the course objectives to an actual event(s) taking place in your school or another organizational system. Community organizations that focus on serving the needs of people and improving quality of life issues are appropriate.

The importance of the activity is for the student to have an opportunity to acquire knowledge and understanding of (1) issues faced by organizational leaders; (2) skills used to present issues that capture the interest, feelings and support of others, and (3) process(es) used to engage others to move toward taking action. Reflecting on and connecting the experience to "system thinking" concepts will be useful when summarizing the experience.

Exchange of information and perceptions on the issue between the student and "leader" will enhance the experience. Specifically, the student is responsible for selecting a school/university leader, making arrangements to observe and engage in the work of the "leader," keeping a log and developing a mini-paper 3 to 4 pages in length on their experience.

Students are to link their "field-based experience" to one (1) or more of the systems thinking course objectives listed on page 2 of the syllabus. Please identify the course objective(s) that best describes the general learning that took place during your experience. Students are to log their experiences under the following headings:

### **Course Objective(s):**

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<b>Date</b>	<b>Activity (Brief Description)</b>	<b>Time Spent</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(NOTE: The log is to be attached to the mini paper.)

An analysis of the information gathered and displayed in the log is to be summarized at the end of the experience and included in the mini-paper. To assist the summary process respond to the questions in your paper that might look like this:

1. What events led up to or caused the issue?
2. Has the issue occurred before?
3. What internal or external forces impacted upon the issue?
4. What in the school leader's staff's, or significant other's, thinking allows the issue to continue to occur?

The diagram on the proceeding page is designed to assist the student's need for a visual to respond to questions related to general issues that may occur in the organization. "The Iceberg" metaphor implies that a great deal of time and effort is placed in the "doing" or responding to issues. Often there is less sensitivity to "reflecting and connecting" with the thoughts and behaviors of other people who have a stake in the issue.

**MY SCHOOL SYSTEM/UNIVERSITY IN ACTION  
(AN ICEBERG)**

**DOING**

Addressing and responding to:

School Improvement  
Goal Development  
Curriculum Alignment  
Program Plans and Outcomes  
Student Testing Results  
Student Discipline  
Job Descriptions  
Personnel Evaluations  
Budget “Balancing”

**REFLECTING AND CONNECTING**

Addressing and Responding to:

Individual Needs, Desires, Feelings, Values  
Differences of Opinions (e.g., Roles and Responsibilities)  
Power, Influence and Perceptions  
Views of “Ripe” Issues  
Feelings of Trust and Confidence  
Alliances (Formal and Informal)  
Followers and Subordinates

## APPENDIX B: TEAM PRESENTATIONS

## SYSTEMS THINKING EDLD 606: SYSTEMS THINKING

Step # \_\_\_\_\_

Presenters: \_\_\_\_\_

## ASSESSMENT OF CLASS PRESENTATION

Elements	Total Points	Your Points
I. <b>Organization</b>	25	
a. The presentation was well organized		
b. Materials were appropriate, clear and concise		
c. Presenter actively engaged all learners		
d. Adequate use of technology		
II. <b>Presentation</b>	25	
a. Used time wisely		
b. Adequately covered the topic		
c. Displayed energy and enthusiasm		
d. Did something fun (creative)		
e. I got something out of the presentation		
III. <b>Student Engagement</b>	25	
a. Effectively used strategies to engage all learners		
b. Was able to motivate learners to participate		
IV. <b>Assessment</b>	25	
a. Evidence of a design to assess student learning		
b. Utilized strategies to assess student mastery		
<b>TOTAL POINTS</b>	<b>100</b>	

ADDITIONAL REVIEWER'S COMMENTS:

