

School Leaders Master's Degree STUDENT HANDBOOK



**EDUCATIONAL LEADERSHIP AND
RESEARCH METHODOLOGY**

College of Education
Florida Atlantic University

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INTRODUCTION

The Purpose of Public Education

“Education advances the well-being of individuals in society and of society as a whole. It expands the opportunities available to individuals, enables people to fulfill their potential, underlies economic success, and enhances social cohesion. For those reasons, in democratic societies universal access to education is a common value.” - Report of the Education Equality Task Force, 2002. Therefore, the purpose of public education is to use the power in schools to move society to be directed to these ends, and develop democratic citizens who have the knowledge, critical thinking, and desire to improve themselves and their community by fostering individual opportunity and equality for all.

The Master’s Degree in Educational Leadership for the Partnership programs has been designed to provide aspiring school leaders with the rigorous, research-based, and job-embedded preparation required of instructional and transformative leaders of public schools.

The FAU-School District Partnerships include the following programs:

- Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL), a Partnership with Broward County Schools,
- Educational Leadership: Intern to Excellence (ELITE), a Partnership with St. Lucie, Martin, Osceola, and Okeechobee Counties, and
- Leadership for Excellence and Equity (ExEq), a Partnership with the School District of Palm Beach County.

The Partnership Program Educational Philosophy and Practice

Grounded in the most current principal preparation research, the Partnership programs’ educational philosophy believes in the preparation of school leaders who are visionary, reflective, and transformative. The programs are committed to the development of exemplary competencies by emphasizing “leadership skills with a demonstrated relationship to student and school success, comprehensive clinical experiences that are linked to coursework, high-quality supervision of clinical experiences, and selective admission into the program” (Davis, 2016; Fry, Bottoms, and O’Neill, 2005; Hess and Kelly, 2007; Sherman and Cunningham, 2006, p. ix)¹.

Mission and Vision

Our Mission

The Florida Atlantic University-School District Partnership includes multiple school districts in Florida, each individually partnered with FAU’s School Leaders Program, who together develop, implement, and improve the professional learning of school leaders in their districts to provide the best public education for students, families, and the community.

Our Vision

¹ See more at <https://www.wallacefoundation.org/knowledge-center/Documents/Launching-a-Redesign-of-University-Principal-Preparation-Programs.pdf>

The Florida Atlantic University-School District Partnership will be the premier provider of school leadership professional learning programs in Florida and the nation, developing the strongest school leaders and leadership teams to lead and transform schools into model learning organizations.

PARTNERSHIP Values and Beliefs

The program is grounded in five core values and beliefs about educational leadership, expressed as the PARTNERSHIP School Leader Profile:

Leaders of Leaders

School leaders who are committed to a vision of leadership that is collaborative, distributed, data-informed, research-based, ethical, entrepreneurial, reflective, developmental, complementary, innovative, and courageous. They understand that leadership is most effective when it is shared and focused on developing leadership capacity within schools and school systems. They are lead learners whose leadership requires the ability to use pedagogy and andragogy in facilitating the learning of everyone in the school and its community.

Reflective Practitioners

School leaders who are reflective practitioners with a world view to create dynamic learning environments as well as organizational and operational systems where everyone engages in on-going reflective and critical inquiry to inform action. They accept critical feedback to develop the personal insight necessary to increase their leadership skills. They are strategic and systems thinkers with a growth mindset.

Transformative Decision Makers

School leaders who recognize that their leadership is a transformative and political process to bring about positive change in the pursuit of a better society and world. They understand and demonstrate the capability to evaluate the moral and legal consequences of decisions and make their choices based on the goal of maximizing student learning through the values of a democratic community.

Relationship Builders

School leaders who are adept at building positive relationships with individuals and through teamwork. They are culturally competent leaders who treat each individual with civility, empathy, respect, and forthrightness while holding high expectations for everyone who contributes to the learning organization they strive to constantly improve. They build external relationships with families, community members, and community organizations to strengthen the school programs they lead.

