

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Educational Leadership and Research Methodology College Education		
Current Course Prefix and Number     EDA6300		Current Course Title Systems and Community	
Syllabus must be attached for <b>ANY</b> changes to current course details. See <a href="#">Guidelines</a> . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to:  Change prefix From:                      To: Change course number From:                      To: Change credits* From:                      To: Change grading From:                      To: Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to:  Change prerequisites/minimum grades to: Remove pre-requisite  Change corequisites to: Remove co-requisite  Change registration controls to:  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes:                      Spring 2023		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone     Dr. Daniel Reyes-Guerra			
Approved by Department Chair _____ College Curriculum Chair <u>Paul R. Peluso</u> College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 5/11/22 9/30/2022 10/3/2022 _____ _____ _____ _____ _____	

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

**COURSE NUMBER:** EDA 6300

**COURSE REGISTRATION NUMBER ():**

**COURSE TITLE:** Systems and Community

**COREQUISITES**

EDS 6191: Leadership for Social Justice

EDA 6946: Spring Internship

**CATALOG DESCRIPTION**

This course covers the philosophy, principles, practices, and agencies and organizations involved in or influencing school community programs and initiatives, including collaborative efforts to provide for the educational and out-of-school needs of a multi-cultural community.

**FULL COURSE DESCRIPTION**

This course covers two essential and complementary dimensions of contemporary school leadership. The first is the use of systems thinking to recognize the interdependence of all the different operations, events, and activities in a school and the community it serves, and how these can be managed or redesigned to foster the highest learning expectations for students and adults. Secondly, it is designed to help shift the mindset and skills of emerging school leaders towards the creation of purposeful and dynamic school and community partnerships in a socioeconomically and culturally diverse society. Driving this course is the theory and research that will provide students with the knowledge, skills, and dispositions to develop a personal philosophy of family involvement to guide their work, address family involvement challenges, and explore tools that will assist them to address the educational, cultural, vocational, and recreational needs of students and citizens within their learning community.

**INSTRUCTOR INFORMATION**

**COURSE INFORMATION/LOGISTICS**

**REQUIRED TEXTS/MATERIALS**

Coleman, M. (2013). *Empowering family-teacher partnerships*. Thousand Oaks, CA: Sage Publications, Inc. **(This text must be read prior to the first class.)**

Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin.

Fullan, M., Quinn, J., & Adam, E. (2016). *The taking action guide to building coherence in schools, districts, and systems*. Thousand Oaks, CA: Corwin.

Other reading materials will be assigned by the instructor as relevant to the course.

**RECOMMENDED TEXT/MATERIALS**

Epstein, J. (2016). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview 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 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, <https://www.fau.edu/education/students/livetext/students/>.

### **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.

## **THE CONCEPTUAL FRAMEWORKS**

### **Florida Atlantic University Principal Partnership Programs**

### **OUR MISSION**

The Florida Atlantic University-School District Partnership includes multiple school districts in Florida, each individually partnered with FAU's School Leaders Program, who together develop,

implement, and improve the professional learning of school leaders in their districts to provide the best public education for students, families, and the community.

## VISION

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

### **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

This course is designed to prepare ethical, reflective, and collaborative system leaders who are actively committed to the principles of inclusion, equity, and social justice for all members of their school community.

## STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES

Florida Principal Leadership Standards (FPLS): 1.2. a, 1.2.c., 1.2.d, 2.3.b, 2.3.d, 2.3.e; 2.4.e, 2.4.f; 3.6.c, 3.6.d, 3.6.e; 3.7.a, 3.7.e; 3.8.a, 3.8.e; 3.9.a, 3.9 b, 3.9.c, 3.9.d, 3.9.e, 3.9.f, 3.9.g; 4.10.a, 4.10.b, 4.10.c, 4.10.d, 4.10.e, 4.10.f.

Florida Educational Leadership Exam (FELE): 1.2.4; 1.3.4; 2.1.1; 2.1.2; 2.2.2; 2.3.3; 2.4.1; 2.4.4; 3.1.2; 3.1.4; 3.2.1; 3.2.2; 3.2.3; 3.5.1; 3.5.2.

