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## Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: EDUCATIONAL LEADERSHIP

COLLEGE OF: EDUCATION

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX EDA COURSE NUMBER 6207 LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE **MANAGING SCHOOL OPERATIONS**

**EFFECTIVE DATE**

(first term course will be offered)

FALL 2009

CREDITS: 3

TEXTBOOK INFORMATION: MARSHALL, C. & HOOLEY, R. M. (2006). *THE ASSISTANT PRINCIPAL: LEADERSHIP CHOICES AND CHALLENGES (2<sup>ND</sup> ED)*. CORWIN PRESS.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR  PASS/FAIL \_\_\_\_\_ SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:** Managing School Operations is an introductory professional knowledge course for aspiring K-12 administrators. This course focuses on the role of school administrators who are responsible for the day-to-day managerial tasks in accordance with state and national standards for school management.

PREREQUISITES W/MINIMUM GRADE: \*  
 NONE

COREQUISITES:  
 NONE

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):  
 MAJOR – EDUCATIONAL LEADERS  
 LEVEL - GRADUATE

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

\* DEFAULT MINIMUM GRADE IS D-.

**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:**

DOCTORATE IN EDUCATION OR RELATED FIELD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. Comments are attached

Dr. Robert E. Shockley, [shockley@fau.edu](mailto:shockley@fau.edu), 297-3551  
 Faculty Contact, Email, Complete Phone Number

**SIGNATURES**

**SUPPORTING MATERIALS**

**Approved by:**

Department Chair: \_\_\_\_\_

College Curriculum Chair: \_\_\_\_\_

College Dean: \_\_\_\_\_

UGPC Chair: \_\_\_\_\_

Dean of the Graduate College: \_\_\_\_\_

**Date:**

\_\_\_\_\_  
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**Syllabus**—must include all details as shown in the UGPC Guidelines.

**Written Consent**—required from all departments affected.

Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

Email this form and syllabus to [fulks@fau.edu](mailto:fulks@fau.edu) and [eqirjo@fau.edu](mailto:eqirjo@fau.edu) one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

**Department of Educational Leadership**  
College of Education  
Florida Atlantic University

**COURSE NUMBER:** EDA 6207

**COURSE TITLE:** Managing School Operations

**CATALOG DESCRIPTION** [3 semester hours]: Managing School Operations is an introductory professional knowledge course for aspiring K-12 administrators. This course focuses on the role of school administrators who are responsible for the day-to-day managerial tasks in accordance with state and national standards for school management.

**ABOUT THIS COURSE:** In order to create and sustain a learning culture, students are introduced to the knowledge, skills, and dispositions of the full range of managerial responsibilities in the following areas: master scheduling, classroom space utilization, facilities management, campus safety and security, non-instructional personnel support services, school-level funding, bookkeeping, auditing, managing discretionary funds and grants, overseeing technology plans and promoting collegial school-wide teacher, staff and student services and human resource development. Through this course content, the student will be expected to foster a clear understanding of the various tasks associated with school operations including those done on a daily, weekly, and/or year long basis.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by documenting emergent interpersonal and intrapersonal leadership development and the application of researched-based management of school operation which utilize data-driven decision making to improve the functioning of educational organizations.

**REQUIRED TEXTS and READING:**

Marshall, C. & Hooley, R. M. (2006). *The assistant principal: Leadership choices and challenges* (2<sup>nd</sup> ed). Corwin press.

This course will require students to read the latest studies in each of the topics listed in the course catalogue description [e.g., safety, budgeting, contracts, non-instruction supervision, facilities management, etc.]. In addition, students will read:

*School Administrator* published through the American Association of School Administrators

*Educational Leadership* published through the Association for Supervision and Curriculum Development

*Middle School Journal*

*Principal* published through the National Association of Elementary School Principals

*The NASSP Bulletin* published through the National Association of Secondary School Principals

**REQUIRED READINGS FROM WILLIAM CECIL GOLDEN SCHOOL LEADERSHIP PROGRAM:**

Although the focus will be on State of Florida, Department of Education laws and regulations [e.g., F.S. 1012.986 William Cecil Golden Professional Development Program for School Leaders; register for full access to the William Cecil Golden Website: <http://www.floridaschoolleaders.org/>], students will also be required to engage in international comparative studies of school management including but not limited to self-managed schools in Australia and New Zealand.