Visionaries with High Expectations

School leaders who communicate and create a shared vision that inspires high expectations for their own performance, as well as for the performance of all others in the school. They embrace accountability as a tool for continuous improvement while remaining focused on student learning as a priority. They are passionate and perseverant transformational leaders who challenge the status quo.

Leadership Standards

The PARTNERSHIP Programs are aligned with the Professional Standards for Educational Leaders (PSEL), as developed by the National Policy Board for Educational Administration (NPBEA, 2015)². As stated by the board, the Standards embody a research- and practice-based understanding of the relationship

² National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.

between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The Standards reflect interdependent domains, qualities, and values of leadership work that research and practice suggest are integral to student success:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

The PARTNERSHIP Programs have also been fully aligned with the Florida Educational Leadership Standards (FELS) as enacted in *Rulemaking Authority 1001.02, 1012.34, 1012.55(1), 1012.986(3) FS. Law Implemented 1012.55, 1012.986, 1012.34 FS. History—New 5-24-05, Formerly 6B-5.0012, Amended 12-20-11, 11-22-22.*

6A-5.080 The Florida Educational Leadership Standards.

(1) Purpose and Structure of the Standards.

(a) Purpose. The purpose of these standards is to establish Florida’s expectations for effective school administrators. These evidence-based standards form the foundation for school leadership preparation programs, educator certification requirements, professional learning for school administrators, and school administrator evaluation systems. In this rule, school administrators means those persons described in Section 1012.01(3)(c), F.S.

(b) Structure. There are eight (8) standards, each comprised of a title, description, and role-based descriptors that further clarify and define the work required to demonstrate mastery of the standard.

(2) The Florida Educational Leadership Standards.

(a) Standard 1. Professional and Ethical Norms. Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:

1. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adhere to guidelines for student welfare pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;

2. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.;

3. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and

4. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all other aspects of leadership set forth in this rule.

(b) Standard 2. Vision and Mission. Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

1. Assistant principals:

- a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.

b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;

c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;

d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and

e. Recognize individuals for contributions toward the school vision and mission.

2. School principals:

a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.

b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;

c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;

d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and

e. Recognize individuals for contributions toward the school vision and mission.

(c) Standard 3. School Operations, Management, and Safety. Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

1. Assistant principals:

a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;

b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;

c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;

d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;

e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;

f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;

g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;

h. Develop and maintain effective relationships with the district office and governing board;

i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;

j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;

k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and

l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

2. School principals:

- a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;
- b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;
- c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;
- d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;
- e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;
- f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;
- g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;
- h. Develop and maintain effective relationships with the district office and governing board;
- i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;
- j. Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;
- k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and
- l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

(d) Standard 4. Student Learning and Continuous School Improvement. Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

1. Assistant principals:

- a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;
- b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;
- c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;
- d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;
- e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;
- f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and
- g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.

2. School principals:

- a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;
- b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;
- c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;
- d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;
- e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring

data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S.;

f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and

g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.

(e) Standard 5. Learning Environment. Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

1. Assistant principals:

a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;

b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;

c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and

d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

2. School principals:

a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;

b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;

c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and

d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

(f) Standard 6. Recruitment and Professional Learning. Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

1. Assistant principals:

a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;

b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;

c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;

d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;

e. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;

f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;

g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;

h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and

i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

2. School principals:

a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;

b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;

c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;

d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;

e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;

f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;

g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;

h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and

i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

(g) Standard 7. Building Leadership Expertise. Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

1. Assistant principals:

a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;

b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;

c. Develop capacity in teacher leaders and hold them accountable; and

d. Plan for and provide opportunities for mentoring new personnel.

2. School principals:

a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;

b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;

c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and

d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.

(h) Standard 8. Meaningful Parent, Family, and Community Engagement. Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:

1. Understand, value, and employ the community's cultural, social, and intellectual context and resources;
2. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;
3. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;
4. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and
5. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.

