University of Rhode Island  
School of Education  
Using Leadership Theory to Inform Practice in K-12 Education

Dates & Times: Summer Session 2, Monday / Thursday 4-7:45 PM  
Location: TBA  
Instructor: Ellyn Metcalf, MEd, MS Adult Education & Human Resource Development  
Office: NA  
Phone: 401-225-1385  
Email: ellyndmet@gmail.com

Course Overview  
As part of this intensive course, students will have an opportunity to learn about leadership theories, models, and constructs for self-awareness, self-identity, and personal agency. Students will spend time reflecting on how these theories have been used in classrooms, schools, and/or districts to improve outcomes for teachers and/or students and they will discuss different ways that educational researchers might apply their understanding of leadership theories and practice to their own work. Students will first read about and reflect on their personal leadership efficacy through self-awareness tools, constructs, and the use of relevant leadership models. Then, they will discuss exemplars of transformational change elicited by effective leadership practices observed in their own workplaces as well as in the context of research studies they will read throughout the course. A final report will require students to examine how education leaders can apply different methodologies to better understand how leadership theory, models, and/or constructs play a role in any process of educational transformation.

Course Outcomes  
By the end of the semester, students in this course will:
1. Regularly reflect on theories of leadership that can be used to promote personal development and agency.
2. Apply these theories and related practices for the purposes of improving classroom management, classroom outcomes, and/or team dynamics in an educational setting.
3. Synthesize research studies that overlay selected leadership theory in K-12 practice.
4. Discuss how education leaders can apply different methodologies in different contexts to better understand how leadership theory, models, and/or constructs play a role in any process of educational transformation.

Required Resources  
- All other readings are posted on the Google Sites class website

EDC 586 Grading Information
Each assignment is worth a number of points. The total possible points earned for this class is 300 points. The points earned for each assignment divided by the total number of possible points will yield a percentage. Grades will be assigned to percentages as follows:

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>60-67%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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**Due Dates**

All participants will post their assignments at the appropriate location on Google Sites page and send an email to the instructor (Ellyndmet@gmail.com) when all assignments have been uploaded (and no later than **July 25, 2019** at midnight).

**Reflective Writings**: In between classes, you will do some writing about the material to be discussed in class. Some weeks you will be offered a series of reflective prompts and other weeks you may be asked to reflect on the connections between assigned readings, related selected readings, and your own experiences with leadership in K-12 contexts. These 2 page reflections will help gather your thoughts about talking points you’d like to discuss during our time together and help you see connections and new insights across the five weeks. (5 points each X 10 classes = 50 points)

1. **Analysis and Application of Transformational Leadership in Action**: Choose an exemplar of a successful educational transformation and identify implicit or explicit components of three leadership theories, models, or constructs. Compose a short analysis and reflection about the transformative leadership practices you identified and share key insights that can inform your own leadership efforts in your K-12 work context. Be prepared to orally share a brief synthesis of these ideas with others in the class. 50 points

2. **Analysis of Three Transformational Leadership Studies**: Analyze and synthesize three research studies focused on educational transformation that explicitly incorporate at least one of the key leadership theories, models, or constructs introduced in the class. Compare and contrast the different methods used to collect and analyze data in each study and share key insights about how these different methods can be used by educational researcher seeking to design a study focused on transformational leadership practices. 100 points

3. **Insights and Applications to Your Own Practice and/or Research**: Reflect on the key insights you learned across the readings and class discussions about the range of ways one might enact and/or research transformational leadership practices in K-12 contexts. If your interests are more practical in nature, develop a plan for how you might disrupt the status quo in ways that result in positive educational transformation. If your interests are more research-based in nature, discuss the theoretical and/or methodological implications these insights have for your own work. 100 points
## EDC 586 Schedule