Another source of important information will come from Handbooks, Manuals, and Policy documents produced by local schools and state of Florida school systems.

**ON-LINE RESOURCES**

From the William Cecil Golden Professional Development Program for School Leaders website:

**Major Job Dimensions of the School Principal and the Florida Principal Leadership Standards**

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<b>Dimensions of the Principal's Job</b>	<b>Column B</b> How do you think principals should spend their time?
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**Educational Program Improvement (Activities 1+2+8)**

*Florida Principal Leadership Standards: Vision; Instructional Leadership; Decision Making Strategies; Diversity, Technology; Learning, Accountability and Assessment; Human Resource Development; Ethical Leadership*

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**Community Relations (Activities 3)**

*Florida Principal Leadership Standards: Vision; Community and Stakeholder Partnerships; Diversity; Ethical Leadership*

 %
**Student-Related Services and Activities (Activities 5+6)**

*Florida Principal Leadership Standards: Learning, Accountability And Assessment; Managing the Learning Environment; Diversity*

 %
**Building Management Operations and District Relations (Activities 4+7)**

*Florida Principal Leadership Standards: Managing the Learning Environment; Decision Making Strategies; Human Resource Development; Ethical Leadership*

 %

Below are course resources identified to assist you in achieving the course's objectives. The first thing you should do is to go online and take the pretest for the standards of Managing the Learning Environment; Technology; Human Resource Development; and Ethical leadership. These four standards are central to this course. You should already have an individual Professional Development Plan you are working on as part of the William Cecil Golden online program. Ensure that all of the following documents have been completed and retained for your portfolio.

**William C. Golden Standards used for this course:****M= Managing the Learning Environment:**

High performing leaders manage the organization, operations, facilities, and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

**T= Technology**

High performing leaders plan and implement the integration of technology and electronic tools in teaching, learning, management, research, and communication responsibilities.

**H= Human resource Development**

High performing leaders recruit, select, nurture, and where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

**E= Ethical Leadership**

High performing leaders act with integrity, fairness, and honesty in an ethical manner.

**RECOMMENDED WEBSITES AND RESOURCES**

American Association of School Administrators:

An Educator's Guide to School-wide Reform [School Reform Models]

[http://www.aasa.org/issues\\_and\\_insights/district\\_organization/Reform/index.htm](http://www.aasa.org/issues_and_insights/district_organization/Reform/index.htm)

ASK Education newsletter for principals: *Just for the Asking* [free]

[www.askeducation.com](http://www.askeducation.com) [selected newsletters for principals]

Association for Supervision and Curriculum Development

ASCD homepage for articles [publications, Educational Leadership, archives]

ASCD *SmartBrief*- free sign up <http://www.smartbrief.com/ascd/>

Council of Chief State School Officers

Interstate School Leaders Licensure Consortium: Standards for School Leaders

[http://www.ccsso.org/Projects/state\\_action\\_for\\_education\\_leadership/isllc\\_standards/6649.cfm](http://www.ccsso.org/Projects/state_action_for_education_leadership/isllc_standards/6649.cfm)

Education Standards <http://www.Edstandards.org>

Florida Department of Education

Florida Comprehensive Assessment Test (FCAT)

<http://fcats.fldoe.org/>

Florida Principal Competencies-Florida Educational Leadership Exam (FELE).

<http://www.fldoe.org/asp/fele/>

Instructional Strategies for a 21st Century Applied Technology Classroom

<http://www.fldoe.org/workforce/pdf/apx4.pdf>

Florida School Districts [in our area]

Broward County School District [www.browardschools.com](http://www.browardschools.com)

Miami Dade County School District [www.dadeschools.net](http://www.dadeschools.net)

Palm Beach County School District [www.palmbeach.k12.fl.us](http://www.palmbeach.k12.fl.us)

Florida Department of Education

Florida A++ Implementation <http://www.fldoe.org/APlusPlus/>

Sunshine State Standards: Curriculum, K-12

<http://www.fldoe.org/bii/curriculum/sss/>

National Center for Educational Statistics

National Assessment of Educational Programs (NAEP). Nation's Report Card.