APPENDIX C: RUBRIC FOR SCORING THE FINAL EXAM

**FORMAT FOR WRITING THE FINAL EXAMINATION**

Category	Total Possible Points	Points Earned
<b>OVERVIEW OF THE CASE STUDY.</b> In addition, provide a clear delineation of the problem	25.0	
<b>SYSTEMS ARCHETYPES AT WORK</b> – Graphically describe the recurring pattern with attenuating variables	25.0	
<b>THE SOLUTION</b> – Utilizing Senge’s five disciplines of a learning organization, as well as Kline & Saunders’ Ten Steps to a Learning Organization, Michael Fullan’s book on Leadership & Sustainability, etc.explain how the principal could address the problem described	25.0	
<b>PERSONAL REFLECTIONS</b> - After conducting this analysis, please discuss your “take-away(s) from this learning activity. In other words, what did you learn from this activity that could influence your leadership behavior in an organization	25.0	

**Rubric for Scoring the Final Exam**

<b>Element</b>	<b>Does Not Meet Standards = 1</b>	<b>Meet Standards = 2</b>	<b>Exceeds Standards = 3</b>
(ELCC 1.1)  Provide a descriptive overview of the case, the problem to which the superintendent must address, and describe a process the superintendent may use to develop a vision for the school district.	Candidates did not demonstrate an understanding of the case study and a process the superintendent used for developing a vision for the school district (ELCC 1.1b)	Candidates demonstrated an understanding of the case study and a process the superintendent used for developing a vision for the school district. (ELCC 1.1b)	Candidates demonstrated a strong understanding of the case study and the process the superintendent used for developing a vision for the school district. (ELCC 1.1b)
(ELCC 1.4)  Graphically describe the recurring event using systems archetypes, with attenuating variables, and identify the kind of student data you would use to base your argument.	Candidates did not have an understanding of systems archetypes and were not able to graphically depict the recurring event nor able to identify data needed to demonstrate the nature of the problem. (ELCC 1.4 b)	Candidates demonstrated an understanding of systems archetypes by graphically depicting the recurring event and identifying some data set needed to demonstrate the nature of the problem. (ELCC 1.4b)	Candidates demonstrated a strong understanding of systems archetypes by graphically depicting the recurring event and identifying the kind of data needed to demonstrate the nature of the problem. (ELCC 1.4b)
(ELCC 2.3)  Develop a research design that will identify “root causes” of the problem, identify contributing factors that could have an adverse impact on student performance. Based upon the data collected, identify “ripe issues” that could be used to help leverage change needed in the district.	Candidates did not have an understanding of an appropriate research design needed to identify “root causes” of the problem with contributing factors that adversely impacted student achievement and were not able to formulate solutions for addressing the problem (ELCC 2.3d)	Candidates demonstrated some understanding of an appropriate research design needed to identify “root causes” of the problem with contributing factors that adversely impacted student achievement and were able to formulate solutions for addressing the problem. (ELCC 2.3d)	Candidates demonstrated a strong understanding of an appropriate research design needed to identify “root causes” of the problem with contributing factors that adversely impacted student achievement and were able to formulate solutions for addressing the problem. (ELCC 2.3d)
(ELCC 3.2)  Utilizing Senge’s (1999) discipline of systems thinking, describe steps that could be used by the superintendent to	Candidates did not demonstrate an understanding of how to use systems thinking methods to involve	Candidates demonstrated a basic understanding of how to use systems thinking methods to involve	Candidates demonstrated a strong understanding of how to use systems thinking methods to involve stakeholders in aligning

