 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	<b>Department</b> Educational Leadership and Research Methodology <b>College</b> Education		
<b>Current Course Prefix and Number</b> EDA6191		<b>Current Course Title</b> Leadership for Social Justice	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b>  <b>Change prefix</b> <b>From:</b> <b>To:</b> <b>Change course number</b> <b>From:</b> <b>To:</b> <b>Change credits*</b> <b>From:</b> <b>To:</b> <b>Change grading</b> <b>From:</b> <b>To:</b> <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b>  <b>Change corequisites to:</b> Remove co-requisite  <b>Change registration controls to:</b>	
* Review <a href="#">Provost Memorandum</a> ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> Spring 2023		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Dr. Daniel Reyes-Guerra			
<b>Approved by</b> Department Chair _____ College Curriculum Chair <u>Paul R. Peluso</u> College Dean _____ UGPC Chair <u>Mihaela Cardei</u> UGC Chair <u>Mihaela Cardei</u> Graduate College Dean _____ UFS President _____ Provost _____		<b>Date</b> <u>5/11/22</u> _____ 9/30/2022 _____ 10/3/2022 Oct 17, 2022 Oct 17, 2022 Oct 17, 2022	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



**COURSE NUMBER:** EDA6191

**COURSE TITLE:** Leadership for Social Justice

### **CATALOG DESCRIPTION**

This course helps prepare future school leaders to examine their personal as well as their organizations' values and practices in regards to the diverse student population which they serve. Through a variety of cognitive, meta-cognitive and affective learning experiences, students will be challenged to evaluate and address injustices within their professional setting and take positive steps towards reform. In addition to advocating for student voice through awareness and action that names the social, political and economic injustices and promotes an inclusive environment that is equitable and culturally relevant for students and communities their schools serve.

### **INSTRUCTOR INFORMATION**

### **COURSE INFORMATION/LOGISTICS**

### **REQUIRED TEXTS/MATERIALS**

Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). *Building Equity: Policies and Practices to Empower All Learners*. ASCD.

Professor will assign additional articles and reports relevant to specific modules

### **RECOMMENDED TEXT/MATERIALS**

Baily, S., & Katradis, M. (2016). "Pretty Much Fear!!" Rationalizing Teacher (Dis) Engagement in Social Justice Education. *Equity & Excellence in Education*, 49(2), 215-227.

Brown, K. M. (2004). Assessing preservice leaders' beliefs, attitudes, and values regarding issues of diversity, social justice, and equity: A review of existing measures. *Equity & Excellence in Education*, 37(4), 332-342.

Cambron-McCabe, N., & McCarthy, M. M. (2005). Educating school leaders for social justice. *Educational Policy*, 19(1), 201-222.

Fraser, N. (2000). Rethinking recognition. *New left review*, 3, 107.

Lazar, A. (2013). Degrees toward social justice teaching: Examining the dispositions of three urban early-career teachers. *The Urban Review*, 45(5), 701-727.

Muhammad, A. (2015). *Overcoming the achievement gap trap: liberating mindsets to effect change*. Solution Tree Press.

## REQUIRED WEBSITES AND ELECTRONIC SOURCES

**ASCD SmartBrief:** In addition to the required texts above, students must be subscribed on-line to the *ASCD Smartbrief* (<http://www.smartbrief.com/ascd/>) which is a daily service providing summaries and links to major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field.

**myfau:** To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for your account is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email on a regular basis.

**Library Information:** All students are expected to have online access to the University Library. Through the FAU Libraries, you can access full-text articles from hundreds of electronic journals. Go to the FAU Libraries home page and click on Off-site connect (EZ Proxy). For an introduction, go to: <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>. You can access the Libraries using your FAU NetID and Password.

**Canvas:** This course is assisted electronically by Canvas which is found at: <http://canvas.fau.edu>. To access Canvas, use your student username which is your FAUNet ID. To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for Canvas is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email and Canvas on a regular basis. All course materials, readings, assignments, and other information is available to students on Canvas <http://canvas.fau.edu>.

**LiveText:** Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account one week before the first meeting of the class. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/students/livetext/>

**APA Writing/Citing Style Requirements:** Every assignment in this course is expected to be completed by using the APA style unless otherwise indicated by the instructor. Failure to employ the APA style may lead to grade deduction or assignment repudiation. Please visit <http://www.apastyle.org/> for tutorials and more information about complete guides.

**BCPS Social Justice Initiative: Young Voices Matter:** This open access, free website provides supplemental materials about issues of Social Justice, Equity and Diversity in the k-12 settings. <http://youngvoicesmatter.net/>

## STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES

Florida Educational Leadership Exam (FELE):

1.3.3, 1.4.1, 1.4.2, 1.4.3, 2.1.1, 2.3.1, 2.4.1, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.2, 3.2.3, 3.5.1, 3.5.2, 3.5.3.

Florida Principal Leadership Standards (FPLS):

*1.2.b, 1.2.c, 1.2.d, 2.3.d, 2.4.e, 2.5.a, 2.5.b, 2.5.c, 2.5.d, 2.5.f, 3.6.c, 3.6.e, 3.7.b, 3.8.a, 3.9.a, 3.9.b, 3.9.c, 3.9.d, 4.10.a, 4.10.b, 4.10.c, 4.10.d, 4.10.e, 4.11.f.*

## **THE CONCEPTUAL FRAMEWORK**

### **OUR MISSION**

The IDEAL School Leaders' Master's Degree Program develops, implements, and improves the professional learning of school leaders to provide the best public and private education for students, families, and the community.

### **VISION**

We will be widely recognized as a leading school leadership professional learning program locally, nationally, and internationally, developing the strongest school leaders and leadership teams to lead and transform schools into model learning organizations.

### **SCHOOL LEADER PROFILE – CORE VALUES AND BELIEFS**

We believe that the following descriptions, values, and beliefs will enable school leaders and those they influence to be fulfilled in their own personal ambitions, to be productive contributors to the economy, and to be democratic citizens for a vibrant national community. Our commitment to the public good is what makes school leadership different conceptually and in practice from other organizations and governmental agencies.

We believe that our purpose is to prepare leaders to create a healthy, sustainable, and regenerative society for present and future generations.

- **Leader of Leaders and Learning**– school leaders who are committed to a vision of leadership that is instructional, collaborative, distributed, data-informed, research-based, ethical, entrepreneurial, 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 ongoing reflective and critical inquiry to inform action. They accept critical feedback to develop the personal insight necessary to increase their leadership attributes and 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 social justice and democratic community.
- **Relationship Builders** – school leaders who are adept at building positive relationships. 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 consistently 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 and give feedback as tools for continuous improvement while remaining focused on student learning as a priority. They are passionate leaders who persevere and challenge the status quo.

## **Department of Educational Leadership and Research Methodology**

*As educational leaders*, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self-inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

*As a community of scholars*, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

*As ethical and informed leaders*, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

*As a community of learners*, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

## **COURSE CONNECTION TO CONCEPTUAL FRAMEWORK**

As ethical and informed leaders we value leadership that celebrates diversity and fosters a socially just school culture. This course helps prepare future school leaders to examine their personal as well as their organizations' values and practices in regards to the diverse student population which they serve. Through a variety of cognitive, meta-cognitive and affective learning experiences, students will be challenged to evaluate and address injustices within their professional setting and take positive steps towards reform.

## OVERARCHING GOALS & COMPETENCIES

*Curriculum Goals:* Students will be able to:

1. Reflect on leadership improvement and decision-making strategies for improved student learning.
2. Synthesize the concepts learned in the course and reflect on the impact they have on their learning and leadership growth.
2. Articulate the interconnection of organizational systems relevant to the context of the course concepts, and the processes needed to support student and adult learning.
3. Formulate social justice, equity, and bias in the context of course concepts.
4. Examine the change process and its impact on school improvement relevant to the context of the course concepts and the systems needed to support student and adult learning.

*Competencies:* Program graduates shape their schools and communities' present and future through their demonstrated capacity to:

1. Demonstrate continuous personal leadership growth through reflective practice.
2. Demonstrate the leadership expertise and decision-making strategies needed to improve authentic student and adult learning, and foster a dynamic, purposeful learning organization.
3. Model the principles of - and advocate for - social justice, equity, and inclusion in their schools and communities.
4. Effectively lead and manage the interconnected organizational systems, processes, and people needed to support authentic student and adult learning, and a dynamic, purposeful community.
5. Design, implement, and sustain change processes that ensure school improvement initiatives support authentic student and adult learning.

## COURSE OBJECTIVES

The learners will:

- 1 Explain the role of leadership in advocating for and providing an inclusive environment and openness to learn about societal and school system injustices. (CO: 1)
- 2 Identify the role of the leader in providing an inclusive learning environment with high expectations and a commitment to the success of all students by engaging in professional learning to improve practice, and willing to learn from errors, following the Code of Ethics and Principles of Professional Conduct. (CO: 2)
- 3 Describe principle social justice concepts and relevant terminology. (CO: 3)
- 4 Create a comprehensive plan for promoting Social Justice intended to ensure continuous improvement. (CO: 4)
- 5 Provide appropriate and research based theoretical foundations and instructional leadership strategies to address improved instruction aligned with the needs of the students, including cultural needs and differentiated instruction. (CO: 5)
- 6 Explain the interconnection of inclusive systems and apply multiple lenses, frameworks, and perspectives for effective continuous improvement. (CO: 6)

- 7 Analyze and critique organizational and operating systems in their school. (CO: 7)
- 8 Reflect on leadership improvement and decision-making strategies for improved student learning. Compare and contrast theory and practice. (CO: 8)
- 9 Analyze student demographic and learning data from a variety of sources to determine instructional strengths and achievement gaps that indicate the specific needs of student subgroups. (CO: 9)
- 10 Apply multiple frameworks, lenses, and perspectives for effective continuous improvement of school organizational systems to support student and adult learning. (CO: 10)
- 11 Develop the analysis of organizational systems. (CO: 11)
- 12 Apply a Social Justice frame to Human Resource development and equitable distribution of all resources. (CO: 12)
- 13 Create a comprehensive plan intended to ensure continuous improvement of selected organizational systems. (CO: 13)
- 14 Develop and present the Part 3: Analysis of organizational systems to support student Learning to the school administration for review and school-wide adoption. (CO: 14)
- 15 Apply evidence-based frameworks for the continuous improvement of socially just school organization systems designed to support each student's learning. (CO: 15)
- 16 Create a comprehensive plan intended to ensure leadership for social justice. (CO: 16)

CO = Course Objective

## CONTENT OUTLINE

*The following section lists the course topics, divided into modules (class meetings), with their standards, learning goals, and objectives. This is a brief overview of each module.*

Title of Course: Leadership for Social Justice	
Module: 1 of 6	Module Theme: Understanding Social Justice and the Role of the School Leader (unpacking identity, diversity and justice)
Standards for this Module Florida Educational Leadership Exam (FELE) 1.4.1, 2.4.1, 2.4.4, 3.2.2, Florida Principal Leadership Standards (FPLS) 1.2.b, 1.2.c, 2.5.a, 2.5.b, 2.5.c, 2.5.d, 2.5.f, 3.9.a, 4.10.a, 4.10.b, 4.10.c, 4.10.e, 4.10.f	
Learning Goals/Objectives for this Module Future leaders will:	
<ol style="list-style-type: none"> <li>1. Analyze your own bias, and identity lived experiences related to social justice. (CO: 3, 6, 8)</li> <li>2. Compare and contrast how these experiences inform your practice as a school leader who strives to become an agent of change. (CO: 1, 2, 8, 12)</li> <li>3. Examine and critique societal and school systemic injustices (CO: 1, 9, 10, 12, 13, 14).</li> <li>4. Conceptualize the role of leadership in advocating for and providing an inclusive environment (CO: 1, 2, 6, 12, 13, 14, 15, 16)</li> <li>5. Discuss the role of the leader in promoting high expectations and a commitment to the success of all students. (CO: 2, 5, 8, 9, 10, 14, 15)</li> </ol>	

6. Foster professional learning to improve practice, and learn from errors, following the Code of Ethics and Principles of Professional Conduct. (CO: 2)
7. Discuss the principles of social justice concepts and relevant terminology. (CO: 3)
8. Examine different approaches and concrete strategies and tools for leading social justice work and affecting change. (CO: 5, 8, 14, 15, 16)
9. Conceptualize a comprehensive and sustainable plan for promoting social justice (CO: 4, 13, 16)

Title of Course: Leadership for Social Justice

Module: 2 of 6	Unit Theme: Grounding Social justice in Theories and Practice
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Standards for this Module

Florida Educational Leadership Exam (FELE)

*1.4.1, 1.4.3, 2.4.1, 2.4.4, 3.1.1, 3.1.2, 3.2.2, 3.5.1, 3.5.2, 3.5.3.*

Florida Principal Leadership Standards (FPLS)

*1.2.b, 1.2.c, 1.2.d, 2.5.a, 2.5.d, 2.5.f, 3.6.c, 3.6.e, 3.9.c, 2, 3.9.d, 4.10.e, 4.10.f*

Learning Goals/Objectives for this Module

Future leaders will:

1. Compare and contrast theory with real-world implications for social injustice. (CO: 8)
2. Identify and reference appropriate research-based theoretical-foundations and strategies to address improved instruction, which is aligned with the needs of all students (CO: 5)
3. Examine the interconnection of inclusive systems and apply multiple lenses, frameworks, and perspectives for effective continuous improvement. (CO: 1, 2, 4, 6, 7, 10, 13)
4. Analyze and synthesize organizational and operational school systems using student demographic and learning data from a variety of sources. (CO: 7, 9, 10, 11)
5. Reflect on leadership improvement and decision-making strategies for improved student learning. (CO: 8, 14)
6. Discuss and conceptualize a comprehensive plan for promoting social justice intended to ensure continuous improvement. (CO:13, 16)

(Address CA1 and CA2). (CO: 1 through 14)

Title of Course: Leadership for Social Justice

Module: 3 of 6	Unit Theme: Leading for Inclusive School Community and Culturally Relevant Instruction
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Standards for this Module

Florida Educational Leadership Exam (FELE)

*1.3.3, 1.4.1, 1.4.3*

Florida Principal Leadership Standards (FPLS)

*1.2.b, 1.2.c, 1.2.d, , 2.3.d, 2.5.a, 2.5.c, 3.6.c, 3.6.e,3.9.a, 3.9.c, 4.10.e, 4.10.f*

Learning Goals/Objectives for this Module

Future leaders will:



1. Analyze student demographic and learning data from a variety of sources to determine instructional strengths, areas of concern, and learning needs for students including gaps between groups. (CO: 9)
2. Analyze and critique the inclusiveness of organizational and operating systems in their school. (CO: 6, 7, 9, 10, 11)
3. Apply democratic and shared leadership skills. (CO: 1, 5, 8)
4. Reflect on leadership improvement and decision-making strategies for improved student learning. (CO: 8)
5. Discuss the development of a comprehensive plan for promoting social justice intended to ensure continuous improvement. (CO:13, 16)

Title of Course: Leadership for Social Justice

Module: 4 of 6      Unit Theme: Knowing, Valuing and Serving “*who is in the room*” with a High Level of Cultural Competency

Standards for this Module

Florida Educational Leadership Exam (FELE)

1.4.1, 1.4.2, 2.4.1, 2.4.4,

Florida Principal Leadership Standards (FPLS)

1.2.b, 1.2.c, , 2.3.d, 2.5.a, 2.5.b, 4.10.e, 4.10.f

Learning Goals/Objectives for this Module

Future leaders will

1. Examine bias, identity, and lived experiences related to social justice. (CO: 3, 4, 12)
2. Reflect on leadership improvement and decision-making strategies for improved student learning. Compare and contrast theory and practice. (CO: 8)
3. Apply multiple frameworks, lenses, and perspectives for effective continuous improvement of school organizational systems to support student learning (CO: 6, 10,15)
4. Develop the analysis of organizational systems. (CO: 11)
5. Discuss the development of a comprehensive plan for promoting social justice intended to ensure continuous improvement. (CO: 13, 16)

Title of Course: Leadership for Social Justice

Module: 5 of 6      Unit Theme: Hiring Practices, Staff Training, Differentiated Instruction

Standards for this Module

Florida Educational Leadership Exam (FELE)

1.4.1, 1.4.2, 1.4.3, 2.1.1, 2.4.1, 2.3.1, 3.2.3,

Florida Principal Leadership Standards (FPLS)

1.2.b, 1.2.c, , 2.3.d, 2.4.e, 2.5.a, 2.5.b, 2.5.c, 2.5.d, 2.5.f, 3.7.b, 4.10.d, 4.10.e, 4.10.f

Learning Goals/Objectives for this Module

Future leaders will

1. Identify differentiated and strategic instructional practices in order to achieve proficiency of target skills and standards. They will learn that effective teaching is critical to ensure that all learners are successful. (CO: 5, 9)

2. Compare and critique effective/differentiated hiring practices as an essential part of developing a well-rounded faculty that is able to meet the diverse needs of learners within the school community. (CO: 12)
3. Develop the analysis of organizational systems (CO: 7, 10, 11)
4. Reflect on leadership improvement and decision-making strategies for improved student learning. Compare and contrast theory and practice. (CO: 8)
5. Create a comprehensive plan for promoting social justice intended to ensure continuous improvement. (CO: 13, 16)

Title of Course: Leadership for Social Justice

Module: 6 of 6      Unit Theme: Leading for Equity Implementation

Standards for this Module

Florida Educational Leadership Exam (FELE)

*1.4.1, 1.4.2, 1.4.3, 2.4.1, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.2, 3.2.3, 3.5.1, 3.5.2, 3.5.3.*

Florida Principal Leadership Standards (FPLS)

*1.2.b, 1.2.c, 1.2.d, , 2.3.d, 2.5.a, 2.5.b, 2.5.c, 2.5.d, 2.5.f, 3.6.c, 3.6.e, 3.8.a, 3.9.c, 2, 3.9.d, 4.10a, 4.10.b, 4.10.c, 4.10.d, 4.10.e, 4.10.f.*

Learning Goals/Objectives for this Module

Future leaders will

1. Apply evidence-based frameworks for the effective and continuous improvement of school organizational systems designed to support each student's learning. (CO: 9, 10, 15)
2. Based on an analysis Part 3: Analysis of Organizational Systems to Support Student Learning, create a comprehensive plan intended to ensure continuous improvement of selected organizational systems. (CO: 9, 13)
3. Develop and present the Part 3: Analysis of Organizational Systems to Support Student Learning to the school administration for review and school-wide adoption. (CO: 8, 14)
4. Apply evidence-based frameworks for the continuous improvement of socially just school organization systems designed to support each students' learning. (CO: 10, 14)
5. Based on the analysis of part 3 create a comprehensive plan intended to ensure leadership for social justice. (CO: 9, 16)

## COURSE REQUIREMENTS

### COMPETENCY ASSESSMENT

There are two required Competency Assessments in this course. All Competency Assessments submissions must be **uploaded to LiveText and Canvas**. The rubric for each assignment will be discussed in class by the instructor at the appropriate time. Students will be assessed on these assignments using a scale of Exemplary, Satisfactory, Emerging, Unsatisfactory and Did Not Attempt. All competency assessments will include an element for master level writing. (See the FAU PPI writing rubric). **All Competency Assessments must be rated at the Exemplary or Satisfactory for a student to pass the course.** Refer to the rubrics for assessment criteria.

Competency Assessment will also be scored as part of the grade for this course. All assignments will be turned in online in Canvas, and the critical assignments will be **posted in LiveText**. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course. **No final grade for the course will be posted until all Competency Assessments are posted in BOTH LiveText and Canvas.**

#### GRADED ASSIGNMENTS

<b>Assignments</b>	<b>Points</b>
Assignment 1: Anti-Bias Framework application	10
Assignment 2: <b>CA1:</b> Achievement Gap Analysis and Presentation	15
Assignment 3: Inclusive Governance Action Plan	10
Assignment 4; Reflective Journal (5 entries)	15
Assignment 5: <b>CA2:</b> Comprehensive Social Justice Leadership Plan	40
Class Participation:	10
<b>Total Points:</b>	<b>100</b>

#### ASSIGNMENT DESCRIPTIONS

<b>Assignment</b>	<b>Description</b>	<b>Due</b>	<b>Weight</b>
Anti-Bias Framework application	After engaging in self-paced presentation on understanding justice, learner will identify anchor justice standards in response to student scenarios #1, #2, #3 and #4, and list justice anchor standards addressed in videos by teachers: Robert, Laurence and Anna.  Purpose: This activity is intended to provide school leaders with concrete strategies and tools for leading social justice work. (Objectives 8, 9)	<b>Week 1</b>	<b>10</b>
<b>Competency Assessment (1):</b> Achievement Gap Analysis and Presentation  <i>FELE: 1.4.3; 2.3.1; 2.4.4; 3.1.1; 3.1.2; 3.1.4; 3.5.1</i>	Gather and analyze student performance data (academic and behavior) from your school. Identify trends that exist across subgroups (example, iReady, RTI:B, Suspension Data). Prepare a presentation to be shared with your School Advisory Council that explains the trends you observed and includes recommendations for changes to policy and practice that develop socially just leaders and remedy any negative trends. (Please see Rubric)	<b>Week 4</b>	<b>15</b>
Inclusive Governance Action Plan	Students will apply the Framework for Inclusive Governance to five out of the nine areas that it assesses, describe their current state on the continuum, and identify 3 steps to take to move each area towards the Full Inclusion side of the continuum.	<b>Week 3</b>	<b>10</b>

<p>Reflective Journal (5 entries)</p>	<p>Students will keep a reflective journal and will share weekly reflection on discussion board where they synthesize their learning for each module using the following guidelines: (see rubric)</p> <ul style="list-style-type: none"> <li>• Synthesis of Learning <ol style="list-style-type: none"> <li>1. Provides a clear synthesis of information related to the unit topic.</li> <li>2. Includes appropriate citations for references</li> </ol> </li> <li>• Personal reflections: <ol style="list-style-type: none"> <li>1. How does what you learned apply to your current leadership?</li> <li>2. What challenges do you foresee as you grow in your leadership?</li> </ol> </li> </ul>	<p>Ongoing</p>	<p>15</p>
<p><b>Competency Assessment (2)</b> Comprehensive Social Justice Leadership Plan</p> <p><i>FELE: 1.3.3; 1.4.1; 1.4.2; 2.1.1; 2.4.1; 3.2.2; 3.2.3; 3.5.2; 3.5.3</i></p>	<p>Using data (collected through observations, Interviews, surveys, documents, artifacts) provide an assessment of the current culture of your school. Use the following guiding questions to inform your report:</p> <ol style="list-style-type: none"> <li>1. How do issues of race and class affect the teaching and learning in your building?</li> <li>2. How are issues of social justice and the educators code of ethics integrated into your school's curriculum?</li> <li>3. What cultural or political values are inherent in the curriculum content?</li> <li>4. How are cultural biases incorporated into student assessment and grading?</li> <li>5. How are discipline incidents handled? Are these viewed as opportunities for responsibility, community restitution, and growth? Is your discipline policy just and equitable?</li> <li>6. How is "success" determined (for students and teachers)?</li> <li>7. What are the skills that are valued in your school?</li> <li>8. Does political or cultural bias favor the teaching of certain skills over others?</li> <li>9. How are all talents and abilities given an opportunity to shine?</li> <li>10. How can collaboration be encouraged by your activities and (assessments)?</li> <li>11. Is your assessment used to judge or foster growth?</li> </ol>	<p>Week 6</p> <p>Equity audit table to be submitted on Week 5</p>	<p>40</p>

12. Are all parents welcomed as part of the school community?  Deliverables:  1- Equity audit Table. Use the provided equity audit materials to evaluate your school, provide evidence (data or artifacts) to support your assessment. (10 points)  2- Equity report 15-20 pages that includes an executive summary (3 pages), introduction, methodology, data analysis and findings, conclusion and recommendation. (30 points)  (Please see rubric)				
Class Participation:	Ongoing	10		

### CA1: Achievement Gap Analysis and Presentation Rubric (100 points)

Gather and analyze student performance data (academic and behavior) from your school. Identify trends that exist across subgroups (example, iReady, RTI:B, Suspension Data). Prepare a presentation to be shared with your School Advisory Council that explains the trends you observed and includes recommendations for changes to policy and practice that develop socially just leaders and remedy any negative trends.

Content Rubric					Total Score	100
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score
	14-15	12-13	10-11	9 or less	0	15
Introduction	Introduction is organized well and engages audience members in the content. Information follows a logical order and creates flow and clarity. Introduction provides clear and rich information regarding context and issues discussed. At least 5 relevant sources are cited	Introduction is organized well. Information follows a logical order. Introduction provides some information regarding context and issues discussed. At least 3 relevant sources are cited	Introduction is organized in a reasonable manner but needs revision. Information regarding context and relevant issues are scarce and not supported by references	Summary's organization follows no logical or coherent order. No information or resources regarding context or relevant issues are provided.	The student does not submit.	

	<b>24-25</b>	<b>21-23</b>	<b>18-21</b>	<b>17 or less</b>	<b>0</b>	<b>25</b>
<b>Data Analysis and Results</b>	Data is appropriate and very relevant; presentation and analysis of data are professional, thorough, engaging, and sophisticated.	Data is appropriate and relevant; presentation and analysis of data is good.	Data is relevant but presentation and interpretation of results need work.	Data is not relevant for purpose; presentation and interpretation of results are inaccurate.	The student does not submit.	
	<b>19-20</b>	<b>17-18</b>	<b>15-16</b>	<b>14 or less</b>	<b>0</b>	<b>20</b>
<b>Visual Supplements</b>	At least 5 supplements are included and provide valuable information that is clear, professionally presented, and insightful.	3 or more supplements are included and provide valuable information that is clear, professionally presented, and insightful.	1 or 2 supplements are included and provide valuable information but warrant more thought and editing.	No visual supplements such as tables, graphs or pictures are included.	The student does not submit.	
	<b>14-15</b>	<b>12-13</b>	<b>10-11</b>	<b>9 or less</b>	<b>0</b>	<b>15</b>
<b>Conclusions and Recommendations</b>	Conclusions and recommendations are excellent.	Conclusions and recommendations are pertinent, realistic, evidence-based, and detailed.	One is relevant and adequate, but the other is not pertinent, realistic, or detailed.	Both are unclear and not connected to the report's data.	The student does not submit.	
	<b>14-15</b>	<b>12-13</b>	<b>10-11</b>	<b>9 or less</b>	<b>0</b>	<b>15</b>
<b>Presentation</b>	Presentation is tailored to an audience of school stakeholders (concise, actionable) so that they can make decisions and take appropriate action.	Presentation is prepared appropriately for an audience of school stakeholders (somewhat concise with opportunities for action)	Presentation shows evidence of audience awareness, but not enough to appropriately inform or inspire members to take action.	Information is not tailored toward an audience of school stakeholders.	The student does not submit.	
<b>Content Score</b>						<b>90</b>

<b>Writing Rubric</b>						
<b>Item to be Assessed</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>	<b>Score</b>
	<b>2.3 to 2.5</b>	<b>2.0 to 2.2</b>	<b>1.5 to 1.9</b>	<b>0.5 to 1.4</b>	<b>0</b>	<b>2.5</b>

<b>Content &amp; Development*</b> The student will use clear and persuasive communication. (2.5 points)	- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.  - Major points are identified and clearly and fully supported.  - External literature and research used are compelling, current and clearly address the topic.  - Content and purpose are clear, consistent and compelling.	- Exhibits an accurate and comprehensive understanding of the topic.  - Major points are identified and adequately supported.  - External literature and research used are current and address the topic.  - Content and purpose are clear and consistent.	- Exhibits a general understanding of the topic.  - Major points are identified but not adequately supported.  - External literature and research used is included but does not adequately address the topic.  - Content and purpose are unclear and inconsistent.	- Exhibits a limited understanding of the topic.  - Major points are poorly identified and not supported.  - External literature and research used are not adequately included.  - Content vague and purpose is difficult to determine.	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
<b>Organization &amp; Structure*</b> The student will provide organized and structured writing. (2.5 points)	- Reveals strong understanding of format and structure and the narrative flows well.	- Reveals an understanding of format and structure and is easy to follow.	- Reveals an understanding of format and structure but is not easy to follow.	- Reveals a limited understanding of format and structure.	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
<b>Format and References</b> The student will use appropriate formatting following the APA style. (2.5 points)	- Introduction and conclusions are compelling and major points are concisely previewed or summarized.  - Citations and references are provided and follow APA style with no errors.	- Introduction and conclusions are clear and major points are previewed or summarized.  - Citations and references are provided and follow APA style nearly always.	- Introduction and conclusions are present but major points are not previewed or summarized.  - Citations and references are provided and follow APA style but not consistently.	- Introduction and/or conclusion are missing.  - Citations and references are not provided when necessary.	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5

<b>Mechanics (grammar, spelling, length)</b> The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling. (2.5 points)	- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary.	- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary.	- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary.	- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary.	No attempt made
	- Language clear, precise, invoking interest and attention.  - Length appropriate as described for the assignment.	- Language appropriate and clear.  - Length appropriate as described for the assignment.	- Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic.	- Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length.	
<b>Writing Final Score</b>					<b>10</b>

<b>FELE Skill</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<b>1.4.3.</b> Analyze and select practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.	Student has accurately analyzed and selected multiple practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Supported by 5 or more points of data (artifacts, documents, lesson plans etc.)	Student has accurately analyzed and selected multiple practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Supported by at least 3 points of data (artifacts, documents, lesson plans etc.)	Student has attempted to analyze and select practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Supported by 1 or 2 points of data (artifacts, documents, lesson plans etc.)	Student has failed to analyze and select practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Provided no data to support their submission	The student does not submit.