<http://www.nces.ed.gov/nationsreportcard/about/>

Trends in International Mathematics and Science Study (TIMSS)

<http://nces.ed.gov/timss>

No Child Left Behind (NCLB).

<http://www.ed.gov/nclb/landing.jhtml>

National Center for Education Statistics

[www.nces.ed.gov](http://www.nces.ed.gov)

National Center on Education and the Economy (December, 2006).

*The Report of the New Commission on the Skills of the American Workforce: Tough choices or tough times.*

<http://www.skillscommission.org/executive.htm> [Executive Summary]

<http://wdr.doleta.gov/opr/fulltext/00-wes.pdf> [Full text]

Regional Education Lab (NCREL) Building a Collective Vision

<http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrsHP/le100.htm>

### **SUGGESTED RESOURCES:**

- Achinstein, B. (2002). Conflict amid community: The micropolitics of teacher collaboration. *Teachers College Record*, 104(3), 421-455.
- Apple, M. (2003). *The state and the politics of knowledge*. New York: Routledge/Falmer.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-49.
- Diamond, J. B., & Spillane, J. P. (2004) High-stakes accountability in urban elementary schools: Challenging or reproducing inequality? *Teachers College Record*, 106, 1145-1176.
- Edmonds, R. R. (1979). Some schools work and more can. *Social Policy*, 9(2), 28-32.
- Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington, DC: Albert Shanker Institute.
- Evans, R. (1993). The human face of reform. *Educational Leadership*, 51 (1), 1-10.
- Feinberg, R. (1995). Taking my own advice. *Wisdom in Practice: The Principals' Center at Harvard Graduate School of Education*, Summer.
- Fullan, M. (2005). *Leadership & sustainability*. Thousand Oaks, CA: Corwin Press.
- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.
- National Association of Elementary School Principals. (2001). *Leading learning Communities: NAESP standards for what principals should know and be able to do*. Washington, D.C. National Association of Elementary School Principals.
- Rosenholtz, S. J. (1989). *Teachers' workplace: The social organization of schools*. New York: Longman.
- Siskin, L. S. (1994). *Realms of knowledge: Academic departments in secondary schools*. New York: Falmer Press.
- Spillane, J. P., Halverson, R., & Diamond, J. B. (2001). Investigating school leadership practice: A distributed perspective. *Educational Researcher*, 30(3), 23-38.
- Spillane, J. P., & Seashore Louis, K. (2002). School improvement processes and practices: Professional learning for building instructional capacity. In J. Murphy (Ed.), *The Educational Leadership Challenge: Redefining Leadership for the 21<sup>st</sup> Century* (pp. 83-104). Chicago, IL: The University of Chicago Press.
- Teddlie, C., & Reynolds, D. (2000). *The international handbook of school effectiveness research*. New York: Falmer.
- Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.

### **GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

C-F = Conceptual Framework

- ISLLC = Interstate School Leaders Licensure Consortium
- FLDOEPS = Florida Principal Leadership Standards (2005).
- FLDOEC/S: = Competencies and Skills for Educational Leaders required for
- FELE [5<sup>th</sup> ed.] Certification in Educational Leadership (2007).
- NCATE = National Council for Accreditation of Teacher Education