<table>
<thead>
<tr>
<th>Date &amp; Topic</th>
<th>Readings (all readings posted in Google Sites)</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June 25</strong></td>
<td>Kotter’s Change Model</td>
<td>(Reflective Writing) <strong>Transformative Leadership Practices:</strong> View and respond to a series of reflective prompts that will prepare you to make the best use of your time during this course</td>
</tr>
<tr>
<td><strong>June 27</strong></td>
<td>The Science Behind Good Leadership - Vertical Leader Development</td>
<td>(Reflective Writing) <strong>Horizontal vs. Vertical Leadership:</strong> View and respond to a series of prompts to challenge how leadership training is now being delivered.</td>
</tr>
<tr>
<td><strong>July 2</strong></td>
<td>Leading Self: DiSC and Emotional Intelligence Construct</td>
<td>(Reflective Writing) <strong>Share a Personal Best Leadership Experience (PebBLE):</strong> Once you’ve reflected on your best as a leader, create an actual touchstone that will remind you of the experience, values and factors that were at play in your personal best example.</td>
</tr>
<tr>
<td><strong>July 5</strong></td>
<td>Leading Others: The Leadership Challenge Part I</td>
<td>(Reflective Writing) <strong>Apply Leadership Principles to Your K-12 context:</strong> Use the content of this course to inform your PRPSI, reflect on which two theories, models, constructs are most relevant to your</td>
</tr>
</tbody>
</table>
  - Modeling the Way  
  - Inspiring a Shared Vision | |
| **July 9** | Leading Others - The Leadership Challenge Part II | |
  - Enabling Others to Act  
  - Encouraging the Heart | |
<p>| <strong>July 11</strong> | Leading Performance and Change - Identifying Application of Leadership Theory, <em>Readings TBA</em> | |
|            | Relevant readings to be determined based on interests of the group | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Reading/Assignment</th>
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  o Creating the sense of urgency  
  o Challenging the Process  
  ASSIGNMENT 1: Analysis and Application of Transformational Leadership in Action |
| July 18 | Analyzing the use of Leadership Theories/Models/Constructs for Educational Transformation? | *How do researchers determine if leadership practices play a role in transformation?*  
  *Readings TBA*  
  Relevant readings to be determined based on interests of the group  
  ASSIGNMENT 2: Analysis of Three Transformational Leadership Studies |
| July 23 | Methodological Approaches to Studying Educational Transformation      | *How can you qualitatively and quantitatively measure the success of using these theories in your own work?*  
  *Readings TBA*  
  Relevant readings to be determined based on interests of the group  
  Work on ASSIGNMENT 3: Insights and Applications to Your Own Research |
| July 25 | Demonstrating Your Potential As An Educational Leader/Researcher      | Orally present your own insights and applications and discuss patterns across everyone’s work  
  ASSIGNMENT 3: Insights and Applications to Your Own Research |
ADDITIONAL INFORMATION

Academic Honesty & Integrity
Students are expected to maintain the highest standards of academic integrity, which are consistent with expectations of the program, department, Graduate School, institution, and student affairs profession. A student's name on any written work shall be regarded as assurance that the work is the result of the student's own thought and study. Work should be stated in the student's own words and properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, or reference the work of others with integrity. The following are examples of academic dishonesty.

• Using material from published sources (print or electronic) without appropriate citation
• Claiming disproportionate credit for work not done independently
• Unauthorized use of another's work or preparing work for another student
• Taking an exam for another student
• Altering or attempting to alter grades
• The use of notes or electronic devices to gain an unauthorized advantage during exam
• Fabricating or falsifying facts, data or references
• Facilitating or aiding another's academic dishonesty
• Submitting the same paper for more than one course without prior approval from the instructors.

You are responsible for understanding how to cite appropriately.

Accommodations
Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098 (http://www.uri.edu/disability/dss/).

APA Style
All out-of-class written assignments are expected to be completed in accordance with the guidelines set forth in the 6th edition of the Publication Manual of the American Psychological Association. For more information about APA style, visit the Web site http://www.apastyle.org/learn/index.aspx

Incomplete Grades
The university’s incomplete policy is that an instructor may consider submitting an "Incomplete" in place of a grade when the work of the semester has been passing, but has not quite been completed because of illness or for some other reason, which, in the opinion of the instructor, justifies such a report. Instructors must accompany such reports with a written explanation. Thus, students who request consideration of a report of Incomplete must submit relevant and timely documentation.
**Attendance**
Students are expected to attend class and classroom activities. Occasionally, students may miss class activities due to illness, severe weather, holy days, or sanctioned University events. If ill, students should not attend class and should seek medical attention especially if they have a communicable disease such as influence (flu). Students should not attend class when the University announces classes are cancelled due to severe weather. Please note that in the event of inclement weather, the operational status of the university can be determined on the university’s Web home page. I also suggest you sign up for the URI emergency alert system. See: [http://www.uri.edu/emergency/alert](http://www.uri.edu/emergency/alert)

Also, it is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a holiday of special importance must inform each instructor and discuss options for missed classes or examinations. See Sections 8.51.11 – 8.51.14 of the University Manual for policy regarding make-up of missed class or examinations.

**Standards of Behavior**
Students are expected to treat faculty and fellow classmates with dignity and respect. Students are responsible for being familiar with and adhering to the published “Student Code of Conduct” which can be accessed in the University Student Handbook ([http://web.uri.edu/studentconduct/student-handbook/](http://web.uri.edu/studentconduct/student-handbook/)). If you must come in late, please do not disrupt the class. Please silence and store phones and other electronic devices.

**The Graduate Writing Center**
The Graduate Writing Center (Roosevelt 003) offers writing assistance to all URI grad students, in all disciplines. Trained tutors can assist you at any stage of the writing process, from brainstorming ideas to revising before submission. No matter your writing style or ability, GWC tutors can help you articulate your work more clearly. You can schedule a one-on-one appointment online at [mywco.com/urigradwc](http://mywco.com/urigradwc), or visit the [GWC’s website](http://mywco.com/urigradwc) for more information. Visit early and visit often.