<b>2.4.4 Identify processes that create and support sustainable and collaborative relationships.</b>	<i>Student has accurately identified processes that create and support sustainable and collaborative relationships, supported by 5 or more points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has accurately identified processes that create and support sustainable and collaborative relationships, supported by at least 3 points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has accurately identified processes that create and support sustainable and collaborative relationships, supported by 1 or 2 points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has failed to identify any processes that create and support sustainable and collaborative relationships</i>	<i>The student does not submit.</i>
<b>3.1.1. Analyze and prioritize decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance.</b>	<i>Student has analyzed and prioritized at least 5 actions to mitigate negative situations impacting student learning and teacher performance (for example: attendance, discipline, gaps in achievement, etc...)</i>	<i>Student has analyzed and prioritized at least 3 actions to mitigate negative situations impacting student learning and teacher performance (for example: attendance, discipline, gaps in achievement, etc...)</i>	<i>Student has analyzed and prioritized 1 or 2 actions to mitigate negative situations impacting student learning and teacher performance (for example: attendance, discipline, gaps in achievement, etc...)</i>	<i>Student has failed to analyze and prioritize any actions to mitigate negative situations impacting student learning and teacher performance.</i>	<i>The student does not submit</i>
<b>3.1.2. Analyze and evaluate decisions for effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).</b>	<i>Student has analyzed and evaluated the outcomes of a program or an initiative within their school and has identified, based on data, 4-5 follow up actions, revisions for implementation (PDSA)</i>	<i>Student has analyzed and evaluated the outcomes of a program or an initiative within their school and has identified, based on data, 2-3 follow up actions, revisions for implementation (PDSA)</i>	<i>Student has analyzed and evaluated the outcomes of a program or an initiative within their school and has identified, based on data, 1 follow up action and revision for implementation (PDSA)</i>	<i>Student has failed to analyze or evaluate a program or an initiative within their school and has not identified, based on data, any actions or revisions for implementation (PDSA)</i>	<i>The student does not submit</i>

<b>3.1.4. Select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.</b>	<i>Student has selected appropriate steps in a change process that effectively facilitate implementation of new policies or procedures, supported by 5 or more points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has selected appropriate steps in a change process that effectively facilitate implementation of new policies or procedures, supported by 3 or more points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has selected appropriate steps in a change process that effectively facilitate implementation of new policies or procedures, supported by 1 or 2 points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has failed to select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.</i>	<i>The student does not submit.</i>
<b>3.5.1 Analyze data and communicate, in writing, appropriate information to stakeholders</b>	<i>Student has analyzed school data and communicated appropriate information as it relates to the accomplishment of school and system-wide goals in writing to all stakeholders.</i>	<i>Student has analyzed school data and communicated appropriate information as it relates to the accomplishment of school goals in writing to stakeholders.</i>	<i>Student has analyzed school data and communicated some information in writing to all stakeholders.</i>	<i>Student has failed to analyze school data and communicate appropriate information in writing to all stakeholders.</i>	<i>The student does not submit</i>

**CA2: School Equity Report Rubric: Executive Summary, Introduction, Methodology, Data Analysis, Conclusions and Recommendations, Visual Supplements (100 points.)**

**Executive Summary Rubric: Summary Skills, Purpose, Organization, Audience Awareness (35 points)**

Using data (collected through observations, interviews, surveys, documents, artifacts) provide an assessment of the current culture of your school. Use the following guiding questions to inform your report:

1. How do issues of race and class affect the teaching and learning in your building?
2. How are issues of social justice and the educators code of ethics integrated into your school's curriculum?
3. What cultural or political values are inherent in the curriculum content?
4. How are cultural biases incorporated into student assessment and grading?
5. How are discipline incidents handled? Are these viewed as opportunities for responsibility, community restitution, and growth? Is your discipline policy just and equitable?
6. How is "success" determined (for students and teachers)?
7. What are the skills that are valued in your school?
8. Does political or cultural bias favor the teaching of certain skills over others?
9. How are all talents and abilities given an opportunity to shine?

10. How can collaboration be encouraged by your activities and (assessments)?
11. Is your assessment used to judge or foster growth?
12. Are all parents welcomed as part of the school community?

**Deliverables:**

- Equity audit Table. Use the provided equity audit materials to evaluate your school, provide evidence (data or artifacts) to support your assessment. (10 points)
- Equity report 15-20 pages that includes an executive summary (3 pages), introduction, methodology, data analysis and findings, conclusion and recommendation. (30 points)

<b>Content Rubric</b>					<b>Total Score</b>	<b>100</b>
<b>Topic</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>	<b>Score</b>
	<b>10</b>	<b>8-9</b>	<b>6-7</b>	<b>5 or less</b>	<b>0</b>	<b>10</b>
<b>Summary Skills</b>	<i>Summary is excellent: all major points are restated clearly and concisely and are factual and objective.</i>	<i>Summary is good: key information is restated well and minor details and author opinions are avoided.</i>	<i>Summary is short; some important information is missing. Summary is relatively free of insignificant details.</i>	<i>Summary is very short; key information is missing and minor details are given too much attention.</i>	<i>The student does not submit.</i>	
	<b>10</b>	<b>8-9</b>	<b>6-7</b>	<b>5 or less</b>	<b>0</b>	<b>10</b>
<b>Purpose</b>	<i>Summary restates main purpose, key points, facts, and figures excellently.</i>	<i>Summary restates main purpose, key points, facts, and figures well.</i>	<i>Summary restates only two of the following: main purpose, key points, facts, and figures.</i>	<i>Summary does not restate purpose, key arguments, facts, and figures.</i>	<i>The student does not submit.</i>	
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2 or less</b>	<b>0</b>	<b>5</b>
<b>Organization</b>	<i>Summary is organized well and invites readers to read more. Information follows a logical order and creates flow and clarity.</i>	<i>Summary is organized well. Information follows a logical order.</i>	<i>Summary is organized in a reasonable manner but needs revision. Some information is misplaced.</i>	<i>Summary's organization follows no logical or coherent order.</i>	<i>The student does not submit.</i>	
	<b>10</b>	<b>8-9</b>	<b>6-7</b>	<b>5 or less</b>	<b>0</b>	<b>10</b>

<b>Audience Awareness</b>	<i>Information is tailored to an executive audience (concise, actionable) so that they can make decisions and take appropriate action.</i>	<i>Summary is written appropriately for an executive audience (somewhat concise with opportunities for action).</i>	<i>Summary shows evidence of audience awareness, but not enough to invite executives to read it or take action.</i>	<i>Information is not tailored toward an executive-level audience.</i>	<i>The student does not submit.</i>	
<b>Executive Summary Report Score</b>						<b>35</b>

**School Equity Report Rubric: Executive Summary, Introduction, Methodology, Data Analysis, Conclusions and Recommendations, Visual Supplements (55 points).**

<b>Topic</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>	<b>Score</b>
<b>Executive Summary</b>	<i>Use score from executive Summary above.</i>	<i>Use score from executive Summary above.</i>	<i>Use score from executive Summary above.</i>	<i>Use score from executive Summary above.</i>	<i>Use score from executive Summary above.</i>	<b>35</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2 or less</b>	<b>0</b>	<b>7</b>
<b>Introduction</b>	<i>Introduction is organized well and invites readers to read more. Information follows a logical order and creates flow and clarity. Introduction provides clear and rich information regarding context and issues discussed. At least 5 relevant resources are cited.</i>	<i>Introduction is organized well. Information follows a logical order. Introduction provides some information regarding context and issues discussed. At least 3 relevant resources are cited.</i>	<i>Introduction is organized in a reasonable manner but needs revision. Information regarding context and relevant issues are scarce and not supported by references.</i>	<i>Summary's organization follows no logical or coherent order. No information or resources regarding context or relevant issues are provided.</i>	<i>The student does not submit.</i>	
	<b>14-15</b>	<b>12-13</b>	<b>10-11</b>	<b>9 or less</b>	<b>0</b>	<b>15</b>

<b>Methodology</b>	<i>Data and collection methods are explained and developed with relevant detail. Reader questions are anticipated and answered.</i>	<i>Data and collection methods are explained clearly and developed with some relevant detail. Reader will generally be satisfied.</i>	<i>Explains data and collection methods, but explanations need development or clarity. Reader will have some questions.</i>	<i>Does not explain data or collection methods; data analysis methods are unclear.</i>	<i>The student does not submit.</i>	
	<b>13</b>	<b>11-12</b>	<b>9-10</b>	<b>8 or less</b>	<b>0</b>	<b>13</b>
<b>Data Analysis and Results</b>	<i>Data collected are appropriate and very relevant; presentation and analysis of data are professional, logical, and concise. At least 5 points of data (artifacts, documents, lesson plans etc.) are used.</i>	<i>Data is appropriate and relevant; presentation and analysis of data are logical and concise. At least 3 points of data (artifacts, documents, lesson plans etc.) are used.</i>	<i>Data is relevant but presentation and interpretation of results need development. 1 or 2 points of data (artifacts, documents, lesson plans etc.) are used.</i>	<i>Data is not relevant for purpose; presentation and interpretation of results are inaccurate.</i>	<i>The student does not submit.</i>	
	<b>10</b>	<b>8-9</b>	<b>6-7</b>	<b>5 or less</b>	<b>0</b>	<b>10</b>
<b>Conclusions and Recommendations</b>	<i>All conclusions and recommendations are well aligned, pertinent, realistic, evidence-based, and detailed (provides a minimum of 5 recommendations)</i>	<i>Most conclusions and recommendations are aligned; pertinent, realistic, evidence-based, and detailed (provides a minimum of 3 recommendations)</i>	<i>Conclusions are not aligned with recommendations. Recommendations are not consistently relevant or adequate. (Provides a minimum of 2 recommendations)</i>	<i>Recommendations are unclear and not connected to the report's data or to conclusions.</i>	<i>The student does not submit.</i>	
	<b>10</b>	<b>8-9</b>	<b>6-7</b>	<b>5 or less</b>	<b>0</b>	<b>10</b>
<b>Visual Supplements</b>	<i>At least 5 supplements are included and provide valuable information that is clear, professionally presented, and insightful.</i>	<i>3 or more supplements are included and provide valuable information that is clear, professionally presented, and insightful.</i>	<i>1 or 2 supplements are included and provide valuable information but warrant more thought and editing.</i>	<i>No visual supplements such as tables, graphs or pictures are included.</i>	<i>The student does not submit.</i>	
<b>Equity Report Score</b>						<b>55</b>

### Writing Rubric

<i>Item to be Assessed</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>	<i>Score</i>
	<b>2.3 to 2.5</b>	<b>2.0 to 2.2</b>	<b>1.5 to 1.9</b>	<b>0.5 to 1.4</b>	<b>0</b>	<b>2.5</b>
<b>Content &amp; Development*</b> The student will use clear and persuasive communication. (2.5 points)	- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.  - Major points are identified and clearly and fully supported.  - External literature and research used are compelling, current and clearly address the topic. - Content and purpose are clear, consistent and compelling.	- Exhibits an accurate and comprehensive understanding of the topic.  - Major points are identified and adequately supported.  - External literature and research used are current and address the topic. - Content and purpose are clear and consistent.	- Exhibits a general understanding of the topic.  - Major points are identified but not adequately supported.  - External literature and research used is included but does not adequately address the topic. - Content and purpose are unclear and inconsistent.	- Exhibits a limited understanding of the topic.  - Major points are poorly identified and not supported.  - External literature and research used are not adequately included. - Content vague and purpose is difficult to determine.	No attempt made	
	<b>2.3 to 2.5</b>	<b>2.0 to 2.2</b>	<b>1.5 to 1.9</b>	<b>0.5 to 1.4</b>	<b>0</b>	<b>2.5</b>
<b>Organization &amp; Structure*</b> The student will provide organized and structured writing. (2.5 points)	- Reveals strong understanding of format and structure and the narrative flows well.	- Reveals an understanding of format and structure and is easy to follow.	- Reveals an understanding of format and structure but is not easy to follow.	- Reveals a limited understanding of format and structure.	No attempt made	
	<b>2.3 to 2.5</b>	<b>2.0 to 2.2</b>	<b>1.5 to 1.9</b>	<b>0.5 to 1.4</b>	<b>0</b>	<b>2.5</b>
<b>Format and References</b> The student will use appropriate formatting following the APA style. (2.5 points)	- Introduction and conclusions are compelling and major points are concisely previewed or summarized.  - Citations and references are provided and follow APA style with no errors.	- Introduction and conclusions are clear and major points are previewed or summarized.  - Citations and references are provided and follow APA style nearly always.	- Introduction and conclusions are present but major points are not previewed or summarized.  - Citations and references are provided and follow APA style but not consistently.	- Introduction and/or conclusion are missing.  - Citations and references are not provided when necessary.	No attempt made	
	<b>2.3 to 2.5</b>	<b>2.0 to 2.2</b>	<b>1.5 to 1.9</b>	<b>0.5 to 1.4</b>	<b>0</b>	<b>2.5</b>

<b>Mechanics (grammar, spelling, length)</b> The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling. (2.5 points)	- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary.	- Exhibits an understanding of the rules of grammar; commits few spelling errors, and uses satisfactory vocabulary.	- Exhibits little understanding of the rules of grammar; commits many spelling errors, and uses limited vocabulary.	No attempt made
	- Language clear, precise, invoking interest and attention.	- Language appropriate and clear.	- Language inappropriate (jargon or conversational tone.)	
	- Length appropriate as described for the assignment.	- Length appropriate as described for the assignment.	- Over or under length necessary to develop the topic.	
<b>Writing Final Score</b>				<b>10</b>

<b>FELE Skill</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
1.3.3 Evaluate and select rigorous and culturally relevant instructional methods for implementing State Board of Education adopted educational standards and district adopted curriculum	Student has accurately evaluated and selected multiple culturally relevant instructional methods, supported by 5 or more points of data (artifacts, documents, lesson plans etc.)	Student has accurately evaluated and selected some culturally relevant instructional methods, supported by 3 or 4 points of data (artifacts, documents, lesson plans etc.)	Student has attempted to evaluate and select culturally relevant instructional methods, but had only 1 or 2 data points to support their selection and evaluation (artifacts, documents, lesson plans etc.)	Student has failed to evaluate and/or select any culturally relevant instructional methods and provided no data to support their submission.	No attempt
1.4.1 Identify appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable	Student has identified 5 or more different appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide	Student has identified at least 3 different appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students	Student has identified only 1 or 2 appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students	Student has failed to identify any appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students	No attempt

opportunities for all students	<i>equitable opportunities for all students</i>				
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**Reflection Rubric: Synthesis of Learning – Reflections on readings, class discussions, presentations, and website information. The self-reflection section is to be written in the first person.**

Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Synthesis of Learning - Synthesis of information related to the topic.</b>	Provides a thorough synthesis of information related to the concepts presented in class.	Provides a basic synthesis of information related to the concepts presented in class.	Provides a limited synthesis of information related to the concepts presented in class.	Does not synthesize the information related to the concepts presented in class.	The student did not submit the assignment.
<b>Personal Reflection – First Person writing</b>	Provides a meaningful personal connection to the readings, presentations, learning activities and demonstrates a deep personal understanding of the topic.	Provides a basic personal connection to the readings, presentations, learning activities and demonstrates a basic personal understanding of the topic.	Provides a limited personal connection to the readings, presentations, learning activities and demonstrates a limited personal understanding of the topic.	Does not make a personal connection to the readings, presentations, learning activities and does not demonstrate a personal understanding of the topic.	The student did not submit the assignment.