**FLORIDA PRINCIPAL LEADERSHIP DOMAINS, STANDARDS, AND DESCRIPTIONS RELATED TO COURSE DEVELOPMENT:**

<b>School Operations</b>	
Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools	FELE Standard 1.7.3; ISLLC Standard 6 K.3; ISLLC Standard 3 K.6,7; FLDOEPS Managing the Learning Environment
Knowledge of managing the learning environment standard as related to funding of Florida schools	FELE Standard 1.8.1; ISLLC Standard 3 K.2,5; FLDOEPS Managing the Learning Environment
Knowledge of managing the learning environment standard as related to funding of Florida schools	FELE Standard 1.8.2; ISLLC Standard 3 K.5; FLDOEPS Managing the Learning Environment
Knowledge of managing the learning environment standard as related to funding of Florida schools.	FELE Standard 1.8.3; ISLLC Standard 3 K.2,5; FLDOEPS Managing the Learning Environment
Knowledge of managing the learning environment standard as related to financial accounting and auditing	FELE Standard 1.9.1; ISLLC Standard 3 K.2,5,7; FLDOEPS Managing the Learning Environment
Knowledge of managing the learning environment standard as related to financial accounting and auditing	FELE Standard 1.9.2; ISLLC Standard 3 K.2,5,7; FLDOEPS Managing the Learning Environment
Knowledge of managing the learning environment standard as related to facilities management	FELE Standard 1.10.1; ISLLC Standard 3 K.2,6; FLDOEPS Managing the Learning Environment
Knowledge of technology standard in the use of technology for teaching and learning	FELE Standard 2.1.1; ISLLC Standard 3 K.8 and Standard 2 K.10; FLDOEPS Technology
Knowledge of technology standard in the use of technology for teaching and learning	FELE Standard 2.1.2; ISLLC Standard 3 K.8 and Standard 2 K.10; FLDOEPS Technology

Knowledge of technology standard as related to school operations	FELE Standard 2.2.1; ISLLC Standard 3 K.8 and Standard 2 K.10; FLDOEPS Technology
Knowledge of technology standard as related to school operations	FELE Standard 2.2.2; ISLLC Standard 3 K.8 and Standard 2 K.10; FLDOEPS Technology
Knowledge of technology standard as related to school operations	FELE Standard 2.2.3; ISLLC Standard 3 K.8 and Standard 2 K.10; FLDOEPS Technology
Knowledge of technology standard as related to school operations	FELE Standard 2.2.4; ISLLC Standard 3 K.8 and Standard 2 K.10; FLDOEPS Technology
Knowledge of technology standard as related to school operations	FELE Standard 2.2.5; ISLLC Standard 3 K.8 and Standard 2 K.10; FLDOEPS Technology
Knowledge of decision making standard as related to data analysis	FELE Standard 2.14.1; ISLLC Standard 2 K.6,10; FLDOEPS Decision Making Strategies
Knowledge of decision making standard as related to data analysis	FELE Standard 2.14.2; ISLLC Standard 2 K.6,7,10; FLDOEPS Decision Making Strategies
Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff	FELE Standard 2.3.2; ISLLC Standard 3 K.4; FLDOEPS Human Resource Development
Knowledge of human resource development standard as related to performance assessment procedures	FELE Standard 2.4.1 and 2; ISLLC Standard 2 K.6; ISLLC Standard 3 K.4. FLDOEPS Human Resource Development
Knowledge of human resource development standard as related to data analysis	FELE Standard 2.8.1; ISLLC Standard 2 K.6 and 10; FLDOEPS Human resource Development
Knowledge of human resource development standard as related to state law for education and schooling	FELE Standard 2.9.1; ISLLC Standard 2 K.6; ISLLC Standard 3 K.4; FLDOEPS Human Resource Development



Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and non-renewal of school employees	FELE Standard 6.6.1; FLDOEPS Human Resource Development
Knowledge of human resource development as related to collective bargaining agreements	FELE Standard 7.7.1; FLDOEPS Human Resource Development
<i>NOTE:</i> The Florida Department of Education Principal Standards (FLDOEPS) indicate the heading under which that competency or skill set may be found	
<i>NOTE:</i> The “K” designation for the ISLLC Standards refers to the Knowledge indicators as if they were numbered consecutively under the Knowledge heading for each standard	

## Managing School Operations: COURSE OBJECTIVES

Knowledge of managing the school and learning environment standard as related to:

- I. Understanding Political Contexts of Public Education: locally, statewide, nationally and internationally.
- II. Understanding the Era of Accountability: NCLB/Florida A+ Plan
- III. Understanding School Climate and Culture
- IV. Understanding Ethical School Conduct and Safety Issues
- V. Designing the Optimum Learning Environment
- VI. Preparing to Open a School Year
- VII. Facilities Management and School Safety
- VIII. Master Scheduling and Classroom Utilization
- IX. Technology Utilization for School Management
- X. Non-Instruction Office and Staff Management
- XI. Managing Finances and Enhancing Resources
- XII. Privatization/Outsourcing
- XIII. Multiple Contracts and Negotiations
- XIV. Grantsmanship
- XV. End of Year Closing Plans and Activities
- XVI. School and Personnel Recognition