## COURSE OBJECTIVES

The learners will:

1. Learn to lead and manage schools as integrated, interdependent systems.
2. Apply equity-driven systems thinking to decision-making for continuous school improvement in order to support the learning of every student and adult.

3. Demonstrate a personal philosophy of family and community involvement grounded in the principles of social justice, equity, diversity, and inclusion.
4. Develop the capacity to involve and connect all members of the school community, fostering a shared culture that embraces the ideals of social justice, equity, diversity, and inclusion.

## CONTENT OUTLINE

The following section lists the course topics, divided into modules (class meetings), with their standards, learning goals, and objectives.

<b>Title of Course:</b> EDA 6300 Systems and Community	<b>Module:</b> 1 of 6
<b>Module Theme: School and Community Systems</b>	
<b>Standards for this module:</b> <b>FPLS:</b> 1.2.a.c; 2.5.e; 2.3.e; 3.6.c.e; 3.8.a; 3.9.a.c <b>FELE:</b> 3.1.2	
<b>Module Objectives:</b> Learners will... <ul style="list-style-type: none"> <li>• Conceptualize schools as integrated, evolving, and interconnected systems.</li> <li>• Examine a system within a school applying an analytical lens of equity and inclusion and demonstrate how it supports student and adult learning.</li> <li>• Synthesize and compare the demographics of a school's community, focusing on variables such as race, ethnicity, culture, family constitution, and levels of income.</li> <li>• Define a personal philosophy of diversity, community, and family involvement in contemporary society.</li> <li>• Describe diverse types of families, and the nature of their involvement in school, home, and community partnerships.</li> </ul>	
<b>Title of Course:</b> EDA 6300 Systems and Community	<b>Module:</b> 2 of 6
<b>Module Theme: Impact of School Organizational Systems on Families and Community</b>	
<b>Standards for this module:</b> <b>FPLS:</b> 1.2.d; 2.3.b; 2.4.e; 2.5.c.d; 3.6.c.e; 3.8.a; 3.9.f; 4.10.a.c. <b>FELE:</b> 1.2.4; 2.1.1.2; 2.4.1.4.	
<b>Module Objectives:</b> Learners will... <ul style="list-style-type: none"> <li>• Describe school systems and operations in depth, the impact these systems have on the school culture, and begin to identify strengths and areas for improvement.</li> <li>• Define the demographic makeup of the students and personnel at their school and communities.</li> <li>• Conduct an in-depth analysis of the challenges and opportunities affecting the students and families at their school, with an emphasis on struggling student populations.</li> <li>• Describe the social relevance and value of school programs, family support, and events for students, families, and the community.</li> </ul>	
<b>Title of Course:</b> EDA 6300 Systems and Community	<b>Module:</b> 3 of 6
<b>Module Theme: Leading and Managing Change for Equity and Social Justice</b>	
<b>Standards for this module:</b> <b>FPLS:</b> 2.3.d; 2.4.f; 3.6.d; 3.9.a.c.g; 4.10.f. <b>FELE:</b> 1.3.4; 2.2.2; 2.3.3; 3.1.4; 3.2.1.2.3; 3.5.1.2.	

<b>Title of Course:</b> EDA 6300 Systems and Community	<b>Module:</b> 3 of 6
<b>Module Theme: Leading and Managing Change for Equity and Social Justice</b>	
<b>Module Objectives:</b> Students will...	
<ul style="list-style-type: none"> <li>Analyze and discuss effective change leadership and management processes.</li> <li>Select and analyze a school system or operation that will be most conducive to supporting the academic or behavioral needs of a selected group of students.</li> <li>Understand and apply leadership practices that promote culturally competent schools.</li> <li>Identify and describe the types of students and their families that are in the greatest need of support from the school, and the community resources that can bring additional value to a family and community involvement plan.</li> </ul>	