## END OF COURSE SURVEY

Effective summer 2014, all SPOTs (Student Perception of Teaching forms) will be completed online. Faculty will no longer provide paper SPOTs in class at the end of the course.

Please keep in mind that SPOTs are an extremely effective tool to evaluate the quality of instruction. Departments, schools, and colleges use individual instructor data and comments in annual evaluations, as well as for tenure and promotion. SPOT results are presented to faculty in summary form after the end of the semester. Individual SPOT responses are completely anonymous and remain anonymous. Faculty has no way of linking a SPOT to a particular student.

To begin the SPOT process:

- Log on to MyFAU and click on the "SPOT" tab at the top of the page.
  - Click the "Complete My SPOTs" button to see the courses in which you are enrolled.
- Now also available through Canvas!



- Click on each course to complete the SPOT for that course
- If you have any questions about the process, please contact the Office of Testing and Evaluation at [testandeval@fau.edu](mailto:testandeval@fau.edu).

### **FAU PPI POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES**

Refer to the FAU PPI student handbook. Due to the design of this course, assignments are due when indicated in the syllabus. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. *Students who find themselves in this situation must meet with the professor.*

### **COURSE GRADING SCALE:**

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67
C+	79-81	= 2.33	F	Below 62	= 0.00

### **ATTENDANCE POLICY**

According to FAU and Department of Educational Leadership and Research Methodology protocols and the FAU PPI Attendance Policy, "Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor." Refer to the FAU PPI student handbook. Students must attend **ALL** classes. Furthermore, students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor and the student's mentor. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. Dr. Daniel Reyes-Guerra reserves the right to approve or disapprove any absence. It is the student's responsibility to make up all assignments missed during his or her absence.

### **CLASSROOM ETIQUETTE / BEHAVIOR POLICY**

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions."

### **CODE OF ACADEMIC INTEGRITY (4.001)**

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\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

### **STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585), and follow all SAS procedures. For more information, visit the SAS website <http://www.fau.edu/sas>.

### **SPECIAL LEARNING NEEDS**

It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you desire accommodations to complete course requirements, please arrange a meeting early in the semester to discuss your request.

### **SPECIAL LEARNING NEEDS**

It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you desire accommodations to complete course requirements, please arrange a meeting early in the semester to discuss your request.

### **STUDENT CODE OF CONDUCT (4.007)**

“The University’s Student Code of Conduct is an integral part of the educational mission of the University, emphasizing the development of each individual’s acceptance of his or her own personal and social responsibilities and to ensure fairness and due process for all students. Since behavior which is not in keeping with standards acceptable of the University community is often symptomatic of attitudes, misconceptions, and emotional crises; reeducation and rehabilitative activities are essential elements of the disciplinary process.

A humanistic approach is employed. The University’s Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University’s mission.”

For the entire code, please see:

<http://www.fau.edu/artsandletters/new-pdfs/4.007.Student%20Code%20of%20Conduct.pdf>

### **RELIGIOUS HOLIDAYS**

It is our policy, in accordance with the Board of Trustees’ rules and Florida Law to make reasonable accommodations for observing religious holidays.

### **CONTRACTUAL OBLIGATIONS**

Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school or workplace. In completing specific field-based assignments (such as interviews), be sure to keep your principal informed of course requirements.

**COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER** Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services—individual, counseling, support meetings, and psychiatric services, to name a few—offered to help improve and maintain emotional well-being. For more information, go to <http://fau.edu/counseling>.

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Educational Administration Quarterly  
 Education, Citizenship and Social Justice  
 International Journal of Intercultural Relations  
 International Journal of Educational Leadership Preparation  
 Journal of Cases in Educational Leadership  
 Journal of Educational Administration and History  
 Journal of Research on Leadership Education  
 Journal of School Leadership

**Kathleen Dubois**

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**Subject:** FW: Proposed Graduate Program Changes

**From:** Dale Williams <DWILLIAM@health.fau.edu>

**Sent:** Monday, August 29, 2022 12:53 PM

**To:** Robert Shockley <SHOCKLEY@fau.edu>

**Subject:** RE: Proposed Graduate Program Changes

Maybe I mixed them up with the K-12. In any case, no conflicts.

---

**From:** Robert Shockley

**Sent:** Monday, August 29, 2022 12:18 PM

**To:** Dale Williams <DWILLIAM@health.fau.edu>

**Cc:** Kathleen Dubois <kdubois4@fau.edu>; Safeeia Azam <Sazam1@fau.edu>

**Subject:** FW: Proposed Graduate Program Changes

Dale,

I was putting together these proposals for submission to the GPC and could not locate your statement of no conflict. I have a number of proposals noted below, as well as one more that I will send later. Could you let me know if there is conflict with your department? See summary of proposals below and supporting attachments. Bob

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
ED 47 Room 260A  
777 Glades Rd.  
Boca Raton, FL 33431  
(561)297-3551



## Kathleen Dubois

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**Subject:** Graduate Program Proposals from EDLRM

**From:** Charles Dukes

**Sent:** Thursday, August 25, 2022 4:35 PM

**To:** Robert Shockley <SHOCKLEY@fau.edu>

**Cc:** Kathleen Dubois <kdubois4@fau.edu>

**Subject:** Re: Graduate Program Proposals from EDLRM

Bob,

I apologize for the delay. It took a while to consult with some faculty members. There are no conflicts with this proposal. I do apologize for the wait.

-----  
Charles Dukes, EdD, PhD  
Interim Chair, Department of Curriculum and Instruction  
Doctoral Coordinator & Professor, Department of Special Education  
Florida Atlantic University  
777 Glades Road Boca Raton, FL 33431  
E-mail: [cdukes@fau.edu](mailto:cdukes@fau.edu)  
office-561 297 1081  
fax-561 297 2507

To learn more about me and my research,  
go to <https://www.fau.edu/education/faculty/dukes/>

For information about FAU-ESE Degree Programs, Events/Activities,  
or faculty/research visit: <http://www.fau.edu/education/academicdepartments/ese/contacts/>  
or scan this QR code:



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**From:** Robert Shockley <SHOCKLEY@fau.edu>  
**Date:** Wednesday, August 10, 2022 at 9:16 AM  
**To:** Charles Dukes <[cdukes@fau.edu](mailto:cdukes@fau.edu)>  
**Cc:** Kathleen Dubois <[kdubois4@fau.edu](mailto:kdubois4@fau.edu)>  
**Subject:** FW: Graduate Program Proposals from EDLRM



## Kathleen Dubois

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**From:** Robert Shockley  
**Sent:** Wednesday, August 10, 2022 8:59 AM  
**To:** Kathleen Dubois  
**Subject:** FW: Proposed Graduate Program Changes

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
ED 47 Room 260A  
777 Glades Rd.  
Boca Raton, FL 33431  
(561)297-3551



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**From:** Carman Gill <gillc@fau.edu>  
**Sent:** Tuesday, July 12, 2022 12:39 PM  
**To:** Robert Shockley <SHOCKLEY@fau.edu>  
**Subject:** Re: Proposed Graduate Program Changes

No conflicts here either. I do have a friend who I worked with years ago that is looking for additional adjunct work. If you need more hands as a result of this change, or just in general, I highly recommend her. Let me know if you want her information. Take care,  
Carman

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**From:** Robert Shockley <SHOCKLEY@fau.edu>  
**Sent:** Monday, July 11, 2022 4:00 PM



## Kathleen Dubois

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**From:** Robert Shockley  
**Sent:** Wednesday, August 10, 2022 8:56 AM  
**To:** Kathleen Dubois  
**Subject:** FW: Proposed Graduate Program Changes

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
ED 47 Room 260A  
777 Glades Rd.  
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(561)297-3551



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**From:** Rangasamy Ramasamy <RRAMASAM@fau.edu>  
**Sent:** Tuesday, August 9, 2022 12:41 PM  
**To:** Robert Shockley <SHOCKLEY@fau.edu>  
**Subject:** RE: Proposed Graduate Program Changes


Bob,

Your Proposed Graduate Program Changes don't conflict with our department programs. Thank you.

Regards,  
R. Ramasamy



Rangasamy Ramasamy, Ph.D.

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
Department <u>Educational Leadership and Research Methodology</u> College <u>Education</u>		
Current Course Prefix and Number <u>EDA6207</u>		Current Course Title <u>School Operations</u>
Syllabus must be attached for <b>ANY</b> changes to current course details. See <u>Guidelines</u> . Please consult and list departments that may be affected by the changes; attach documentation.		
Change title to: _____		Change description to: _____
Change prefix From: _____ To: _____		Change prerequisites/minimum grades to: Remove pre-requisite
Change course number From: _____ To: _____		
Change credits* From: _____ To: _____		Change corequisites to: Remove co-requisite
Change grading From: _____ To: _____		
Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change registration controls to: _____
* Review <u>Provost Memorandum</u> ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
Effective Term/Year for Changes: <u>Spring 2023</u>		Terminate course? Effective Term/Year for Termination: _____
Faculty Contact/Email/Phone <u>Dr. Daniel Reyes-Guerra</u>		
Approved by _____ Department Chair <u>Paul R. Peluso</u> College Curriculum Chair <u>Mihaela Cardei</u> College Dean <u>Mihaela Cardei</u> UGPC Chair <u>Mihaela Cardei</u> UGC Chair <u>Mihaela Cardei</u> Graduate College Dean <u>Robert W. Johnson</u> UFS President _____ Provost _____		Date <u>5/11/22</u> <u>9/30/2022</u> <u>10/3/2022</u> <u>Oct 17, 2022</u> <u>Oct 17, 2022</u> <u>Oct 17, 2022</u> _____ _____

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



FAU College of Education  
Department of Educational Leadership and Research  
Methodology  
School Leaders Master's Program  
EDA 6207 Course Syllabus

**COURSE NUMBER:** EDA 6207

**COURSE TITLE:** School Operations

**CREDIT HOURS:** 3

**COREQUISITES**

EDA 6232: Law and Policy

EDA 6947: Summer Internship

**CATALOG DESCRIPTION**

Course focuses on developing and analyzing school organizational systems for effective and continuous improvement and how they are interconnected to support student learning, understanding the impact of how other systems, developing systems for communications with school stakeholders and community, and a developing a comprehensive plan for improving their school's systems.

**FULL COURSE DESCRIPTION**

This course will have aspiring school leaders focus on a) developing and analyzing school organizational systems (e.g. budget, scheduling, personnel, HR, facilities, etc.) for effective and continuous improvement and how they are interconnected to support student learning; b) understanding the impact of how other systems (district, community, state, national, and international) influence schools; c) developing a system for communications with school stakeholders and community; and, d) developing a comprehensive plan for improving their school's systems

**INSTRUCTOR INFORMATION**

**COURSE INFORMATION/LOGISTICS**

**REQUIRED TEXTS/MATERIALS**

No text is required for this course. All readings and other materials will be provided through Canvas.

**RECOMMENDED TEXTS/MATERIALS**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.

## REQUIRED WEBSITES AND ELECTRONIC SOURCES

**ASCD Smartbrief:** In addition to the required texts above, students must be subscribed on-line to the *ASCD Smartbrief* (<http://www.smartbrief.com/ascd/>) which is a daily service providing summaries and links to major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field.

**MyFAU:** To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for your account is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email on a regular basis.

**Library Information:** All students are expected to have online access to the University Library. Through the FAU Libraries, you can access full-text articles from hundreds of electronic journals. Go to the FAU Libraries home page and click on Off-site connect (EZ Proxy). For an introduction, go to: <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>. You can access the Libraries using your FAU NetID and Password.

**Canvas:** This course is assisted electronically by Canvas which is found at: <http://canvas.fau.edu>. To access Canvas, use your student username which is your FAUNet ID. To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for Canvas is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email and Canvas on a regular basis. All course materials, readings, assignments, and other information are available to students on Canvas <http://canvas.fau.edu>.

**LiveText:** Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account one week before the first meeting of the class. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/students/livetext>.

### APA Writing/Citing Style Requirements

Every assignment in this course is expected to be completed by using the APA style unless otherwise indicated by the instructor. Failure to employ the APA style may lead to grade deduction or assignment repudiation. Please visit <http://www.apastyle.org/> for tutorials and more information about complete guides.

**BCPS Social Justice Initiative: Young Voices Matter:** This open access, free website provides supplemental materials about issues of Social Justice, Equity and Diversity in the k-12 settings. <http://youngvoicesmatter.net/>

## THE CONCEPTUAL FRAMEWORKS

## OUR MISSION

The IDEAL School Leaders' Master's Degree Program develops, implements, and improves the professional learning of school leaders to provide the best public and private education for students, families, and the community.

## VISION

We will be widely recognized as a leading school leadership professional learning program locally, nationally, and internationally, developing the strongest school leaders and leadership teams to lead and transform schools into model learning organizations.

### School Leader Profile – Core Values and Beliefs

We believe that the following descriptions, values, and beliefs will enable school leaders and those they influence to be fulfilled in their own personal ambitions, to be productive contributors to the economy, and to be democratic citizens for a vibrant national community. Our commitment to the public good is what makes school leadership different conceptually and in practice from other organizations and governmental agencies.

We believe that our purpose is to prepare leaders to create a healthy, sustainable, and regenerative society for present and future generations.