## COURSE REQUIREMENTS:

Each class will have various required readings as well as one required *interview for information* on the topics listed above in the COURSE OBJECTIVES [I THROUGH XVI]

**TEACHING METHODOLOGIES:**

Lecture and lecturettes, whole class and group discussions, video, case studies, guest speakers, out of class readings, instructional quizzes, demonstration projects, interviewing for information

**CLASSES ONE-THREE:**

Knowledge of managing the learning environment standard as related to I-V above:  
Understanding Political Contexts of Public Education: locally, statewide, nationally and internationally. Understanding the Era of Accountability: NCLB/Florida A+ Plan  
Understanding School Climate and Culture Understanding Ethical School Conduct and Safety Issues Designing the Optimum Learning Environment

**Activities:**

*Quality Counts*, **Education Week**

International Data Comparisons

Florida Schools

Insures that a safe, clean and esthetically pleasing school environment is established and maintained

Write interview protocols

Wikipedia

Homework Assignments: Develop an Opening Day Plan that addresses the upcoming needs of teachers, staff, students, and community; conduct an interview with either the teacher-administrator who did master schedule or the school's resource [police] officer on campus safety.

**CLASSES FOUR- SIX: Opening Day**

Knowledge of Objectives VI to IX: Designs and implements plans to insure that human resources, space allocation, and material/technological resources are all aligned to the school's goals. The specific skills include Master Scheduling, Classroom Utilization, distribution of instructional materials and textbooks, Facilities Management, and Campus Safety and security issues.

**Class Activities:**

Review the design and implementation of a school master schedule

Review space allocation and classroom utilization plans (e.g., space requirements for ESE, vocational classes, and class size reduction)

Plan for common teacher planning times

Plan before and after school activities

Design a safe school action plan to include campus codes, campus evacuation, lock down, and collaboration with local law enforcement agencies.

Plan for ordering, distributing, and inventorying textbooks that allow for the appropriate accounting of all school text materials

Write interview protocols

Homework: Map out non-instruction work patterns; obtain copy of budget/audit reports; conduct at least one interview with a non-instructional work staff [job description, school climate]

Wikipedia

## **CLASSES SEVEN - NINE: Managing Human and Financial Resources, Part I**

Professional Knowledge objectives related to X & XI: Non instructional personnel support, Funding of Florida Schools, Financial accounting and auditing, Budgeting.

### **Activities**

Designs and implements a plan for establishing routines for office, cafeteria, and custodial staff and for maintaining collegial discourse with non-instructional personnel

**FTE report**, identifies, interprets, and applies each formula factor used in computing the Florida Educational Finance Program (FEFP) allocation

A **school budget**, identifies funding categories available to the school beyond the FEFP allocation

A **school budget**, identifies, and applies processes for planning, developing, implementing, and evaluating a school budget

An **FTE audit report**(i.e., State, district, or school), identifies categories that are out of compliance with Florida Statutes (e.g., attendance records, teacher certification, vocational time cards, ESE and ESOL student records)

A school **internal audit report**, identifies violations of the State Board of Education policies and procedures for the administration and accounting of internal funds (e.g., fund raisers, purchases, monthly financial reports, and bonding of the school's treasurer)

Write interview protocols

Homework Assignment: Read Handbook, Identify grants, conduct Interview guidance counselor and athletic director [high school]

Wikipedia

## **CLASSES TEN-TWELVE: Managing Human and Financial Resources Part II**

Objectives XI-XIV: Discretionary Funds; Grantsmanship, Technology, Guidance, Handbook, SGA, non-educational space utilization, contracts

Applies for and tracks the status of local school grants from non-school sources

Managing discretionary club and athletic department accounts and fundraising

Evaluates a guidance report for compliance with Florida Statutes

Using a faculty handbook, identifies the duties of school administrators governing student discipline and school safety per Florida Statutes( e.g., zero tolerance, discipline of exceptional students, emergency management plans and student Code of Conduct)

Demonstrates the effective use of technology applications for a specific school or district function (e.g., Word documents, Excel documents, Power Point presentations, etc.)