<b>Title of Course:</b> EDA 6300 Systems and Community	<b>Module:</b> 4 of 6
<b>Module Theme: Social Dynamics of School Teams, Families, and Communities</b>	
<b>Standards for this module:</b>	
<b>FPLS:</b> 3.7.a.e; 3.9.d.e; 4.10.b.d.e.	
<b>FELE:</b> 1.2.4; 1.3.4.	
<b>Module Objectives:</b> Students will...	
<ul style="list-style-type: none"> <li>Examine how teams in a school contribute to building a high-performing, inclusive environment for all.</li> <li>Explore the different socio-cultural beliefs, norms, and behaviors of diverse families and community organizations.</li> <li>Design approaches to enhance the quality of the relationships between school personnel, families, and community partners.</li> </ul>	

<b>Title of Course:</b> EDA 6300 Systems and Community	<b>Module:</b> 5 of 6
<b>Module Theme: System Improvement Strategy and Implementation</b>	
<b>Standards for this module:</b>	
<b>FPLS:</b> 1.2.a.d; 3.7.c; 3.8.a; 3.9.a.e.f.	
<b>FELE:</b> 2.2.2; 2.4.4; 3.1.4; 3.2.2.	
<b>Module objectives:</b> Students will...	
<ul style="list-style-type: none"> <li>Frame school improvement within historical, district, state, national, and international contexts.</li> <li>Implement socially just, equitable change in schools.</li> <li>Develop effective home, school, and community partnerships/teams to support diversity, equity, and inclusion.</li> </ul>	

<b>Title of Course:</b> EDA 6300 Systems and Community	<b>Module:</b> 6 of 6
<b>Module Theme: System Improvement Assessment and Evaluation</b>	
<b>Standards for this module:</b>	
<b>FPLS:</b> 2.5.e; 3.6.c; 3.8.a; 4.10.f.	
<b>FELE:</b> 1.3.4; 3.1.2; 3.2.1.3.	



<b>Title of Course:</b> EDA 6300 Systems and Community	<b>Module:</b> 6 of 6
<b>Module Theme: System Improvement Assessment and Evaluation</b>	
<b>Module objectives:</b> Students will...	
<ul style="list-style-type: none"> <li>• Conduct systems and programs assessment and evaluation.</li> <li>• Draft a complete one-year action plan for family and community involvement, including Epstein's template for the four goals and the supporting narrative.</li> <li>• Conduct action plan assessment and evaluation.</li> <li>• Create well-designed, culturally relevant, and effectively delivered presentations.</li> </ul>	

## SPECIFIC COURSE REQUIREMENTS

This section describes the requirements for this particular course.

### Competency Assessments

There are two required Competency Assessments in this course. All Competency Assessments 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. **All Competency Assessments must be rated at the Exemplary or Satisfactory level 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: School Systems Mapping and Analysis

***Description:** Students will use the knowledge gained during the course, including information from the courses materials and activities to develop an individual concept map of their school's systems, followed by an in-depth narrative analysis of one those systems (e.g. Communication). Using principles of equity and inclusion as an analytical lens, the narrative analysis must clearly and effectively identify how the chosen system supports student and adult learning, and how it relates to other school systems, families, and the community. On the basis of their analysis, students will outline recommendations for improving the system. Students will present portions of their analysis in class, and to community stakeholders when the opportunity presents itself.*

Content Rubric				CA 1 Final Score		100
Item to be Assessed	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score
	19-20	17-18	14-16	6-13	0	20