- **Leader of Leaders and Learning**– school leaders who are committed to a vision of leadership that is instructional, collaborative, distributed, data-informed, research-based, ethical, entrepreneurial, 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 ongoing reflective and critical inquiry to inform action. They accept critical feedback to develop the personal insight necessary to increase their leadership attributes and 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 social justice and democratic community.
- **Relationship Builders** – school leaders who are adept at building positive relationships. 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 consistently 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 and give feedback as tools for continuous improvement while remaining focused on student learning as a priority. They are passionate leaders who persevere and challenge the status quo.

## **Department of Educational Leadership and Research Methodology**

### **Vision**

We strive for a transparent, caring, and ethical environment that cultivates educational leadership pioneers who through integrity, social justice and knowledge, shape a better world that promotes human dignity.

### **Mission**

The Department of Educational Leadership and Research Methodology at Florida Atlantic University is a community of scholars engaged in four programs: Adult and Community Education, Higher Education Leadership, School Leaders, and Research Methodology. We focus on the preparation and support of practitioners, leaders, and researchers in Florida, the nation, and the international community through courses, undergraduate and graduate programs, professional learning, and community service.

### **Values**

With our values, we strive to align our words and actions.

- **Integrity**  
We strive to act with honesty, transparency, and respect.
- **Learning Community**  
We strive to be an evolving community of learners grounded in collegiality, collaboration and mentorship.
- **Social Justice, Diversity, Equity and Inclusion**  
We strive to promote a society where individuals and cultures are valued, where all have equitable opportunities, and where all inhabit an inclusive environment that is safe physically, emotionally, and socially.
- **Innovative Action**  
We strive at both an individual and systemic level to engage continuously in discovery, reflection, and the creation and application of knowledge.
- **Excellence**  
We strive for quality in everything we do individually and collectively.

## **PROGRAM OVERARCHING GOALS & COMPETENCIES**

*Curriculum Goals:* Students will be able to:

1. Reflect on leadership improvement and decision-making strategies for improved student learning. Synthesize the concepts learned in the course and reflect on the impact they have on their learning and leadership growth.
2. Understand the interconnection of organizational systems relevant to the context of the course concepts, and the processes needed to support student and adult learning.
3. Understand social justice, equity, and bias in the context of course concepts.
4. Understand the change process and its impact on school improvement relevant to the context of the course concepts and the systems needed to support student and adult learning.

*Competencies:* Program graduates shape their schools and communities' present and future through their demonstrated capacity to:

1. Demonstrate continuous personal leadership growth through reflective practice.
2. Demonstrate the leadership expertise and decision-making strategies needed to improve authentic student and adult learning, and foster a dynamic, purposeful learning organization.
3. Model the principles of - and advocate for - social justice, equity, and inclusion in their schools and communities.
4. Effectively lead and manage the interconnected organizational systems, processes, and people needed to support authentic student and adult learning, and a dynamic, purposeful community.
5. Design, implement, and sustain change processes that ensure school improvement initiatives support authentic student and adult learning.

## **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 operations which utilize data-driven decision making to improve the functioning of educational organizations. The student will recognize that educational leadership is a transformative and political process to bring about positive change and develop skills to create high-performing, results-oriented organizations.

## **STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES**

Florida Educational Leadership Exam (FELE): 1.2.1; 1.2.2; 1.2.4; 1.3.4; 2.1.1; 2.1.2; 2.2.2; 2.3.2; 2.3.3; 2.4.1; 3.1.1; 3.1.2; 3.1.4; 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.3.1; 3.3.2; 3.3.3; 3.3.4; 3.5.1; 3.5.3

Florida Principal Leadership Standards (FPLS): 1.2.a; 1.2.b; 1.2.c; 2.3.b; 2.3.d; 2.4.d; 2.4.f; 2.5.b; 2.5.d; 2.5.e; 3.6.a; 3.6.b; 3.6.d; 3.6.e; 3.7.a; 3.7.b; 3.7.c; 3.7.d; 3.7.e; 3.8.b; 3.8.c; 3.8.d; 3.8.f; 3.8.g; 4.10.a; 4.10.a; 4.10.b; 4.10.c; 4.10.d; 4.10.f

## COURSE OBJECTIVES

Principals manage schools' operational aspects in different ways at different times of year. Budget, personnel (both instructional and non-instructional), student activities, safety, and other strands of school management require a variety of strategies to ensure ethical operations of schools. When making decisions, school leaders will advocate for equity, social justice, inclusion, social emotional learning and act accordingly to implement or change operational practices as needed. Students will be able to identify and implement appropriate leadership actions based on the Seasons of Schooling, know and understand the nature of ethical principal behaviors, and follow appropriate steps in safety and crisis management. The student will:

- Identify and select appropriate adult learning strategies that assure faculty will work as a learning organization, that enhance the school climate, that support student learning, and that close achievement gaps.
- Identify appropriate and effective strategies to induct new faculty to the school's organizational culture including processes for assessments, safety, crisis planning, and professional learning.
- Analyze and prioritize decisions and actions to minimize negative situations, to delegate responsibilities, to ensure equity, and to lead change efforts.
- Analyze and evaluate strategies for organizing time, tasks, technologies, and projects including clear goals, objectives, and plans including role assignment, succession planning, and outcome evaluation.
- Identify and assess methods of maximizing the use of finances from state, federal and local sources including understanding the Florida Educational Finance Program and sources beyond.
- Identify appropriate, ethical, equitable, and socially just procedures to manage school fiscal resources including internal accounts (c.g. fundraisers, athletics, extracurricular activities).
- Analyze data and communicate orally and in writing, appropriate information to stakeholders and strategies that increase morale and promote collegial efforts.
- Apply reflective skills to evaluate and analyze decisions, actions, and plans for improvement of operational practices.

## CONTENT OUTLINE

<b>Module: 1 of 6</b>	<b>Module Theme: Introduction to Seasons of Schooling and Budget</b>
<b>Standards for this Module:</b> <b>FELE 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.5.1</b>	
<b>Learning Goals/Objectives for this Module:</b> Students will: <ul style="list-style-type: none"> <li>• Identify and examine school operations that occur during the different Seasons of Schooling.</li> <li>• Analyze the sources of funding for schools and the role of the principal in making allocation decisions that are ethical, equitable, and socially just.</li> <li>• Examine a sample school budget to identify elements of the Florida Educational Finance Program.</li> <li>• Analyze the District and School Vision and Mission Statements and the alignment to the District's Strategic Plan.</li> <li>• Apply reflective skills to analyze elements of school operation related to finances for needed changes to priorities of the school, support for adult learning needs, and the interrelationship of financial systems.</li> </ul>	



<b>Module: 2 of 6</b>	<b>Model Theme: Seasons of Schooling: Winter - School finance, Marketing, and Choice</b>
<b>Standards for this Module:</b> <b>FELE 1.3.4; 2.1.2; 2.3.2; 2.4.1; 3.2.2; 3.2.3</b>	
<b>Learning Goals/Objectives for this Module:</b> Students will: <ul style="list-style-type: none"> <li>Analyze the role of the principal in decision-making for ethical, equitable, and unbiased use of school funds.</li> <li>Learn and apply basic functions of school internal accounts, using ethical, equitable, and socially just actions.</li> <li>Identify appropriate, ethical, equitable, and socially just procedures to manage school fiscal resources including internal accounts (e.g. fundraisers, athletics, and extracurricular activities).</li> <li>Examine and learn the elements of internal accounts, auditing and the role of the principal during and after an audit.</li> <li>Apply reflective skills to analyze school funding practices, leadership decisions, equity, social justice, and the interconnection of financial systems.</li> <li>Examine the importance of marketing a school and the key components of an effective marketing plan to communicate with the greater community.</li> </ul>	

<b>Module: 3 of 6</b>	<b>Model Theme: Seasons of Schooling: Spring</b>
<b>Standards for this Module:</b> <b>FELE: 1.2.1; 1.2.2; 1.2.4; 2.4.1</b>	
<b>Learning Goals/Objectives for this Module:</b> Students will: <ul style="list-style-type: none"> <li>Develop a list of administrative tasks consistent with a specific timeframe of the school year.</li> <li>Design a graphic, using interview responses, to depict the responsibilities, challenges, contributions, and inter-relationships of the role of non-instructional personnel in the operation of school and present their findings demonstrating an understanding of the interconnectedness of the organization.</li> <li>Examine personal preconceptions and bias toward non-instructional personnel and reflect on the impact to a supportive environment for all staff members.</li> <li>Review contracts for non-instructional personnel to aid in decision making for a supportive environment.</li> <li>Develop a comprehensive list of End of Year Responsibilities, including delegation of tasks.</li> </ul>	

<b>Module: 4 of 6</b>	<b>Model Theme: Seasons of Schooling: Summer</b>
<b>Standards for this Module:</b> <b>FELE: 1.3.4; 2.1.2; 2.3.2; 2.4.1; 3.2.2; 3.2.3</b>	

**Learning Goals/Objectives for this Module:** Students will:

- Design a list of administrative tasks consistent with a specific timeframe of the school year.
- Use leadership actions and make decisions to ensure a safe school environment that supports a purposeful learning environment.
- Analyze and prioritize decisions and actions to minimize negative situations, to delegate responsibilities, to ensure equity, and to lead change efforts.
- Analyze a case to make decisions and take action in a crisis situation.
- Apply reflective skills to evaluate and analyze decisions, actions, and plans for improvement of operational practices.
- Create a plan for the space utilization and teacher assignment that supports expertise and decision-making strategies to foster a dynamic learning organization.
- Examine interconnected organizational systems impacted by re-designing space and making changes in teacher assignments.

<b>Module: 5 of 6</b>	<b>Model Theme: Seasons of Schooling: Fall</b>
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Standards for this Module:

**FELE:** 1.2.1; 1.2.4; 2.1.1; 2.1.2; 2.3.2; 2.3.3; 2.4.1; 3.1.2; 3.2.1; 3.2.2; 3.2.4; 3.1.1; 3.5.1; 3.5.3

**Learning Goals/Objectives for this Module:**

Students will:

- Create a list of items to be addressed during the beginning week of school.
- Analyze the needs of new staff members, the interconnectedness of school operation systems, processes for change, and develop an appropriate onboarding plan to address these needs using decision-making strategies to support adults new to the school.
- Examine how to effectively interview and hire personnel using ethical and unbiased processes.
- Explain how teacher shortages impact schools and students including social justice, equity, and bias issues when staffing.
- Examine how to effectively communicate with stakeholders and parents using technology.
- Apply reflective skills to analyze leadership actions impacting new employees to the school, decisions to support the adults in the school, and bias in hiring practices.

<b>Module: 6 of 6</b>	<b>Model Theme: Putting it all together</b>
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Standards for this Module:

**FELE:** 2.4.1; 3.1.1; 3.1.2; 3.4.1; 3.2.3; 3.2.4; 3.5.1; 3.5.3

**Learning Goals/Objectives for this Module:** Students will:

- Articulate the role of the principal throughout the entire school year across finance, safety, personnel, technology, student activities and other areas identified.
- Apply critical elements of ethical decision making, including bias, equity, and social justice.
- Identify appropriate leadership behavior and actions, including decision-making, and changes needed when given a case study involving a school based ethical issue.
- Identify elements of ethical decision-making strategies for improved student learning, understanding of interconnected systems, elements of unbiased leadership, and sustainable change.
- Apply reflective skills to analyze leadership actions across the school year, and assess personal growth as a leader for school operations.

## **COURSE REQUIREMENTS**

### **Competency Assessment**

There are three (3) required Competency Assessments in this course. All Competency Assessments submissions must be **uploaded to LiveText and Canvas**. The rubric for each assignment will be discussed in class by the instructor at the appropriate time. Students will be assessed on these assignments using a scale of Exemplary, Satisfactory, Emerging, Unsatisfactory and Did Not Attempt. All Competency Assessments will include an element for master level writing. (See the FAU PPI writing rubric). **All Competency Assessments must be rated at the Exemplary or Satisfactory for a student to pass the course.** Refer to the rubrics for assessment criteria.

Competency Assessments will also be scored as part of the grade for this course. All assignments will be turned in online in Canvas, and the critical assignments will be **posted in LiveText**. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course. **No final grade for the course will be posted until all competency assessments are posted in BOTH LiveText and Canvas.**

### **Competency Assessment 1**

**Budgeting:** Plan for an ethical, equitable, instructionally based and prioritized fiscal allocation of school resources.

**Assignment Description:** The student will use a sample budget from an elementary, middle, high or center school that is in his/her district or the budget documents from his/her school to analyze the sources of funding, further budget development and implementation implications. All aspects of the rubric will be scored based on the student's budget example.

**Part A – Analysis and Development.** Based on the budget and supporting data provided, the student will create a detailed analysis of the budget, including the impact on instructional, maintenance, safety and extracurricular priorities. Following that analysis, the student will make specific recommendations and identify correct procedures that will include how federal, state, and local fiscal resources could be added or utilized to enhance or address the school's

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instructional, maintenance, safety and extracurricular priorities. These procedures should demonstrate the student's knowledge of state and district guidelines and approved accounting practices.