Rulemaking Authority 1001.02, 1012.34, 1012.55(1), 1012.986(3) FS. Law Implemented 1012.55, 1012.986, 1012.34 FS. History—New 5-24-05, Formerly 6B-5.0012, Amended 12-20-11, 11-22-22.

PROGRAM OVERVIEW

This handbook serves as the guide for students in the Partnership Programs and includes policies, procedures, and guidelines for students who are accepted into the programs.

As an educational leader, you will play an integral part in steering a school or school district toward its ultimate goal: student success. A degree in educational leadership from Florida Atlantic University can be your next step on the path to this very rewarding career. With this program, you can learn the skills needed to build effective, supportive relationships between teachers, students, families, the community, and other administrators. Given the demand for a new generation of dynamic, self-determined, and innovative school leaders, enrolling in the PARTNERSHIP Program at Florida Atlantic University (FAU) program offers you the opportunity to develop a strong advantage in a competitive field.

The PARTNERSHIP curriculum combines rigorous coursework with job-embedded clinical practice conducted at the student's school throughout the program. Course content includes topics such as adult learning, instructional leadership, school operation, policy and politics, school law, research, and many more. To ensure the effective completion of the school-based tasks included in the program's three-semester internship, students are required to establish a strong working relationship with their principal, who must agree to function as their mentor for the duration of the program*. Students in Florida graduate after completing state licensure requirements by taking the Florida Educational Leadership Examination (FELE). Students elsewhere should become informed as to the licensure requirements in their state.

* Principal sponsors are required to complete mentor training provided by the Department.

All classes, whether virtually or face-to-face, including the three-semester internships, are conducted synchronously. Courses are taught by district personnel who serve as principals or district employees and hold a doctorate degree to ensure students are gaining theoretical knowledge as well as experiential learning. These programs are designed to provide opportunities for students to experience learning in the context of their districts through collaboration, in-depth discussion, and real-world application, and to share their professional experiences and build long-lasting networks. Finally, given our belief in the value of job-embedded, experiential learning, which is especially important in the preparation of effective educational leaders who can 'hit the ground running,' students apply what they learn by conducting the majority of their assignments and competency assessments in their schools.

Our faculty are dedicated to the success of each and every student by building strong relationships through personalized advising, coaching, and mentoring.

Program Schedule

Students attend classes following the schedule detailed below.

Six-week fast-track courses (2 per semester):

- Saturdays: 8:30 – 4:30 pm

Semester long courses, including the three-semester internship:

- Evenings (district-specific): 4:45 – 7:15 pm

Plan of Study

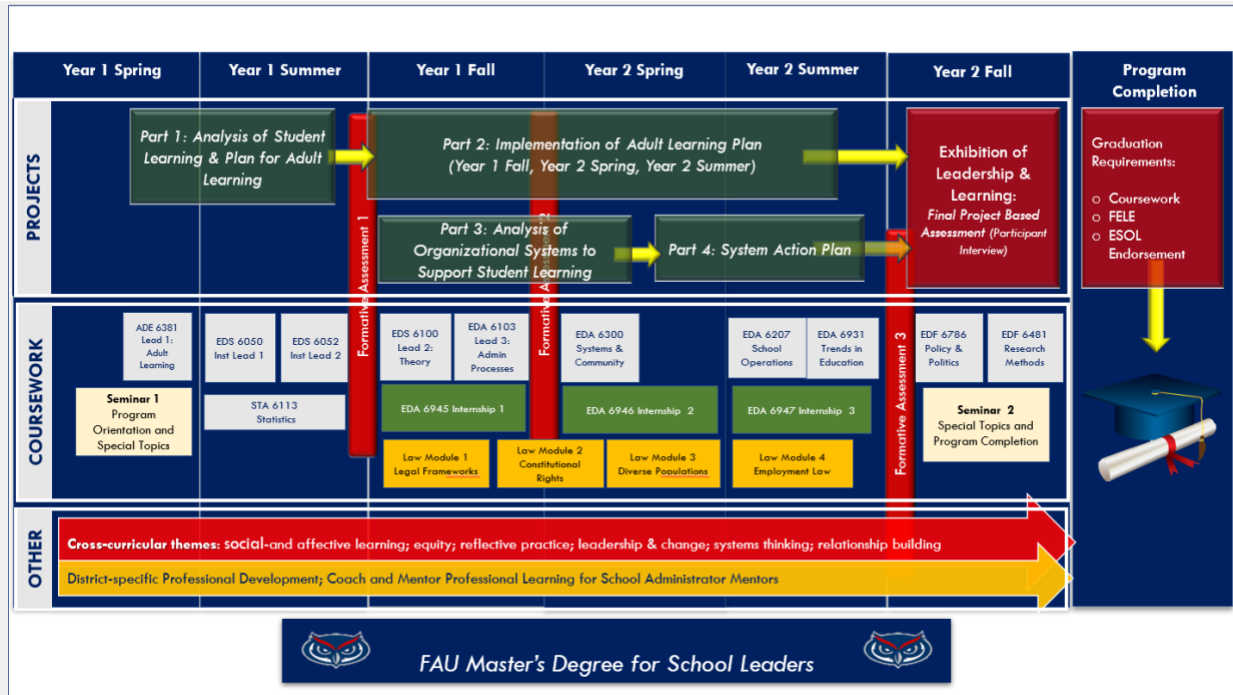
The PARTNERSHIP Plan of Study (POS) comprises 14 courses, including three internships that are conducted at the student's school with the guidance of their instructor and the support of their school administrator mentor. The program is mandated in terms of coursework – there are no elective classes - and courses are scheduled on a pre-established rotation. The following table lists the coursework needed to

complete the degree:

PREFIX	NO.	Title	CREDITS
Leadership Foundations Coursework			
ADE	6381	Leadership 1 - Adult Learning & Assessment	3
EDS	6100	Leadership 2 - Theory & Assessment	3
EDA	6103	Leadership 3 - Administrative Processes	3
Education Foundations Coursework			
STA	6113	Statistical Methods in Education	3
EDF	6481	Educational Research Methods (<i>pre- or co-requisite: Stat. Methods</i>)	3
Professional Knowledge Coursework			
EDA	6207	School Operations	3
EDF	6786	Law, Policy, and Politics	3
EDS	6050	Instructional Leadership 1	3
EDS	6052	Instructional Leadership 2 (<i>prerequisite: Instructional Leadership 1</i>)	3
EDA	6300	Systems and Community	3
EDA	6931	Contemporary Trends in Education	3
Experiential Coursework			
EDA	6945	Fall Internship	3
EDA	6946	Spring Internship	3
EDA	6947	Summer Internship	3
			Legal
			42

IMPORTANT: Additional Graduation Requirements

- Education Law: The program includes four required though non-credit earning modules created to cover essential aspects of the law as they pertain to effective school administration. These modules are taken over four semesters, and include the following broad topics:
 - Legal Framework for School Leaders
 - Constitutional Rights
 - Diverse Populations
 - Employment Law
- ESOL Endorsement -- Candidates in public schools who have not met their ESOL/ELL requirement of sixty (60) hours of ESOL district in-service points, or three (3) credit hours in a survey type ESOL course, must take TSL 4324 ESOL Strategies for Content Area Teachers prior to program completion. All other candidates must provide proof of ESOL Endorsement or Certification or may opt to take TSL 4324 ESOL Strategies for Content Area Teachers.
- The Florida Educational Leadership Exam (FELE) must be taken and passed before graduation.
- There is no thesis requirement for this program.