School Leaders Master's Program  
EDA 6300 Course Syllabus

<b>School Systems Concept Map</b>	<i>Student presents a well-designed visual depiction of all school systems, showing clear and relevant interconnections between them.</i>	<i>Student presents a reasonably designed visual depiction of all school systems, showing many relevant interconnections between them.</i>	<i>Student presents an initial visual depiction of all school systems, showing some relevant interconnections between them.</i>	<i>Student presents a poor visual depiction of school systems, showing few relevant interconnections between them.</i>	<i>No attempt made</i>	
	<b>24-25</b>	<b>21-23</b>	<b>18-21</b>	<b>17 or less</b>	<b>0</b>	<b>25</b>
<b>Diversity Mapping</b>	<i>Student effectively uses the concepts of diversity to ensure his/her school systems map demonstrates clearly how social justice issues such as equity and inclusion are considered and addressed.</i>	<i>Student uses some of the concepts of diversity to ensure his/her school systems map demonstrates how social justice issues such as equity and inclusion are considered and addressed.</i>	<i>Student uses few concepts of diversity to ensure his/her school systems map demonstrates how social justice issues such as equity and inclusion are considered and addressed.</i>	<i>Student doesn't use the concepts of diversity to ensure his/her school systems map demonstrates how social justice issues such as equity and inclusion are considered and addressed.</i>	<i>No attempt made</i>	
	<b>24-25</b>	<b>21-23</b>	<b>18-21</b>	<b>17 or less</b>	<b>0</b>	<b>25</b>
<b>Analysis of a School System</b>	<i>Using equity as an analytical lens, student demonstrates thorough understanding of systems theory and continuous school improvement by clearly describing the structure and dynamics of a school system, and how it supports student and adult learning.</i>	<i>Using equity as an analytical lens, student demonstrates reasonable understanding of systems theory and continuous school improvement by describing much of the structure and dynamics of a school system, and how it supports student and adult learning.</i>	<i>Using equity as an analytical lens, student demonstrates some understanding of systems theory and continuous school improvement by partially describing the structure and dynamics of a school system, and how it supports student and adult learning.</i>	<i>Student demonstrates little understanding of systems thinking, or how this can be applied to identify the elements of a school system, nor how it serves to support student and adult learning.</i>	<i>No attempt made</i>	
	<b>19-20</b>	<b>17-18</b>	<b>14-16</b>	<b>6-13</b>	<b>0</b>	<b>20</b>

School Leaders Master's Program  
EDA 6300 Course Syllabus

<b>Recommendations</b>	Student presents five or more clear recommendations relevantly connected to the findings of the analysis.	Student presents up to five clear recommendations relevantly connected to the findings of the analysis.	Student presents up to three recommendations somewhat connected to the findings of the analysis.	Student presents up to two recommendations poorly connected to the findings of the analysis.	No attempt made
<b>Content Final Score</b>					<b>90</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.	- 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.	- 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.	- Exhibits a limited understanding of the topic.  - Major points are poorly identified and not supported.  - External literature and research used are not adequately included.	No attempt made	
	- 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.		
	<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.  - Paragraphs clearly connected to the topic and points are fully explained.	- Reveals an understanding of format and structure and is easy to follow.  - Paragraphs connected to the topic and points are explained.	- Reveals an understanding of format and structure but is not easy to follow.  - Paragraphs vaguely connected to the topic but points are explained	- Reveals a limited understanding of format and structure.  - Paragraphs not connected to the topic or points not explained.	No attempt made	

School Leaders Master's Program  
EDA 6300 Course Syllabus

	- Paragraph transitions are excellent and compelling.	- Paragraph transitions are clear and help the narrative flow.	- Paragraph transitions need improvement.	- Paragraphs are disjointed and lack transitions.		
	<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. - Language clear, precise, invoking interest and attention. - Length appropriate as described for the assignment.	- 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.	- 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.	- 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.	No attempt made	
<b>Writing Final Score</b>						<b>10</b>

<b>Item to be Assessed</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<b>FELE 2.4.4</b>	Identify more than three processes that create and support sustainable and collaborative relationships.	Identify up to three processes that create and support sustainable and collaborative relationships.	Identify two processes that create and support sustainable and collaborative relationships.	Identify one process that creates and supports sustainable and collaborative relationships.	Student does not submit.