Part B – Communication Plan. The student will develop talking points to communicate the budget to SAC, staff and other stakeholders as required by Florida Statute 1008.385 (1)

<i>Content Rubric</i>					Final Score	100
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score
	35-34	33-31	30-28	27 or less	0	35
<b>Evaluation of Current School Fiscal Plan for Distribution of Resources</b>	<i>The student provides a detailed analysis of the school revenue including all local and state student allocations (basic, ESE, etc), class size, categorical, and capital funds. The student provides a detailed analysis of the school expenditures including staffing, supplements, materials and supplies, and instructional expenditures.</i>	<i>The student provides an analysis of the school revenue including most local and state student allocations (basic, ESE, etc), class size, categorical, and capital funds. The student provides an analysis of most school expenditures including staffing, supplements, materials and supplies, and instructional expenditures.</i>	<i>The student provides an incomplete analysis.</i>	<i>The student does not provide an analysis of the school revenue including most local and state student allocations (basic, ESE, etc), class size, categorical, and capital funds. The student does not provide an analysis of most school expenditures including staffing, supplements, materials and supplies, and instructional expenditures.</i>	<i>The student does not submit.</i>	
	35-34	33-31	30-28	27 or less	0	35

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<b>Impact of the fiscal plan on Instructional Priorities</b>	<i>The student provides a detailed analysis of the fiscal plan for alignment to state and local laws and regulations, and at least five effective examples of the impact (either positive or negative) of the fiscal plan on instructional priorities.</i>	<i>The student analyzes the fiscal plan for alignment to state and local laws and regulations, and provides at least four effective examples of the impact (either positive or negative) of the fiscal plan on instructional priorities.</i>	<i>The student analyzes the fiscal plan for alignment to state and local laws and regulations incompletely or incorrectly, and provides fewer than four effective examples of the impact (either positive or negative) of the fiscal plan on instructional priorities.</i>	<i>The student does not analyze the fiscal plan for alignment to state and local laws and regulations, and does not provide effective examples of the impact (either positive or negative) of the fiscal plan on instructional priorities.</i>	<i>The student does not submit.</i>	
	<b>20-19</b>	<b>18-17</b>	<b>16-14</b>	<b>13 or less</b>	<b>0</b>	<b>20</b>
<b>Effective Communication Plan</b>	<i>The student provides at least five effective talking points to communicate the budget to SAC, staff, and other stakeholders.</i>	<i>The student provides at least four effective talking points to communicate the budget to SAC, staff, and other stakeholders.</i>	<i>The student provides three effective talking points to communicate the budget to SAC, staff, and other stakeholders.</i>	<i>The student provides fewer than three talking points to communicate the budget to SAC, staff, and other stakeholders.</i>	<i>The student does not submit.</i>	
<b>Content score</b>						<b>90</b>

<b>Writing Rubric</b>						
<i><b>Item to be Assessed</b></i>	<i><b>Exemplary</b></i>	<i><b>Satisfactory</b></i>	<i><b>Emerging</b></i>	<i><b>Unsatisfactory</b></i>	<i><b>No Attempt</b></i>	<i><b>Score</b></i>
	<b>2.3 to 2.5</b>	<b>2.0 to 2.2</b>	<b>1.5 to 1.9</b>	<b>0.5 to 1.4</b>	<b>0</b>	<b>2.5</b>

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<p><b>Content &amp; Development*</b> The student will use clear and persuasive communication. (2.5 points)</p>	<p>- Exhibits a comprehensive, accurate, and persuasive understanding of the topic. - Major points are identified and clearly and fully supported. - External literature and research used are compelling, current</p>	<p>- Exhibits an accurate and comprehensive understanding of the topic. - Major points are identified and adequately supported. - External literature and research used are current and address the topic.</p>	<p>- Exhibits a general understanding of the topic. - Major points are identified but not adequately supported. - External literature and research used is included but does not</p>	<p>- Exhibits a limited understanding of the topic. - Major points are poorly identified and not supported. - External literature and research used are not adequately included.</p>	<p>No attempt made</p>	
	<p>and clearly address the topic.  - Content and purpose are clear, consistent and compelling.</p>	<p>  - Content and purpose are clear and consistent.</p>	<p>adequately address the topic.  - Content and purpose are unclear and inconsistent.</p>	<p>  - Content vague and purpose is difficult to determine.</p>		
	<p>2.3 to 2.5</p>	<p>2.0 to 2.2</p>	<p>1.5 to 1.9</p>	<p>0.5 to 1.4</p>	<p>0</p>	<p>2.5</p>
<p><b>Organization &amp; Structure*</b> The student will provide organized and structured writing. (2.5 points)</p>	<p>- Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling.</p>	<p>- Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow.</p>	<p>- Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement.</p>	<p>- Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions.</p>	<p>No attempt made</p>	
	<p>2.3 to 2.5</p>	<p>2.0 to 2.2</p>	<p>1.5 to 1.9</p>	<p>0.5 to 1.4</p>	<p>0</p>	<p>2.5</p>

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<p><b>Format and References</b> The student will use appropriate formatting following the APA style. (2.5 points)</p>	<p>- <i>Introduction and conclusions are compelling and major points are concisely previewed or summarized.</i></p> <p>- <i>Citations and references are provided and follow APA style with no errors.</i></p>	<p>- <i>Introduction and conclusions are clear and major points are previewed or summarized.</i></p> <p>- <i>Citations and references are provided and follow APA style nearly always.</i></p>	<p>- <i>Introduction and conclusions are present but major points are not previewed or summarized.</i></p> <p>- <i>Citations and references are provided and follow APA style but not consistently.</i></p>	<p>- <i>Introduction and/or conclusion are missing.</i></p> <p>- <i>Citations and references are not provided when necessary.</i></p>	<p>No attempt made</p>	
	<b>2.3 to 2.5</b>	<b>2.0 to 2.2</b>	<b>1.5 to 1.9</b>	<b>0.5 to 1.4</b>	<b>0</b>	
<p><b>Mechanics (grammar, spelling, length)</b></p> <p>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling. (2.5 points)</p>	<p>- <i>Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. - Language clear, precise, invoking interest and attention.</i></p>	<p>- <i>Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary.</i></p> <p>- <i>Language appropriate and clear.</i></p>	<p>- <i>Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary.</i></p> <p>- <i>Language appropriate for the assignment, yet inconsistent.</i></p>	<p>- <i>Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary.</i></p> <p>- <i>Language inappropriate (jargon or conversational tone.)</i></p>	<p>No attempt made</p>	
	<p>- <i>Length appropriate as described for the assignment.</i></p>	<p>- <i>Length appropriate as described for the assignment.</i></p>	<p>- <i>Over or under length necessary to develop the topic.</i></p>	<p>- <i>Inadequate or excessive in length.</i></p>		
					<b>Writing Final Score</b>	
					<b>10</b>	

<b>FELE Skill 3.3.1</b>	The student clearly identifies and assesses multiple methods of maximizing the use of federal, state, and local fiscal resources (e.g. school budget, grant funding) for instructional priorities.	The student identifies and assesses some methods of maximizing the use of federal, state, and local fiscal resources (e.g. school budget, grant funding) for instructional priorities.	The student has flaws in the identification and assessment methods of maximizing the use of federal, state, and local fiscal resources (e.g. school budget, grant funding) for instructional priorities.	The student fails to identify and assesses methods of maximizing the use of federal, state, and local fiscal resources (e.g. school budget, grant funding) for instructional priorities.	The student did not submit.
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			instructional priorities.		
<b>FELE Skill 3.3.2</b>	The student identifies all appropriate procedures to manage school fiscal resources (e.g. fundraisers, extracurricular, athletics) and property consistent with state guidelines and accounting practices.	The student identifies some appropriate procedures to manage school fiscal resources (e.g. fundraisers, extracurricular, athletics) and property consistent with state guidelines and accounting practices.	The student identifies at least one appropriate procedure to manage school fiscal resources (e.g. fundraisers, extracurricular, athletics) and property consistent with state guidelines and accounting practices.	The student fails to identify appropriate procedures to manage school fiscal resources (e.g. fundraisers, extracurricular, athletics) and property consistent with state guidelines and accounting practices.	The student did not submit.
<b>FELE Skill 3.3.3</b>	The student identifies and explains the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations.	The student identifies the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations but the explanation is incomplete.	The student identifies at least one of the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations but the identification and explanation is incomplete.	The student fails to identify the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations.	The student did not submit.
<b>FELE Skill 3.3.4</b>	The student identifies multiple funding sources available to a school beyond Florida Education Finance Program allocations using various accurate examples.	The student identifies at least two funding sources available to a school beyond Florida Education Finance Program allocations.	The student identifies at least one funding sources available to a school beyond Florida Education Finance Program allocations.	The student fails to identify funding sources available to a school beyond Florida Education Finance Program allocations.	The student did not submit.
<b>FELE Skill 3.5.1</b>	The student analyzes data and clearly communicates, in writing, appropriate information to stakeholders.	The student analyzes data and adequately communicates, in writing, information to stakeholders.	The student analyzes data and communicates, in writing, information to stakeholders, however the analysis and/or the communication needs revision.	The student fails to analyze data and communicates, in writing, appropriate information to stakeholders.	The student did not submit.



## Competency Assessment 2

### Plan for New Teacher Orientation to School Operations

**Assignment Description:** The student will use the scenario below to develop a series of workshops/meetings for teachers new to the school. The student will also create the agenda for an initial meeting designed to develop aspiring leaders by allowing them to orient new teachers to the school discipline plan, safety plan, assessment calendar and other areas of operations (determined by the student) as well as the delegation of tasks.

**Scenario:** You are the assistant principal and the new school year is about to begin. This year, you have eight new teachers and three aspiring leaders on your staff. It is your responsibility to onboard the new teachers to both school and district policies as well as to provide training to them during the preservice week prior to the start of school. In order to assist with these tasks, you will need to work with the three aspiring teacher leaders on your campus.

To complete the Competency Assessment, you must include the following:

- Matching of the eight new teachers to the three aspiring include the rationale for the assignment.
- Complete plan for the onboarding of new teachers to include:
- Goals and objectives for each area of school operations included in the onboarding of new teachers: the school-wide discipline plan, the school safety and/or crisis plan, the year-long testing/assessment schedule and other areas of operations specific to your school.
- Work you will do with the aspiring leaders to ensure they appropriately orient the new teachers to the important aspects of school operations
- Method of monitoring and providing support to the three aspiring leaders
- Method of monitoring new teacher understanding of school-wide discipline plan, safety/crisis plan, testing/assessment schedule and other areas of operations specific to your school.
- Follow up for professional growth for both new teachers and aspiring leaders.
- Method of measuring outcomes for all learners.

• <i>Content Rubric</i>					inal Score	100
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score
	30-29	28-27	26-24	23 or less	0	30

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<b>Delegation of work</b>	<i>The student recognizes and capitalizes on the strengths of others through the rationalization of matching new teachers to aspiring leaders.</i>	<i>The student recognizes and capitalizes on some of the strengths of others throughout the project.</i>	<i>The student recognizes and capitalizes on some of the strengths of others; however, the analysis needs improvement.</i>	<i>The student is unable to recognize the strengths of others and, therefore, does not capitalize on them.</i>	<i>The student does not submit.</i>	
	<b>30-29</b>	<b>28-27</b>	<b>26-24</b>	<b>23 or less</b>	<b>0</b>	<b>30</b>
<b>Follow Up and Monitoring</b>	<i>The student ensures that the new teachers demonstrate a thorough understanding of school operations including discipline plan, safety/crisis plan, assessment schedule and other areas of operations specific to the school.</i>	<i>The student ensures new teachers demonstrate a moderate understanding of school operations in the areas of discipline, safety, assessment and other areas of operations specific to the school.</i>	<i>The student ensures new teachers demonstrate a minimal understanding of school operations in the areas of discipline, safety, assessment and other areas of operations specific to the school.</i>	<i>The student does not ensure new teachers demonstrate a minimal understanding of school operations in the areas of discipline, safety, assessment and other areas of operations specific to the school.</i>	<i>The student does not submit.</i>	
	<b>30-29</b>	<b>28-27</b>	<b>26-24</b>	<b>23 or less</b>	<b>0</b>	<b>30</b>
<b>Evaluation</b>	<i>The student provides an effective means to determine new teacher mastery of school operations.</i>	<i>The student provides a moderately effective means to determine new teacher mastery of school operations.</i>	<i>The student provides a minimally effective means to determine new teacher mastery of school operations.</i>	<i>The student does not provide the means to determine new teacher mastery of school operations.</i>	<i>The student does not submit.</i>	
<b>Content grade score</b>						<b>90</b>

<i>Writing Rubric</i>						
Item	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score

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	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
<b>Content &amp; Development*</b> The student will use clear and persuasive communication. (2.5 points)	<ul style="list-style-type: none"> <li>- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.</li> <li>- Major points are identified and clearly and fully supported.</li> <li>- External literature and research used are compelling, current and clearly address the topic.</li> <li>- Content and purpose are clear, consistent and compelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an accurate and comprehensive understanding of the topic.</li> <li>- Major points are identified and adequately supported.</li> <li>- External literature and research used are current and address the topic.</li> <li>- Content and purpose are clear and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a general understanding of the topic.</li> <li>- Major points are identified but not adequately supported.</li> <li>- External literature and research used is included but does not adequately address the topic.</li> <li>- Content and purpose are unclear and inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a limited understanding of the topic.</li> <li>- Major points are poorly identified and not supported.</li> <li>- External literature and research used are not adequately included.</li> <li>- Content vague and purpose is difficult to determine.</li> </ul>	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
<b>Organization &amp; Structure*</b> The student will provide organized and structured writing. (2.5 points)	<ul style="list-style-type: none"> <li>- Reveals strong understanding of format and structure and the narrative flows well.</li> <li>- Paragraphs clearly connected to the topic and points are fully explained.</li> <li>- Paragraph transitions are excellent and compelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure and is easy to follow.</li> <li>- Paragraphs connected to the topic and points are explained.</li> <li>- Paragraph transitions are clear and help the narrative flow.</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure but is not easy to follow.</li> <li>- Paragraphs vaguely connected to the topic but points are explained</li> <li>- Paragraph transitions need improvement.</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals a limited understanding of format and structure.</li> <li>- Paragraphs not connected to the topic or points not explained.</li> <li>- Paragraphs are disjointed and lack transitions.</li> </ul>	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5

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<b>Format and References</b> The student will use appropriate formatting following the APA style. (2.5 points)	<ul style="list-style-type: none"> <li>- Introduction and conclusions are compelling and major points are concisely previewed or summarized.</li> <li>- Citations and references are provided and follow APA style with no errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are clear and major points are previewed or summarized.</li> <li>- Citations and references are provided and follow APA style nearly always.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are present but major points are not previewed or summarized.</li> <li>- Citations and references are provided and follow APA style but not consistently.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and/or conclusion are missing.</li> <li>- Citations and references are not provided when necessary.</li> </ul>	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
<b>Mechanics (grammar, spelling, length)</b> The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling. (2.5 points)	<ul style="list-style-type: none"> <li>- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary.</li> <li>- Language clear, precise, invoking interest and attention.</li> <li>- Length appropriate as described for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary.</li> <li>- Language appropriate and clear.</li> <li>- Length appropriate as described for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary.</li> <li>- Language appropriate for the assignment, yet inconsistent.</li> <li>- Over or under length necessary to develop the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary.</li> <li>- Language inappropriate (jargon or conversational tone.)</li> <li>- Inadequate or excessive in length.</li> </ul>	No attempt made	
<b>Writing Final Score</b>						<b>10</b>

FELE Skill	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
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<b>FELE 1.2.4</b>	<i>The student clearly identifies effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula.</i>	<i>The student moderately identifies effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula.</i>	<i>The student somewhat identifies effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula.</i>	<i>The student fails to identify effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula.</i>	<i>The student does not submit.</i>
<b>FELE 2.1.2</b>	<i>The student identifies and analyzes multiple strategies to induct new faculty members into a school's culture.</i>	<i>The student identifies and analyzes two strategies to induct new faculty members into a school's culture.</i>	<i>The student identifies and analyzes one strategy to induct new faculty members into a school's culture.</i>	<i>The student fails to identify and analyze strategies to induct new faculty members into a school's culture.</i>	<i>The student does not submit.</i>
<b>FELE 2.2.2</b>	<i>The student clearly identifies appropriate allocations of resources necessary to engage faculty in ongoing, effective, individual and collaborative professional learning.</i>	<i>The student identifies appropriate allocations of resources necessary to engage faculty in ongoing, effective, individual and collaborative professional learning.</i>	<i>The student identifies one appropriate resource necessary to allocations of resources necessary to engage faculty in ongoing, effective, individual and collaborative professional learning.</i>	<i>The student fails to identify appropriate allocations of resources necessary to engage faculty in ongoing, effective, individual and collaborative professional learning.</i>	<i>The student does not submit.</i>