PARTNERSHIP Curriculum Schedule

As mentioned, coursework is complemented asynchronously through online readings, journals, and assignments. The latter consists of directed research and tasks students conduct at their place of work. Using this rotation, students can complete the program in six semesters (see PARTNERSHIP Curriculum Schedule above). Please note that the program requires full-time attendance. Exceptions due to major life circumstances will be considered on a case-by-case basis.

Canvas Learning Management System (LMS)

Canvas is the digital learning environment adopted by the PARTNERSHIP programs to house and deliver the master’s degree curriculum. Students log in to their Canvas dashboard at <https://canvas.fau.edu>. Courses are uploaded to students’ Canvas dashboards when they register for classes at the beginning of each semester.

LiveText (Watermark) Data Management System (DMS)

[LiveText](#) is the College of Education’s required assessment platform. Students must pay a subscription for this service, or may apply for [financial assistance](#) to cover this expense. Once their account has been activated, students can create their personal LiveText Portfolio. This is used to archive their competency assessments, also known as critical assignments, which are embedded in their coursework. LiveText also serves as an archive for evidence of students’ clinical practice, as developed through the fall, spring, and summer internships, and houses additional documentation such as students’ resumes, FELE result, and ESOL Endorsement.

State and national program approval and accreditation teams periodically verify the quality of the PARTNERSHIP programs by auditing assessments archived in LiveText. The review teams must be able to determine that students have demonstrated competency in all selected state level standards, competencies and skills, and that instructors have provided focused formative and summative feedback to students to support their learning.

Application for Degree

Early in the final semester of the program, students must submit their Master's Student [Application for Degree](#). The deadline for this is approx. September 10.

PROGRAM POLICIES

Attendance Policy

PARTNERSHIP Program participants are expected and required to attend every programmed class and educational activity. The administration will make every effort to plan and schedule all activities in a timely manner, but participants must be aware that, due to the experimental and contextual nature of this kind of program, changes will be made, and new or different activities will be incorporated beyond the regularly scheduled Thursday afternoon/evening workshops/seminars and Saturday classes.

The PARTNERSHIP Program provides the continuum of learning required to prepare the participant for the future as a high performing school leader. This accelerated program requires a high level of personal commitment by its participants (in terms of time and dedication). The program's alignment with, and emphasis on the Florida Educational Leadership Standards requires participant behavior and thinking reflective of the highest level of professional and ethical comportment.

In terms of procedure, the following procedure will be followed for attendance at all PARTNERSHIP activities:

- Attendance in all classes and activities will be verified by the professor.

EXCUSED AND UNEXCUSED ABSENCES AND TARDIES

In reference to potential absences, it is expected that PARTNERSHIP participants utilize a level of decision making and problem solving that would be reflective of their capacity as a school leader.

Absences will only be excused when a situation arises that is due to serious medical necessity, evidenced family emergency, religious observances or those situations created by a naturally occurring event outside the control of the participant. In the rare instance of an unexpected absence, the participant must immediately notify the PARTNERSHIP Coordinator and the course instructor in writing. The notification must be accompanied by appropriate documentation. The Program Coordinator will decide as to whether or not the absence meets the above criteria for an excused absence.

All work and learning missed during an excused absence must be made up in a timely manner, based on the instructor's determination, and most likely will include additional assignments to cover the lack of student participation during the class meeting time.

Unexcused absences will result in removal from the program. Unexcused absences shall be reviewed by the School Leaders Program faculty to finalize the removal decision. In order to appropriately review the circumstances, further documentation may be requested. The participant shall be informed of the decision within five days of student notification of absence. Students who experience multiple excused absences will be referred to the School Leaders Program faculty for consideration of removal from the program.

UNEXCUSED ABSENCE APPEALS PROCESS

If a participant chooses to appeal the decision of the School Leaders Program faculty, the PARTNERSHIP Program Appeals Process will be followed. (See APPEALS PROCESS below).