School Leaders Master's Program  
EDA 6300 Course Syllabus

<b>FELE 3.1.4</b>	Select more than three appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.	Select up to three appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.	Select two appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.	Select one appropriate step in a change process that effectively facilitates implementation of new policies or procedures.	Student does not submit.
<b>FELE 3.5.1</b>	Analyze a broad range of quantitative and qualitative data and communicate, in writing, appropriate information to stakeholders.	Analyze a good range of quantitative and qualitative data and communicate, in writing, appropriate information to stakeholders.	Analyze some quantitative and qualitative data and communicate, in writing, appropriate information to stakeholders.	Analyze few quantitative and qualitative data and communicate, in writing, appropriate information to stakeholders.	Student does not submit.
<b>FELE 3.5.2</b>	Analyze data and communicate, in writing, more than three strategies for creating opportunities within a school that engage stakeholders.	Analyze data and communicate, in writing, up to three strategies for creating opportunities within a school that engage stakeholders.	Analyze data and communicate, in writing, two strategies for creating opportunities within a school that engage stakeholders.	Analyze data and communicate, in writing, one strategy for creating opportunities within a school that engage stakeholders.	Student does not submit.

### Competency Assessment 2: Family and Community Involvement Plan

**Description:** Students will use the knowledge gained during the course, including information from textbooks to include “Six Types of Involvement to Improve School Climate and Student Success”, Demographic Data Analysis, SOAR Analysis, readings, lectures, etc. to develop a one-year plan for family and community involvement. The plan must clearly and effectively identify processes that create and support sustainable and collaborative relations with families and other essential community resources that will support students with identified learning and behavioral challenges. Students will present portions of their strategic plan in class, and to community stakeholders when the opportunity presents itself.

### Competency Assessment 2 Rubric: Family and Community Involvement Plan

Content Rubric				CA 2 Final Score		100
Item to be Assessed	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score
	24-25	22-23	20-21	19 or less	0	25

School Leaders Master's Program  
EDA 6300 Course Syllabus

<b>SOAR Analysis</b> (25 pts.)	<i>A clear student learning and family and community involvement priority is identified and comprehensively analyzed in terms of its Strengths, Opportunities, Aspirations and Results.</i>	<i>A reasonably clear student learning and family and community involvement priority is identified and analyzed in a number of its Strengths, Opportunities, Aspirations and Results.</i>	<i>A student learning and family and community involvement priority is partially identified and analyzed in terms of its Strengths, Opportunities, Aspirations and Results.</i>	<i>A student learning and family and community involvement priority is poorly identified and analyzed in terms of its Strengths, Opportunities, Aspirations and Results.</i>	<i>No attempt made</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>Goals</b> (15 pts.)	<i>Goals for family and community engagement are specific, measurable, achievable, relevant, and time-based (SMART) and clearly related to activities. They are also aligned with the problem-of-practice.</i>	<i>Goals for family and community engagement are specific, measurable and related to activities. They are also aligned with the problem-of-practice.</i>	<i>Goals for family and community engagement are partially specific, measurable and related to activities and may not aligned with the problem-of-practice.</i>	<i>Goals for family and community engagement are not specific, measurable and related to activities and are not aligned with the problem-of-practice.</i>	<i>No attempt made</i>	
	<b>24-25</b>	<b>22-23</b>	<b>20-21</b>	<b>19 or less</b>	<b>0</b>	<b>25</b>
<b>Action Plan</b> (25 pts.)	<i>Student demonstrates a thorough knowledge of personal and professional behavior consistent with quality practices in education and community leadership, through the development of a coherent and innovative strategic action plan.</i>	<i>Student demonstrates adequate knowledge of personal and professional behavior consistent with quality practices in education and community leadership, through the development of a coherent strategic action plan.</i>	<i>Student demonstrates limited knowledge of personal and professional behavior consistent with quality practices in education and community leadership, as indicated by a strategic plan that is incomplete or has numerous errors.</i>	<i>Student demonstrates no knowledge of personal and professional behavior consistent with quality practices in education and community leadership, as indicated by a strategic plan that is incomplete or has numerous errors.</i>	<i>No attempt made</i>	
	<b>14-15</b>	<b>12-13</b>	<b>10-11</b>	<b>9 or less</b>	<b>0</b>	<b>15</b>