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<b>FELE 2.3.3</b>	<i>The student clearly differentiates among strategies for successful management in key positions.</i>	<i>The student somewhat differentiates among strategies for successful management in key positions.</i>	<i>The student minimally differentiates among strategies for successful management in key positions.</i>	<i>The student fails to differentiate among strategies for successful management in key positions.</i>	<i>The student makes no attempt.</i>
<b>FELE 2.4.1</b>	<i>The student clearly identifies appropriate behavior as outlined in the Code of Ethics of the Educator Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006</i>	<i>The student somewhat identifies appropriate behavior as outlined in the Code of Ethics of the Educator Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006</i>	<i>The student minimally identifies appropriate behavior as outlined in the Code of Ethics of the Educator Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006</i>	<i>The student does not identify appropriate behavior as outlined in the Code of Ethics of the Educator Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006</i>	<i>The student does not submit.</i>
<b>FELE 3.2.2</b>	<i>The student clearly identifies appropriate roles, responsibilities, and practices that assure effective discipline and promotes a safe learning environment.</i>	<i>The student identifies somewhat appropriate roles, responsibilities, and practices that assure effective discipline and promotes a safe learning environment.</i>	<i>The student minimally identifies appropriate role, responsibility, and practice that assure effective discipline and promotes a safe learning environment.</i>	<i>The student does not identify appropriate roles, responsibilities, and practices that assure effective discipline and promotes a safe learning environment.</i>	<i>The student does not submit.</i>

<b>FELE 3.2.3</b>	<i>The student identifies and evaluates multiple appropriate actions to assure the health, safety, and welfare of all persons on campus.</i>	<i>The student identifies and evaluates two appropriate actions to assure the health, safety, and welfare of all persons on campus.</i>	<i>The student identifies and evaluates one appropriate action to assure the health, safety, and welfare of all persons on campus.</i>	<i>The student does not identify and evaluate appropriate actions to assure the health, safety, and welfare of all persons on campus.</i>	<i>The student does not submit.</i>
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### Competency Assessment 3

**Assignment Description:** After completing the analysis and critique of organizational and operating systems in the school, students will create an outline for a plan for improvement of one school-wide system using the template provided. The plan will demonstrate the student's understanding of the interconnection of systems and the processes needed to support student and adult learning in the school. The plan outline will include:

- The purpose of the implementation: What is the issue being addressed and why is it important?
- Measurable goals: What are the specific measurable goals for improvement?
- Measurable objectives: What are the specific objectives that align to each goal?
- Evaluation Plan: How will the plan be evaluated?

**Actions:** For each step that will be completed: who is responsible, when will the step begin and end, what resources (financial, time, human capital, space etc.) are needed to complete the step, what possible barriers to success are identified, and what is the desired outcome for the step.

<i>Content Rubric</i>					Final Score	100
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score
	<b>20-19</b>	<b>18-17</b>	<b>16-15</b>	<b>14 or less</b>	<b>0</b>	<b>20</b>
<b>Purpose</b>	<i>The student clearly defines the purpose for improving a system in the school, including a compelling rationale based on a thorough analysis.</i>	<i>The student defines the purpose for the improvement including a brief rationale based on a basic analysis.</i>	<i>The student provides a purpose and/or a rationale for improving a system in the school that is vague and needs improvement.</i>	<i>The student does not define the purpose for the improvement and/or does not include a brief rationale based on a basic analysis.</i>	<i>The student does not submit.</i>	
	<b>20-19</b>	<b>18-17</b>	<b>16-15</b>	<b>14 or less</b>	<b>0</b>	<b>20</b>

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<b>Goals</b>	<i>The student establishes clear and appropriate goals for improvement of a system in the school that are clearly aligned with the rationale for improvement.</i>	<i>The student establishes goals for improvement of a system in the school that are somewhat aligned with the rationale for improvement.</i>	<i>The student establishes goals for improvement of a system in the school that are not aligned with the rationale for improvement and need revision.</i>	<i>The student does not establish goals for improvement of a system in the school that are aligned with the rationale for improvement.</i>	<i>The student does not submit.</i>	
	<b>15</b>	<b>14-13</b>	<b>12-11</b>	<b>10 or less</b>	<b>0</b>	<b>15</b>
<b>Objectives</b>	<i>The student establishes clear and appropriate objectives that align with the goals for improvement of a system in the school including specific, measurable, attainable, and time-bound elements.</i>	<i>The student establishes some what appropriate objectives that align with the goals for improvement of a system in the school including specific, measurable, attainable, and time-bound elements.</i>	<i>The student establishes objectives that do not align with the goals for improvement of a system in the school and need revision and/or the objectives are missing any part including specific, measurable, attainable, and time-bound elements.</i>	<i>The student does not include appropriate objectives that align with the goals for improvement of a system in the school and/or the objectives are missing any part including specific, measurable, attainable, and time-bound elements.</i>	<i>The student does not submit.</i>	
	<b>15</b>	<b>14-13</b>	<b>12-11</b>	<b>10 or less</b>	<b>0</b>	<b>15</b>
<b>Evaluation</b>	<i>The student establishes a clear evaluation of the system improvement plan based on specific outcomes that align to the goals and objectives.</i>	<i>The student establishes a somewhat clear evaluation of the system improvement plan based on specific outcomes that align to the goals and objectives.</i>	<i>The student establishes an evaluation of the system improvement plan; however, revision is necessary based on specific outcomes that align to the goals and objectives.</i>	<i>The student does not establish a clear evaluation of the system improvement plan based on specific outcomes that align to the goals and objectives.</i>	<i>The student does not submit.</i>	



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	20-19	18-17	16-15	14 or less	No Attempt	20
<b>Action Steps</b>	<i>The student establishes a well-defined plan of action for implementation of the systems improvement plan including steps, responsibility, timeline, resources, barriers, and desired outcome.</i>	<i>The student establishes a basic schedule for implementation of the systems improvement plan including steps, responsibility, timeline, resources, barriers, and desired outcome.</i>	<i>The student establishes a basic schedule for implementation of the systems improvement plan but does not include all required elements including steps, responsibility, timeline, resources, barriers, and desired outcome.</i>	<i>The student does not establish a basic schedule for implementation of the systems improvement plan including all required elements including steps, responsibility, timeline, resources, barriers, and desired outcome.</i>	<i>The student does not submit.</i>	
<b>Content score</b>						<b>90</b>

**Writing Rubric**

<b>Item to be Assessed</b>	<b>Exemplary 2.3 to 2.5</b>	<b>Satisfactory 2.0 to 2.2</b>	<b>Emerging 1.5 to 1.9</b>	<b>Unsatisfactory 0.5 to 1.4</b>	<b>No Attempt 0</b>	<b>Score 2.5</b>
<b>Content &amp; Development*</b> The student will use clear and persuasive communication. (2.5 points)	<ul style="list-style-type: none"> <li>- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.</li> <li>- Major points are identified and clearly and fully supported.</li> <li>- External literature and research used are compelling, current and clearly address the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an accurate and comprehensive understanding of the topic.</li> <li>- Major points are identified and adequately supported.</li> <li>- External literature and research used are current and address the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a general understanding of the topic.</li> <li>- Major points are identified but not adequately supported.</li> <li>- External literature and research used is included but does not adequately address the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a limited understanding of the topic.</li> <li>- Major points are poorly identified and not supported.</li> <li>- External literature and research used are not adequately included.</li> </ul>	No attempt made	

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	- Content and purpose are clear, consistent and compelling.	- Content and purpose are clear and consistent.	- Content and purpose are unclear and inconsistent.	- Content vague and purpose is difficult to determine.		
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
<b>Organization &amp; Structure*</b> The student will provide organized and structured writing. (2.5 points)	- Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling.	- Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow.	- Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement.	- Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions.	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
<b>Format and References</b> The student will use appropriate formatting following the APA style. (2.5 points)	- Introduction and conclusions are compelling and major points are concisely previewed or summarized. - Citations and references are provided and follow APA style with no errors.	- Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always.	- Introduction and conclusions are present but major points are not previewed or summarized. - Citations and references are provided and follow APA style but not consistently.	- Introduction and/or conclusion are missing. - Citations and references are not provided when necessary.	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5

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<b>Mechanics (grammar, spelling, length)</b> The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling. (2.5 points)	- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. - Language clear, precise, invoking interest and attention.	- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary.	- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary.	- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary.	No attempt made
	- Length appropriate as described for the assignment.	- Language appropriate and clear.	- Language appropriate for the assignment, yet inconsistent.	- Language inappropriate (jargon or conversational tone.)	
		- Length appropriate as described for the assignment.	- Over or under length necessary to develop the topic.	- Inadequate or excessive in length.	
<b>Writing Final Score</b>					<b>10</b>

FELE Skill	Exemplary	Satisfactory	Emerging	Unsatisfactory	NoAttempt
FELE 2.3.2	The student clearly identifies appropriate allocations of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning.	The student identifies some appropriate allocations of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning.	The student identifies some appropriate allocations of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning but the analysis is incomplete and needs revision.	The student does not identify appropriate allocations of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning but the analysis is incomplete and needs revision.	The student does not submit.

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<b>FELE 3.1.1</b>	<i>The student clearly and completely analyzes and prioritizes decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance.</i>	<i>The student analyzes and prioritizes some decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance.</i>	<i>The student analyzes and prioritizes some decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance but the analysis and/ or prioritization needs revision.</i>	<i>The student does not analyze and/or prioritizes decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance.</i>	<i>The student does not submit.</i>
<b>FELE 3.1.4</b>	<i>The student selects clearly appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.</i>	<i>The student selects moderately appropriate steps in a change process that facilitate implementation of new policies or procedures.</i>	<i>The student selects steps in a change process that need revision to facilitate implementation of new policies or procedures.</i>	<i>The student does not select steps in a change process that need revision to facilitate implementation of new policies or procedures.</i>	<i>The student does not submit.</i>
<b>FELE 3.2.4</b>	<i>The student assesses and analyzes effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development.</i>	<i>The student assesses and analyzes somewhat effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development.</i>	<i>The student assesses and analyzes somewhat effective strategies for managing schedules and delegating responsibilities but the strategies need revision in order to promote collegial efforts in school improvement and faculty development.</i>	<i>The student does not assess and/or analyze effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development.</i>	<i>The student does not submit.</i>

<b>FELE 3.1.2</b>	<i>The student clearly analyzes and evaluates decisions for effectiveness.</i>	<i>The student somewhat analyzes and evaluates decisions for effectiveness.</i>	<i>The student analyzes and evaluates decisions for effectiveness but the analysis needs revision.</i>	<i>The student does not analyze and/or evaluate decisions for effectiveness.</i>	<i>The student does not submit.</i>
<b>FELE 3.2.1</b>	<i>The student clearly analyzes and evaluates strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans.</i>	<i>The student analyzes and evaluates strategies for organizing time, tasks, technologies, and projects somewhat effectively with clear goals, objectives, and plans.</i>	<i>The student analyzes and evaluates strategies for organizing time, tasks, technologies, and projects somewhat effectively with clear goals, objectives, and plans but the goals and/or objectives need revision.</i>	<i>The student does not analyze and/or evaluate strategies for organizing time, tasks, technologies, and projects effectively and/or the goals, objectives, and plans are not clear.</i>	<i>The student does not submit.</i>
<b>FELE 3.5.3</b>	<i>The student effectively analyzes data and clearly communicates, in writing, strategies that increase motivation and improve morale while promoting collegial efforts.</i>	<i>The student analyzes data and somewhat clearly communicates, in writing, strategies that increase motivation and improve morale while promoting collegial efforts.</i>	<i>The student analyzes data and somewhat clearly communicates, in writing, strategies that increase motivation and improve morale while promoting collegial efforts but the communication needs revision.</i>	<i>The student does not effectively analyze data and/or clearly communicate, in writing, strategies that increase motivation and improve morale while promoting collegial efforts.</i>	<i>The student does not submit.</i>
<b>FELE 1.2.2</b>	<i>The student clearly analyzes and determines appropriate strategies that enhance a school's climate and support student engagement in learning.</i>	<i>The student somewhat clearly analyzes and determines appropriate strategies that enhance a school's climate and support student engagement in learning.</i>	<i>The student analyzes and determines somewhat appropriate strategies that enhance a school's climate and support student engagement in learning.</i>	<i>The student does not analyze and determine appropriate strategies that enhance a school's climate and support student engagement in learning.</i>	<i>The student does not submit.</i>

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<b>FELE 1.2.4</b>	<i>The student clearly identifies and discriminates among effective strategies that engage faculty and staff.</i>	<i>The student somewhat clearly identifies and discriminates among effective strategies that engage faculty and staff.</i>	<i>The student identifies and discriminates among strategies that engage faculty and staff but the identification and/or discrimination is incomplete and needs revision.</i>	<i>The student does not identify and/or discriminate among effective strategies that engage faculty and staff.</i>	<i>The student does not submit.</i>
<b>FELE 1.2.1</b>	<i>The student clearly identifies and selects appropriate strategies that assure faculty and staff will work as a learning organization.</i>	<i>The student identifies and selects somewhat appropriate strategies that assure faculty and staff will work as a learning organization.</i>	<i>The student partially identifies and selects somewhat appropriate strategies that assure faculty and staff will work as a learning organization.</i>	<i>The student does not identify and/or select appropriate strategies that assure faculty and staff will work as a learning organization.</i>	<i>The student does not submit.</i>

### GRADED ASSIGNMENTS

<b>Assignments</b>	<b>Percent</b>
Competency Assessment #1: Budget Analysis	25
Competency Assessment #2: Plan for New Teacher Orientation	25
Competency Assessment #3: Outline for the Plan for Improvement	25
Reflection #1	5
Reflection #2	5
Reflection #3	5
Participation	10
<b>Total Percent</b>	<b>100</b>

### Journals: Reflective Decision Making

A major goal of this course is to promote students' capacity as reflective decision makers. Students will meet this goal through reflective journal writing based on the learning in each module, class discussions, and the work they are conducting at their respective schools. This assignment will be assessed using the standard School Leaders Master's Program Reflective Writing Rubric.