PARTICIPANT PROGRAM WITHDRAWAL

The PARTNERSHIP Program faculty recognizes that there are many roads to becoming a highly qualified and effective school leader and that life events may necessitate a change in the participant's original plan which could include leaving the program. The PARTNERSHIP Program faculty honor all

future leaders in whichever path they choose and extend their gratitude for the dedication required to support high level achievement for all students.

Participants are free to change their path to school leadership but should seek counseling with administrators and mentors before making those decisions. Participants should also make sure to select an appropriate moment to leave the program. It is recommended that participants finish out courses or internships/apprenticeships they are enrolled in before opting for a different leadership program or leaving PARTNERSHIP. This allows participants to receive credit for completion and not have academic consequences for not completing course requirements.

PARTNERSHIP PROGRAM APPEALS PROCESS

Appeals related to decisions based on the policies detailed above are subject to the following process:

1. Within two days of receiving the decision, the participant shall notify the Program Coordinator in writing of the request to appeal the decision. All appeals must specify the basis for the appeal.
2. Within five days of receipt, a meeting of the PARTNERSHIP Appeals Committee may be scheduled to review all pertinent information. Participants may request to present their case before the Appeals Committee. The participant may bring one other person to the meeting however, the participant shall be expected to be the sole speaker on his/her own behalf.
3. Within two days of the Appeals Committee meeting, the participant shall receive a written notice from the Director of the Appeals Committee's final decision.

No person may hear or decide an appeal if s/he conducted or participated in the initial decision process. The following persons shall constitute the Appeals Committee:

- Two members of the School Leadership Program faculty.
- One PARTNERSHIP Program Graduate Assistant

The following constitutes a basis for appeals:

1. Due process was not followed.
2. The severity of the sanction is in question.
3. Existence of new material or information relevant to the decision.

The burden of proof at the appellate level rests with the charged student. During the appeals process, the participant's pre-decision status will remain unchanged and he or she is expected to continue attending all educational experiences and remain current with work assignments. An exception to this expectation is when the Program Coordinator or designee determines that the safety, health or general welfare of the participant or the PARTNERSHIP community may be affected, in which case a participant's privileges in the program, including the ability to attend classes or engage in PARTNERSHIP activities, may be suspended on an interim basis.

I acknowledge receipt and understanding of this document.

Date: _____

Print Name: _____

Signature: _____

Assignments Policy

Rationale

Students in the PARTNERSHIP program participate in coursework designed to increase theoretical knowledge and administrative experiences. As a part of the learning process, courses require submission of a variety of assignments such as reflection, data analysis, plans, and theoretical analysis. A part of the learning process is to follow the guidelines for submission of the assignments in a timely manner. The Florida Educational Leadership Standards also align with organizational skills.

Policy

Students will submit all assignments as required by the course instructor within the designated timeframe. Unless a request for extension of the timeline is made and accepted by the instructor prior to the due date, the instructor will deduct 5% of the total possible points available for the assignment for every day the assignment is late. For courses that use Satisfactory/Unsatisfactory for grading, late assignments will be designated as 'U' unless the instructor accepts a request for extension of the timeline.

In the event of a personal emergency that happens prior to the submission date and will interfere with the student's ability to complete the work, the student will immediately notify the instructor via email of the circumstances for not meeting the assignment due date and ask for a specific date and time to extend the submission. The instructor may accept or reject the student's request based on the circumstances.

- If the request is rejected, then the above-described policy applies and the student's grade on the assignment will be adjusted accordingly.
- If the request is accepted, the student must submit the assignment by the revised time and no penalty to a score will result.
- If the request is rejected based on the student suggested timeframe, the instructor will determine a due date.
- All new due dates determined will still follow the above-described policy.

I acknowledge receipt and understanding of this document.

Date: _____

Print Name: _____

Signature: _____

Code of Academic Integrity

Rationale

Students in the PARTNERSHIP Program must adhere to the highest standards of academic integrity and ethical standards.

Policy

PARTNERSHIP students who are found in violation of the Florida Atlantic University Code of Academic Integrity will be dismissed from the PARTNERSHIP. Students who are dismissed may consult the procedures as described in the Florida Atlantic University Regulation 4.001 Code of Academic Integrity.