Demonstrates a knowledge of policies and procedures related to student organizations utilizing school board facilities for school and non-school sponsored activities

Homework: Read copies of School Handbook

Wikipedia

## **CLASSES THIRTEEN - FIFTEEN: Preparing to Close the School**

Closing Day Activities [Objectives XV-XVI] include taking end of year inventories of furniture and equipment. Schedule teacher, community, and student activities including

student and teacher recognitions. Planning for an upgrade of technology related to instruction and school operations

**Activities:**

Managing end-of-school year activities including textbook inventories, bank accounts

Designs and implements a student and staff recognition program that enhances the school's culture of effective teaching and learning

Transitioning to Summer School and Summer Programs

Final Wikipedia entry

Routine and Difficult Personnel Decisions: Who returns or not for Next Year.  
Saying Goodbye

**NOTE: Reading homework assignments may be required related to the activities of the class and as found in the publications as listed in Required Texts and Readings section of this syllabus.**

**COMPETENCY BASED ASSESSMENTS:**

**PLAN TO SUPPORT INCREASED TECHNOLOGY USE**

*C-F: As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by documenting and presenting knowledge, skills, and dispositions that demonstrate clearly the development of a plan for the provision of support to increase the use of technology already in the school/classroom.*

**Corresponding FAU COE Behavioral Indicators for Competency Assessment #2:**  
2.2: Demonstrates the ability to communicate effectively verbally and in writing; 4.2: Demonstrates and models the use of higher-order thinking skills; 6.2: Adheres to relevant and professional Codes of Ethics; 8.1: Demonstrates subject matter knowledge; 8.2: Communicates knowledge of subject matter by using the materials and technologies of the field; 11.1: Communicates and cooperates with colleagues and communities; 12.1: Uses instructional and other electronic tools to gather information.

**Standard:**

High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

**Indicator:**

Has a plan for the provision of support to increase the use of technology already in the school/classrooms.

**Assessment:**

Student will evaluate the organization’s technology plan in writing (or if no plan exists then create one) for increased support and use of technology in the organization.

**PLAN TO SUPPORT INCREASED TECHNOLOGY USE-SPECIFIC SCORING RUBRIC**

*Points are listed for each level of performance. Performance totals may include different levels of performance for components; but Exceeds Expectation level can only be met if all components meet criteria for Exceeds Expectations.*

	<b>EXCEEDS EXPECTATIONS 12 Points</b>	<b>MEETS EXPECTATIONS 11- 6 Points</b>	<b>DOES NOT MEET EXPECTATIONS 5 or Fewer Points</b>
<b>I. EVALUATION OF PLAN’S EFFECTIVENESS</b>	A. Clearly analyzes and evaluates the Technology Plan, accurately specifying strengths and weaknesses related to its effectiveness for increased support and use of technology in the organization. B. Provides specific data/information related to [1] support for teachers’ use of technology for instruction, [2] student application of technology for learning, [3] administrative support [4] technical support at all levels. <b>7 points</b>	A. Analyzes and evaluates the Technology Plan, specifying strengths and weaknesses related to its effectiveness for increased support and use of technology in the organization. B. Provides relevant data/information related to [1] support for teachers’ use of technology for instruction, [2] student application of technology for learning, [3] technical support at all levels. <b>6-3 points</b>	Fails to adequately evaluate the technology plan in terms of its effectiveness for increased support and use of technology in the organization  <b>2-1 points</b>
<b>II. RECOMMENDED SUPPORT STRATEGIES</b>	Recommends three or more effective support and intervention strategies <u>for each</u> of the following groups to increase the meaningful	Recommends two or more effective support and intervention strategies <u>for each</u> of the following groups to increase the meaningful	The recommended intervention strategies for the organization to implement do not increase the meaningful use of

	use of technology and electronic tools at all levels. [student, teacher, admin, technical] <b>3 points</b>	use of technology and electronic tools at all levels [student, teacher, admin, technical] <b>2 points</b>	technology and electronic tools at all levels; or there are no recommendations  <b>1- 0 points</b>
<b>III. REPORT FORMAT</b>	Provides report using Power Point or similar software. Information is very clearly presented. Key points are very evident, using bullets or comparable format. No errors in spelling, grammar <b>2 points</b>	Provides report using Power Point or similar software. Information is clearly presented. Key points are evident, using bullets or comparable format. Few errors in spelling, grammar <b>1 point</b>	The report is not presented in Power Point or similar software. Information is not clear and key points are not evident. Many errors in spelling, grammar <b>0 points</b>