### Class Participation

An important component of this course is for students to be prepared to come to class having read and reviewed all assigned readings, completed their assignments, and actively engage in all class activities by utilizing active listening skills, working successfully in teams, fully participating in class discussions, and being on time. The students will be graded based on the School Leaders Master's Program Class Participation Rubric.

### SCHOOL LEADERS MASTER'S PROGRAM COURSE GRADING SCALE

This grading scale will be used to determine the final grades given in the course.

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	93-100	= 4.0	C	73-76	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-66	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	Below 60	= 0.00

### SCHOOL LEADERS MASTER'S PROGRAM STANDARD RUBRICS

The following rubrics are used across the School Leaders Master's Program to evaluate student performance. Please refer to your instructor for further explanation of rubrics. Students should understand that "Satisfactory" is the "Passing" rating for assessment. Rubrics are developed so that the sum of the scores is used to develop a "Passing" grade.

#### Reflective Writing Rubric

This rubric is for reflection assignments on readings, class discussions, presentations, and website information. Note that the self-reflection section is to be written in the first person. 1)

Synthesis of Learning

a. Provides a clear synthesis of information related to the unit topic.

b. Includes appropriate citations for references 2)

Personal reflections:

a. How does what you learned apply to your current leadership?

b. What challenges do you foresee as you grow in your leadership?

School Leaders Master's Program Reflective Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Synthesis of Learning</b> <i>Synthesis of information related to the topic.</i>	Provides a thorough synthesis of information related to the concepts presented in class. (6 pts.)	Provides a basic synthesis of information related to the concepts presented in class. (5 pts.)	Provides a limited synthesis of information related to the concepts presented in class. (4 pts.)	Does not synthesize the information related to the concepts presented in class. (2 pts.)	The student did not submit. (0 pts.)

<b>Personal Reflection</b> <i>First Person writing</i>	Provides a meaningful personal connection to the readings, presentations, learning activities and demonstrates a deep personal understanding of the topic. (6 pts.)	Provides a basic personal connection to the readings, presentations, learning activities and demonstrates a basic personal understanding of the topic. (5 pts.)	Provides a limited personal connection to the readings, presentations, learning activities and demonstrates a limited personal understanding of the topic. (4 pts.)	Does not make a personal connection to the readings, presentations, learning activities and does not demonstrate a personal understanding of the topic. (2 pts.)	The student did not submit. (0 pts.)
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### School Leaders Master's Program Writing Rubric

This rubric is for all non-reflection written assignments. All written assignments should follow APA style. This rubric will be incorporated within the specific rubric of each written assignment.

School Leaders Master's Program Writing Rubric					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<b>Content &amp; Development*</b> <i>The student will use clear and persuasive communication</i>	<ul style="list-style-type: none"> <li>- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.</li> <li>- Major points are identified and clearly and fully supported.</li> <li>- External literature and research used are compelling, current and clearly address the topic.</li> <li>- Content and purpose are clear, consistent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an accurate and comprehensive understanding of the topic.</li> <li>- Major points are identified and adequately supported.</li> <li>- External literature and research used are current and address the topic.</li> <li>- Content and purpose are clear and consistent. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a general understanding of the topic.</li> <li>- Major points are identified but not adequately supported.</li> <li>- External literature and research used is included but does not adequately address the topic.</li> <li>- Content and purpose are unclear and inconsistent. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a limited understanding of the topic.</li> <li>- Major points are poorly identified and not supported.</li> <li>- External literature and research used are not adequately included.</li> <li>- Content vague and purpose is difficult to determine. (2 pts.)</li> </ul>	<i>No attempt made (0 pts.)</i>



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<b>Organization &amp; Structure*</b> <i>The student will provide organized and structured writing.</i>  <b>*See Content and Development NOTE above.</b>	- Reveals strong understanding of format and structure and the narrative flows well.  - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling. (6 pts.)	- Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow. (5 pts.)	- Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement. (4 pt.)	- Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions. (2 pts.)	<i>No attempt made (0 pts.)</i>
<b>Format and References</b> <i>The student will use appropriate formatting following the APA style.</i>  <b>*See Content and Development NOTE above.</b>	- Introduction and conclusions are compelling and major points are concisely previewed or summarized. - Citations and references are provided and follow APA style with no errors. (6 pts.)	- Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. (5 pts.)	- Introduction and conclusions are present but major points are not previewed or summarized. - Citations and references are provided and follow APA style but not consistently. (4 pts.)	- Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. (2 pts.)	<i>No attempt made (0 pts.)</i>

**School Leaders Master's Program Writing Rubric**

<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<b>Mechanics (grammar, spelling, length)</b> <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i>  <b>*See Content and Development NOTE above.</b>	- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. - Language clear, precise, invoking interest and attention. - Length appropriate as described for the assignment. (6 pts.)	- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. - Language appropriate and clear. - Length appropriate as described for the assignment. (5 pts.)	- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. (4 pts.)	- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. (2 pts.)	<i>No attempt made (0 pts.)</i>

**\*NOTE:** When incorporated within an assessment rubric, the total points from this Master's Program Writing Rubric will be divided by 4, 6, or 8 to make the maximum value of the writing either 6, 4, or 3 points towards the total value of the written assignment.

School Leaders Master's Program Class Participation Rubric					
	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Preparation</b>	Fully prepared shows evidence of readings and presentations. (6 pts.)	Mostly prepared, shows evidence of some readings and some presentations. (5 pts.)	Minimally prepared, shows little evidence of readings and presentations. (4 pts.)	Not prepared, does not show evidence of readings and presentations. (2 pts.)	The student did not participate. (0 pts.)
<b>Group Activities</b>	Fully engaged in group activity, works with team to produce a highquality product, supports all team members in the work. (6 pts.)	Somewhat engaged in group activity, works with team, the group product is satisfactory, supports some team members in the work. (5 pts.)	Minimally engaged in group activity, works with team some of the time, the group product is minimally acceptable, supports some team members in the work. (4 pts.)	Not engaged in group activity, works with team only some of the time, the group product is not acceptable, hinders the work of the group. (2 pts.)	The student did not participate. (0 pts.)
School Leaders Master's Program Class Participation Rubric					
	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Class Discussions</b>	Actively and respectfully listens to others and builds on comments, without dominating the conversation. Using references to readings, presentations, as well as makes connections to experience. (6 pts.)	Listens to others respectfully and sometimes builds on comments. Sometimes is quiet or dominates conversation. Sometimes uses references to readings, presentations, as well as makes connections to experience. (5 pts.)	Listens to others respectfully and sometimes but does not builds on comments. Overly quiet or overly dominant in conversation. Uses limited references to readings, presentations, as well as makes connections to experience. (4 pts.)	Does not listens to others respectfully and does not builds on comments. Overly quiet or overly dominant in conversation. Does not use references to readings, presentations, or connections to experience. (2 pts.)	The student did not participate. (0 pts.)

<b>Punctuality</b>	On time and ready to work prior to the beginning of class and at the termination of all breaks, always in attendance at class. (6 pts.)	On time and ready to work prior to the beginning of class but is sometimes late at the termination of all breaks, always in attendance at class. (5 pts.)	Late to class at least once and sometimes late at the termination of breaks, always in attendance at class. (4 pts.)	Late to class more than once and sometimes late at the termination of breaks, Misses a day of class. (2 pts.)	The student did not participate. (0 pts.)
*NOTE: This rubric will be used to calculate the student's participation grade. The total points from this Participation Rubric will be divided by 2 to make the maximum point value 12 points for class participation.					

### END OF COURSE SURVEY

Student Perception of Teaching (SPOT) surveys will be completed online. Please keep in mind that SPOTs are an extremely effective tool to evaluate the quality of instruction. Departments, schools, and colleges use individual instructor data and comments in annual evaluations, as well as for tenure and promotion. SPOT results are presented to faculty in summary form after the end of the semester. Individual SPOT responses are completely anonymous and remain anonymous. Faculty has no way of linking a SPOT to a particular student.

To begin the SPOT process:

1. Log on to MyFAU and click on the "SPOT" tab at the top of the page.
2. Click the "Complete My SPOTs" button to see the courses in which you are enrolled.  
Now also available through Canvas!
3. Click on each course to complete the SPOT for that course

If you have any questions about the process, please contact the Office of Testing and Evaluation at [testandeval@fau.edu](mailto:testandeval@fau.edu).

### SCHOOL LEADERS MASTER'S PROGRAM POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES:

Students should read and refer to the School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. Assignments are due when indicated in the syllabus. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. *Students who find themselves in this situation must meet with the professor.*

### ATTENDANCE POLICY

According to FAU, the Department of Educational Leadership and Research Methodology, and the School Leaders Master's Program protocols and Attendance Policy, "Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined

by the instructor.” Refer to the School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. Students must attend **ALL** classes. Students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor and the School Leaders Master's Program Coordinator responsible for that student's cohort. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. The School Leaders Master's Program Coordinator responsible for that student's cohort reserves the right to approve or disapprove any absence. It is the student's responsibility to make up all assignments missed during his or her absence.

### **CLASSROOM ETIQUETTE / BEHAVIOR POLICY**

University policy on the use of electronic devices states: “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”

### **CODE OF ACADEMIC INTEGRITY (4.001)**

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\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

### **STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### **SPECIAL LEARNING NEEDS**

It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you desire accommodations to complete course requirements, please arrange a meeting early in the semester to discuss your request.

### **STUDENT CODE OF CONDUCT (4.007)**

“The University's Student Code of Conduct is an integral part of the educational mission of the University, emphasizing the development of each individual's acceptance of his or her own personal and social responsibilities and to ensure fairness and due process for all students. Since behavior which is not in keeping with standards acceptable of the University community is often symptomatic of attitudes, misconceptions, and emotional crises; reeducation and rehabilitative activities are essential elements of the disciplinary process.

A humanistic approach is employed. The University's Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University's mission."

For the complete code, please see:

<http://www.fau.edu/artsandletters/new-pdfs/4.007.Student%20Code%20of%20Conduct.pdf>

### **RELIGIOUS HOLIDAYS**

It is our policy, in accordance with the Board of Trustees' rules and Florida Law to make reasonable accommodations for observing religious holidays.

### **CONTRACTUAL OBLIGATIONS**

Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school or workplace. In completing specific field-based assignments (such as interviews), be sure to keep your principal-mentor informed of course requirements.

### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provide FAU students a range of services—individual, counseling, support meetings, and psychiatric services, to name a few—offered to help improve and maintain emotional well-being. For more information, go to <http://fau.edu/counseling>.

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## Kathleen Dubois

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**Subject:** FW: Proposed Graduate Program Changes

**From:** Dale Williams <DWILLIAM@health.fau.edu>

**Sent:** Monday, August 29, 2022 12:53 PM

**To:** Robert Shockley <SHOCKLEY@fau.edu>

**Subject:** RE: Proposed Graduate Program Changes

Maybe I mixed them up with the K-12. In any case, no conflicts.

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**From:** Robert Shockley

**Sent:** Monday, August 29, 2022 12:18 PM

**To:** Dale Williams <DWILLIAM@health.fau.edu>

**Cc:** Kathleen Dubois <kdubois4@fau.edu>; Saffeeia Azam <Sazam1@fau.edu>

**Subject:** FW: Proposed Graduate Program Changes

Dale,  
I was putting together these proposals for submission to the GPC and could not locate your statement of no conflict. I have a number of proposals noted below, as well as one more that I will send later. Could you let me know if there is conflict with your department? See summary of proposals below and supporting attachments. Bob

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
ED 47 Room 260A  
777 Glades Rd.  
Boca Raton, FL 33431  
(561)297-3551



## Kathleen Dubois

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**Subject:** Graduate Program Proposals from EDLRM

**From:** Charles Dukes

**Sent:** Thursday, August 25, 2022 4:35 PM

**To:** Robert Shockley <SHOCKLEY@fau.edu>

**Cc:** Kathleen Dubois <kdubois4@fau.edu>

**Subject:** Re: Graduate Program Proposals from EDLRM

Bob,

I apologize for the delay. It took a while to consult with some faculty members. There are no conflicts with this proposal. I do apologize for the wait.

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Charles Dukes, EdD, PhD  
Interim Chair, Department of Curriculum and Instruction  
Doctoral Coordinator & Professor, Department of Special Education  
Florida Atlantic University  
777 Glades Road Boca Raton, FL 33431  
E-mail: [cdukes@fau.edu](mailto:cdukes@fau.edu)  
office-561 297 1081  
fax-561 297 2507

To learn more about me and my research,  
go to <https://www.fau.edu/education/faculty/dukes/>

For information about FAU-ESE Degree Programs, Events/Activities,  
or faculty/research visit: <http://www.fau.edu/education/academicdepartments/ese/contacts/>  
or scan this QR code:



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**From:** Robert Shockley <SHOCKLEY@fau.edu>

**Date:** Wednesday, August 10, 2022 at 9:16 AM

**To:** Charles Dukes <[cdukes@fau.edu](mailto:cdukes@fau.edu)>

**Cc:** Kathleen Dubois <[kdubois4@fau.edu](mailto:kdubois4@fau.edu)>

**Subject:** FW: Graduate Program Proposals from EDLRM



## Kathleen Dubois

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**From:** Robert Shockley  
**Sent:** Wednesday, August 10, 2022 8:59 AM  
**To:** Kathleen Dubois  
**Subject:** FW: Proposed Graduate Program Changes

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
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**From:** Carman Gill <gillc@fau.edu>  
**Sent:** Tuesday, July 12, 2022 12:39 PM  
**To:** Robert Shockley <SHOCKLEY@fau.edu>  
**Subject:** Re: Proposed Graduate Program Changes

No conflicts here either. I do have a friend who I worked with years ago that is looking for additional adjunct work. If you need more hands as a result of this change, or just in general, I highly recommend her. Let me know if you want her information. Take care,  
Carman

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**From:** Robert Shockley <SHOCKLEY@fau.edu>  
**Sent:** Monday, July 11, 2022 4:00 PM

## Kathleen Dubois

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**From:** Robert Shockley  
**Sent:** Wednesday, August 10, 2022 8:56 AM  
**To:** Kathleen Dubois  
**Subject:** FW: Proposed Graduate Program Changes

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
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**From:** Rangasamy Ramasamy <RRAMASAM@fau.edu>  
**Sent:** Tuesday, August 9, 2022 12:41 PM  
**To:** Robert Shockley <SHOCKLEY@fau.edu>  
**Subject:** RE: Proposed Graduate Program Changes

Bob,

Your Proposed Graduate Program Changes don't conflict with our department programs. Thank you.

Regards,  
R. Ramasamy



Rangasamy Ramasamy, Ph.D.