<p>involve stakeholders in aligning resources and ensuring their ownership and accountability in the change process.</p>	<p>stakeholders in aligning resources and ensuring their ownership and accountability in the change process. (ELCC 3.2a)</p>	<p>stakeholders in aligning resources and ensuring their ownership and accountability in the change process. (ELCC 3.2a)</p>	<p>resources and ensuring and ensuring their ownership and accountability in the change process. (ELCC 3.2a)</p>
<p>(ELCC 4.1)  Develop a community relations plan that will articulate the vision of the school district to all stakeholders, including members of various political, ethnic, cultural, civic, religious, business and educational groups in the community.</p>	<p>Candidates did not demonstrate an understanding of how to develop a community relations plan about articulating the vision for a school district. (ELCC 4.1e)</p>	<p>Candidates demonstrated a basic understanding of how to develop a community relations plan about articulating a vision for the school district to all community stakeholders. (ELCC 4.1e)</p>	<p>Candidates demonstrated a strong understanding of how to develop a community relations plan about articulating a vision for the school district to all community stakeholders. (ELCC 4.1e)</p>
<p>(ELCC 4.2)  Given the diverse population of the district and the varying perceptions held by community groups, describe a process the superintendent could employ to ensure meaningful dialogue between community groups.</p>	<p>Candidates did not demonstrate an understanding about how a superintendent could develop a process for ensuring meaningful dialogue between community groups. (ELCC 4.2c)</p>	<p>Candidates demonstrated some understanding about how a superintendent could develop a process for ensuring meaningful dialogue between community groups. (ELCC 4.2c)</p>	<p>Candidates demonstrated a strong understanding about how a superintendent could develop a process for ensuring meaningful dialogue between community groups. (ELCC 4.2c)</p>
<p>(ELCC 4.3)  Describe a process the superintendent could use to increase the academic achievement of all students by increasing the involvement and participation of community agencies and institutions.</p>	<p>Candidates did not have an understanding about how to develop a process for increasing the academic achievement of all students by increasing the involvement and participation of community groups, political and social institutions, business sector, educational institutions and the religious community. (ELCC 4.3b)</p>	<p>Candidates demonstrated a basic understanding about how to develop a process for increasing the academic achievement of all students by increasing the involvement and participation of community groups, political and social institutions, business sector, educational institutions and the religious community. (ELCC 4.3b)</p>	<p>Candidates demonstrated a strong understanding about how to develop a process for increasing the academic achievement of all students by increasing the involvement and participation of community groups, political and social institutions, business sector, educational institutions and the religious community. (ELCC 4.3b)</p>
<p>(ELCC 5.2)</p>			

<p>Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical consideration in their interactions with others.</p>	<p>Candidates did not have the ability to combine impartiality, sensitivity to student diversity, and ethical consideration when conducting a case study analysis. (ELCC 5.2a)</p>	<p>Candidates demonstrated a basic ability to combine impartiality, sensitivity to student diversity, and ethical consideration when conducting a case study analysis. (ELCC 5.2a)</p>	<p>Candidates demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical consideration when conducting a case study analysis. (ELCC 5.2a)</p>
<p>(ELCC 6.1)</p> <p>In what ways can the superintendent utilize the No Child Left Behind (NCLB) legislation to forge a district-wide plan for addressing the academic, political, social and cultural issues in River Grove.</p>	<p>Candidates did not have an understanding about how to utilize NCLB legislation to develop a district-wide plan for improving student achievement for all students. (ELCC 6.1a)</p>	<p>Candidates demonstrated a basic understanding about how to utilize NCLB legislation to develop a district-wide plan for improving student achievement for all students. (ELCC 6.1a)</p>	<p>Candidates demonstrated a strong understanding about how to utilize NCLB legislation to develop a district-wide plan for improving student achievement for all students. (ELCC 6.1a)</p>
<p>(ELCC 7.4)</p> <p>Utilizing the Field-Based Experience, explain the nature of the problem that led to a recurring event and the systems process used by the superintendent to find solutions for addressing the problem.</p>	<p>Candidates did not demonstrate an understanding of the issues that led to a recurring event in a school district and were not able to identify meaningful solutions developed by the superintendent for addressing the problem. (ELCC 7.4a)</p>	<p>Candidates demonstrated a basic understanding of the issues that led to a recurring event in a school district and were able to identify meaningful solutions developed by the superintendent for addressing the problem. (ELCC 7.4a)</p>	<p>Candidates demonstrated a strong understanding of the issues that led to a recurring event in a school district and were able to identify meaningful solutions developed by the superintendent for addressing the problem. (ELCC 7.4a)</p>