School Leaders Master's Program  
EDA 6300 Course Syllabus

<b>Communication (15 pts.)</b>	<i>A clear plan of communication is designed with set timelines for the initial implementation of the plan and identification of benchmark communication.</i>	<i>A clear plan of communication is designed but has no set timelines. Follow up communication is mentioned.</i>	<i>A fragmented, somewhat clear plan for communication is presented.</i>	<i>An unclear, fragmented plan for communication is presented.</i>		
	<b>10</b>	<b>9</b>	<b>8</b>	<b>7 or less</b>	<b>0</b>	<b>10</b>
<b>Resources (10 pts.)</b>	<i>All potential costs and necessary materials are included and are appropriate, given the materials needed for the activities indicated.</i>	<i>Most potential costs and necessary materials are included and are adequate, given the materials needed for the activities indicated.</i>	<i>Potential costs and or required materials are not adequately included.</i>	<i>Potential costs and or required materials are not provided.</i>		
				<b>Content Final Score</b>		<b>90</b>

<b>Writing Rubric</b>						
<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)	<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	

School Leaders Master's Program  
EDA 6300 Course Syllabus

	- 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.		
	<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.  - 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	
	<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,	- 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	



School Leaders Master's Program  
EDA 6300 Course Syllabus

punctuation, and spelling. (2.5 points)	<ul style="list-style-type: none"> <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>- Language appropriate and clear.</li> <li>- Length appropriate as described for the assignment.</li> </ul>	<ul style="list-style-type: none"> <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>- Language inappropriate (jargon or conversational tone.)</li> <li>- Inadequate or excessive in length.</li> </ul>		
<b>Writing Final Score</b>						<b>10</b>

<b>Item to be Assessed</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<b>FELE 1.2.4</b>	Identify and discriminate among three or more effective strategies that engage faculty and staff in order to improve academic performance and close achievement gaps among student subgroups.	Identify and discriminate among at least two effective strategies that engage faculty and staff in order to improve academic performance and close achievement gaps among student subgroups.	Identify and discriminate one effective strategy that engages faculty and staff in order to improve academic performance and close achievement gaps among student subgroups.	Does not identify and discriminate effective strategies that engage faculty and staff in order to improve academic performance and close achievement gaps among student subgroups.	No Attempt
<b>FELE 2.2.2</b>	Identify appropriate allocations of a broad range of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning.	Identify appropriate allocations of at least resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning.	Identify appropriate allocations of one resource necessary to engage faculty in ongoing, effective individual and collaborative professional learning.	Does not identify appropriate allocations of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning.	No Attempt

School Leaders Master's Program  
EDA 6300 Course Syllabus

<b>FELE 3.1.2</b>	<i>The student identifies and assesses teacher-leadership functions focused on improving instructional effectiveness and student learning that are cleared connected to the presented student and school data.</i>	<i>Analyze and evaluate decisions for moderate degree of effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).</i>	<i>Analyze and evaluate decisions for some degree of effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).</i>	<i>Analyze and evaluate decisions for minimal effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).</i>	<i>No Attempt</i>
<b>FELE 3.2.1</b>	<i>Analyze and evaluate three or more strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans.</i>	<i>Analyze and evaluate two strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans.</i>	<i>Analyze and evaluate one strategy for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans.</i>	<i>Does not analyze and evaluate strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans.</i>	<i>No Attempt</i>
<b>FELE 3.2.3</b>	<i>Identify and evaluate a comprehensive range of appropriate actions that assure the health, safety, and welfare of all persons on campus.</i>	<i>Identify and evaluate a good range of appropriate actions that assure the health, safety, and welfare of all persons on campus.</i>	<i>Identify and evaluate some appropriate actions that assure the health, safety, and welfare of all persons on campus.</i>	<i>Identify and evaluate few appropriate actions that assure the health, safety, and welfare of all persons on campus.</i>	<i>No Attempt</i>
<b>FELE 3.1.3</b>	<i>The student clearly identifies effective strategies that empower others through the distribution of leadership roles when appropriate.</i>	<i>The student identifies effective strategies that empower others through the distribution of leadership roles when appropriate.</i>	<i>The student identifies strategies that empower others.</i>	<i>The student does not identify strategies that empower others.</i>	<i>No Attempt</i>
<b>FELE 3.5.1</b>	<i>The student clearly analyzes and</i>	<i>The student analyzes and communicates,</i>	<i>The student communicates, in writing,</i>	<i>The student does not communicate, in writing,</i>	<i>No Attempt</i>