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty 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. 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.

The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. The instructor must pursue any reasonable allegation, taking action where appropriate. Examples of academic dishonesty include, but are not limited to, the following:

(A) Cheating

1. The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment. 2. Providing unauthorized assistance to or receiving assistance from another person or entity during an examination or while working on an assignment. 3. Having someone take an exam or complete an assignment in one's place. 4. Securing an exam, receiving an unauthorized copy of an exam, sharing a copy of an exam, or uploading an exam or exam questions online.

(B) Plagiarism

1. The presentation of words from any other source or another person as one's own without proper quotation and citation. 2. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation. 3. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.

(C) Other Forms of Dishonesty

1. Falsifying or inventing information, data, or citations. 2. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor. 3. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors. 4. Any other form of academic cheating, plagiarism, or dishonesty.

For full details of the FAU Code of Academic Integrity, see University Regulation 4.001 (http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

I acknowledge receipt and understanding of this document.

Date: _____ Name: _____

Signature: _____

Student Code of Conduct (4.007)

If at any time a PARTNERSHIP Program participant exhibits behaviors in contravention of the highest level of professional and ethical comportment as described by the Florida Educational Leadership Standards, Rule 6A 5.080, Principles of Professional Conduct for the Education Profession in Florida, or the American Association of School Administrators Code of Ethics, the Keystone Director will meet with the participant and determine a disciplinary sanction.

DISCIPLINARY MEASURES

In the case where the behavior is not a clear violation of these criteria, but considered by the Director to warrant disciplinary measures, the Director will conduct a Hearing. At the Hearing, the intern will be notified of the circumstances that have created a need for a decision based on participant conduct or academic performance. The Director can make and advise the decision at the hearing or can notify the intern of the decision at a later date. This notification should be made in the presence of a third person and is considered to be a *Notification of Decision*.

The intern student will be given the *Notification of Decision* in writing or verbally and, where appropriate, completion and due dates for the student’s compliance. Participants will be expected to follow the directions given in the *Notification of Decision*, and failure to do so will be considered a clear violation of conduct and result in expulsion from the program.

EXPULSION

If a hearing is held and there is determination that a clear violation of any part of the aforementioned Standards, Principles, or Code has occurred, the intern will have as a consequence the immediate removal from the Keystone program and, where appropriate, recommendations to the university for further sanctions on the department or university level.

DISCIPLINARY AND EXPULSION APPEALS PROCESS

If an intern chooses to appeal the decision determined by the Hearing, the PARTNERSHIP Program Appeals Process will be followed. Please refer to the “PARTNERSHIP ATTENDANCE POLICY” for a complete explanation of the Appeals Process.

I acknowledge receipt and understanding of this document.

Date: _____

Print Name: _____

Signature: _____

Research Consent

- 1) Title of Research Study: Investigating the Development of Effective School Professional Learning Continuum
- 2) Investigator(s): PI: Daniel Reyes-Guerra, PhD.
- 3) Purpose: The goal of this project is to investigate how university principal preparation programs —working in partnership with high-needs school districts, exemplary preparation programs and the state — can improve professional learning so it reflects the evidence on how best to prepare effective school leaders. Therefore, the research aims to measure and explore the effectiveness of FAU school leaders preparation programs and school leadership preparation programs in general; the construction, implementation and effectiveness of the FAU partnerships’ leadership preparation curricula; the effect of district, state, federal and university policies on school leadership preparation programs; and contribute to the understanding of what makes schools and school leaders effective in general and in their local context.
- 4) Procedures:
 - You will be asked to complete a survey, focus group, or interview about the development of effective school professional learning continuum
 - Focus groups and interviews should not take longer than one hour; surveys should not take no longer than 10 minutes
 - You will be asked to attend a focus group or face-to-face interview at one of Florida Atlantic University campuses (most convenient for you) and/or online.
 - You will be given the option to choose the times most convenient for you to participate in the study
 - You will be recorded during the interview or focus group session to help transcribe your answers
 - You will not receive any class credit, will not be compensated, nor rewarded for participating in this study.
 - You are only asked to be interviewed once and if you wish you could also participate in completing a one-time survey. Focus groups and interviews should not take longer than one hour; surveys should not take no longer than 10 minutes
- 5) Risks: No foreseeable risks