**Standard #1: MANAGING THE LEARNING ENVIRONMENT - High Performing Leaders** manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

**Indicator:** *Manages School Fiscal Assets As Specified By District, State and Federal Fiscal Management Guidelines*

**Assessment: CREATION OF AN ETHICAL AND EQUITABLE FISCAL ENVIRONMENT**

The student will develop a school-based plan to distribute available financial resources in a fair and equitable fashion that demonstrates how that plan includes faculty, student and community needs and comports with district guidelines.

#### **DOES NOT MEET EXPECTATIONS**

1. The plan does not demonstrate an adequate understanding of how to manage school fiscal matters in accordance with their attendant state and federal guidelines
2. The plan does not include adequate guidelines for implementations to implement such guidelines

#### **MEETS EXPECTATIONS**

1. The plan demonstrates an acceptable level of knowledge of how to manage school fiscal matters in accordance with their attendant state and federal guidelines.
2. Creates a plan with steps adequate to implement such guidelines

**EXCEEDS EXPECTATIONS**

1. The plan demonstrates a superior level of knowledge of how to manage school fiscal matters in accordance with their attendant state and federal guidelines
2. The plan has a degree of detail and specificity necessary to implement such a with a minimum amount of additional research and planning.

**ASSESSMENT PROCEDURES:**

**Managing School Operations is a new course in the FAU administrator certification/masters program. It will include a minimum of two competency based assessments [previously referred to as critical assignments]. Because NCATE accreditation requires these assessments, Managing School Operations will import them from the NCATE approved list of critical assignments.**

**GRADING SCALE:**

Scores are cumulative and the grade scale represents percentage of total points earned.

A 93-100	A- 90-92	B+ 87-89
B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69
D 63-66	D- 60-62	F Below 60



**FAU GRADING SCALE:**

A	=	4.0	C	=	2.0
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.67
C+	=	2.33	F	=	0

**Florida Principal Leadership Standards**

Florida's school leaders must possess the abilities and skills necessary to perform their designated tasks in a high-performing manner. The school leader, commensurate with job requirements and delegated authority, shall demonstrate competence in the following standards.

**Instructional Leadership****Instructional Leadership**

High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

**Managing the Learning Environment**

High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

**Learning, Accountability, and Assessment**

High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

**Operational Leadership****Decision Making Strategies**

High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

**Technology**

High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

**Human Resource Development**

High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff - paid and volunteer.

### Ethical Leadership

High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

## School Leadership

### Vision

High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

### Community and Stakeholder Partnerships

High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

### Diversity

High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

## **ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

## **RELIGIOUS HOLIDAYS:**

“In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations...to observe religious practices and beliefs with regard to...class attendance, and the scheduling of examinations and work assignments.” Please notify professor in advance of intention to participate in religious observation and request an excused absence.

**STUDENTS WITH DISABILITIES:**

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**COMPETENCY-BASED ASSESSMENT:** *a student will not pass the course until critical assignments meet or exceed expectations (on a scale of does not meet expectations, meets expectations, and exceeds expectations).* Policy states: *In order to pass a critical assignment, the student must meet **all** criteria of the assignment categorized as either “Meeting” or “Exceeding” expectations*

**HONOR CODE:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf)

**UNIVERSITY POLICY REGARDING NON-DEGREE CREDITS:**

Florida Atlantic University regulations state that **ONLY** up to one-third of the degree requirements earned as a non-degree-seeking student may be applied to a graduate program. At the masters level, for example, this translates to 12 transferrable credit hours toward the masters’ degree. This means that all students currently taking courses within the Department of Educational Leadership as non-degree students must have applied and been accepted into a masters degree program prior to exceeding the 12 credit hours, or else risk not having additional credit hours accepted for the program. Students who have completed more than 12 credit hours without being accepted into the program will only have their first 12 credit hours counted. Consult graduate catalog for more information about transfer policy.