	<i>communicates, in writing, appropriate information to stakeholders.</i>	<i>in writing, appropriate information to stakeholders.</i>	<i>information to stakeholders.</i>	<i>information to stakeholders.</i>	
<b>FELE 3.5.2</b>	<i>The student clearly analyzes and communicates, in writing, strategies for creating opportunities within a school that engage stakeholders.</i>	<i>The student analyzes and communicates, in writing, strategies for creating opportunities within a school that engage stakeholders.</i>	<i>The student communicates, in writing, strategies for creating opportunities within a school that engage stakeholders.</i>	<i>The student does not communicate, in writing, strategies for creating opportunities within a school that engage stakeholders.</i>	<i>No Attempt</i>
<b>FELE 3.5.3</b>	<i>The student clearly analyzes and communicates, in writing, strategies that increase motivation and improve morale while promoting collegial efforts.</i>	<i>The student analyzes and communicates, in writing, strategies that increase motivation and improve morale while promoting collegial efforts.</i>	<i>The student communicates, in writing, strategies that increase motivation or improve morale while promoting collegial efforts.</i>	<i>The student does not communicate, in writing, strategies that increase motivation or improve morale while promoting collegial efforts.</i>	<i>No Attempt</i>

### 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.

### GRADED ASSIGNMENTS

Grade components and weights are as follows:

Assignments	%	Dates
Class Participation	10	Ongoing
Reflective Writing	15	Ongoing
Competency Assessment 1: School Systems Mapping and Analysis	35	Week 3
Competency Assessment 2: Family and Community Involvement Plan	40	Week 6

Total	100
-------	-----

**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

**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. (3-1 pts.)	The student did not submit. (0 pts.)

School Leaders Master's Program Reflective Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<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. (3-1 pts.)	The student did not submit. (0 pts.)

### 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					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<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.</li> </ul> (6 pts.)	<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> (5 pts.)	<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> (4 pt.)	<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> (3-1 pts.)	No attempt made (0 pts.)

<b>School Leaders Master's Program Writing Rubric</b>					
<b>Topic</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<b>Organization &amp; Structure*</b> <i>The student will provide organized and structured writing.</i>	<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. (6 pts.)</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. (5 pts.)</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. (4 pt.)</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. (3-1 pts.)</li> </ul>	<i>No attempt made (0 pts.)</i>
<b>Format and References</b> <i>The student will use appropriate formatting following the APA style.</i>	<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. (6 pts.)</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. (5 pts.)</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. (4 pts.)</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. (3-1 pts.)</li> </ul>	<i>No attempt made (0 pts.)</i>
<b>Mechanics (grammar, spelling, length)</b> <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i>	<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. (6 pts.)</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. (5 pts.)</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. (4 pts.)</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. (3-1 pts.)</li> </ul>	<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.

<b>School Leaders Master's Program Class Participation Rubric</b>					
	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<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. (3-1 pts.)	The student did not participate. (0 pts.)
<b>Group Activities</b>	Fully engaged in group activity, works with team to produce a high-quality 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. (3-1 pts.)	The student did not participate. (0 pts.)
<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. (3-1 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. (3-1 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>.

### **BIBLIOGRAPHY**

As a student at FAU, you can access electronic journals and search for articles by topic through the FAU Libraries. To gain access from off campus, click on <http://www.fau.edu.ezproxy.fau.edu/library> and log in using your FAU NetID and Password.