Participant Initials _____

- 6) Benefits: This research study will inform the state of Florida, the universities, and districts across the state, of the empirical evidence on the qualities that are needed to develop a successful university-district partnership, school leaders program, district administration, and school leaders, as well as investigate individual areas of school leadership understandings and development
- 7) Data Collection & Storage: To ensure privacy we will keep all recorded data in digital folders stored in password-protected computers and accessed only by the members of the research team. Written and printed data will be securely stored in a dedicated cabinet for this research. Participant identities and demographics will be kept on one master list, however pseudonyms will be assigned to these participants and used in all transcribed data to make the transcribed data anonymous and to protect the confidentiality of the participants. All reports and studies developed will be written in a way that no individual could possibly be identified as a participant in the

studies. Data will be kept permanently for further potential research.

8) Contact Information: If you have questions about the study, you should call or email the Principal Investigator, Dr. Daniel Reyes-Guerra (561) 237-2392, dreyes@fau.edu, or graduate research assistant to be determined. If you have questions or concerns about your rights as a research participant, contact the Florida Atlantic University Division of Research, Research Integrity Office at (561) 297-1383 or send an email to researchintegrity@fau.edu.

9) Consent Statement:

*I have read or had read to me the information describing this study. All my questions have been answered to my satisfaction. I am 18 years of age or older and freely consent to participate. I understand that I am free to withdraw from the study at any time without penalty. I have received a copy of this consent form.

I agree _____

I agree _____ to be audiotaped/videotaped.

Printed Name of Participant: _____

Signature of Participant: _____ Date: _____

Publicity Consent (Photo/Video Release Consent)

I hereby give permission for the name, photo, video, likeness, and biographical material of the participant listed below to be used solely for the purposes of Florida Atlantic University (FAU) related promotional material and publications and waive any rights of compensation or ownership thereto.

Participant's Signature: _____ Date: _____

Name of Participant (please print): _____

Address: _____

City: _____ State: _____ Zip: _____

Phone number: _____

Email: _____

Mentor Support Policy

One of the core principles of the PARTNERSHIP program is a belief in mentorship as key to developing leaders. For that reason, the initial step in the admissions process is for candidates to secure the support of their school principal in order to apply to the program. For this to occur, principals will be asked to endorse the candidate for their leadership qualities and skills.

Understanding that the leadership characteristics verified by the supporting principal are usually at the teacher-leader level, it is critical that the home school mentor and apprenticeship mentor continue to observe and verify the appropriate growth and development of the participant during all phases of the program. This observation and verification of participant growth by the mentor(s) is a determining factor in the participant's continuation in the program.

The PARTNERSHIP Program recognizes that it is necessary that the home school principal provide the participant with opportunities and the support to develop his/her leadership skills as a member of the organizational structure of the school. Mentor support includes meeting the standards and requirements of the program (especially those included within the experiential components of the program), and fulfilling the commitments made by both mentor and participant at the time of the nomination. Therefore, it is the expectation of the PARTNERSHIP program that the nominating principal remain as the mentor throughout the program's duration.

Home School Mentor principals are contacted as needed by PARTNERSHIP staff. There may be times when, due to unexpected circumstances, a mentor may be unable or unwilling to continue. For those situations, the program has adopted the following guidelines which will be followed should a change take place in the mentoring circumstances. Please refer to the flow chart on the next page for an explanation of the exact procedure that will be followed should a change in mentoring occur.