Educational Leadership – [Link](#)

Journal for Multicultural Education - [Link](#)

#### **Books**

- Banks, J. & Tucker, M. (2007). *Educating citizens in a multicultural society* (2<sup>nd</sup>. Ed). New York: Teachers College Press.
- Coleman, M. (2013). *Empowering family-teacher partnerships*. Thousand Oaks, CA: Sage Publications, Inc. *The text must be read prior to the first class.*
- Epstein, J. (2016). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Epstein, J. & Sanders, M. (2008). *School, family and community partnerships: Your handbook for action*. Boulder, CO: Westview Press.
- Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin.
- Fullan, M., Quinn, J., & Adam, E. (2016). *The taking action guide to Building Coherence in schools, districts, and systems*. Thousand Oaks, CA: Corwin.
- Heifetz, R., Linsky, M., & Grashow, A. (2009). *The practices of adaptive leadership*. Cambridge, MA: Harvard Business Review Press.
- Janis, L. J. (1982). *Groupthink: Psychological studies of policy decisions and fiascoes*. Boston, MA; Wadsworth.
- Thomas, B.G., Greenfeld, M.D., Ames, R.T., Iline, M.G., Epstein, J. (2017). *Promising partnership practices*. National Network of Partnership Schools. Johns Hopkins University.

#### **Articles**

- Acker-Hocevar, M., Cruz-Jansen, M., Wilson, C., Schoon, P., Walker, D. (2006). The Need to Reestablish Schools as Dynamic Positive Human Energy Systems that are Non-Linear and Self-Organizing. *The International Journal of Learning*.
- Comer, J. (2005). Child and adolescent development: The critical missing focus in school reform. *Phi Delta Kappan*. June, pp. 757-762.

- Davies, L. (2006). Global citizenship: abstraction or framework for action? *Educational Review*. Vol. 58, No. 1, February, pp. 5–25.
- Kim, D. (1999). Introduction to systems thinking. *Pegasus Communications*.
- Kim, D. (2002). Systems archetypes I: Diagnosing systemic issues and designing high-leverage interventions. *Pegasus Communications*.
- Leithwood, K., Seashore Louis, Anderson, S. & Wahlstrom, K. (2004). How leadership influences learning. September. Center for Applied Research and Educational Improvement.
- Lewis Chiu, C., Sayman, D., Carrero, K.M., Gibbon, T., Zolkoski, S.M. & Lusk, M.E. (2017) Developing Culturally Competent Preservice Teachers. *Multicultural Perspectives* (Vol. 19, No. 1, pp. 47-52). Routledge.
- Howard, G. (2007). As diversity grows, so must we. *Educational Leadership* (Vol. 64 no. 6, March).
- Kane, T., & Stager, D. (2012). Gathering feedback on teaching: Combining high-quality observations with student surveys and achievement gains. Bill & Melinda Gates Foundation.
- Kania, J., & Kramer, M. (2011). Collective impact. Stanford, CA: *Stanford Social Innovation Review*.
- Klotz, M.B. (2006). Culturally competent schools: Guidelines for secondary school principals. *Principal Leadership* (March). National Association of School Principals (NASP).
- Knapp, M., Swinnerton, J., Copland, M., Monpas-Huber, J. (2006). Data-informed leadership in education. Seattle, WA: University of Washington.
- Lumby, J. & Morrison, M. (2010). Leadership and diversity: Theory and research. *School Leadership and Management*. Vol. 30, No. 1, February, pp. 3-17).
- Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). Community schools as an effective school improvement strategy: A review of the evidence. Palo Alto: CA, Learning Policy Institute (December).
- Neuman, S. B. (2016). Code Red: The danger of data-driven instruction. *Educational Leadership*. Vol. 74, Issue 3, p24-29 (November). Accessed 1/9/17 from <http://search.ebscohost.com.ezproxy.fau.edu/login.aspx?direct=true&db=aph&AN=119446319&site=ehost-live>.
- Noguera, P. (2003). The trouble with black boys. The Role and Influence of Environmental and Cultural Factors on the Academic Performance of African American Males. *Urban Education*. Vol. 38, p. 431. Sage Publications.
- Spillane, J. (2005). Distributed Leadership. *The Educational Forum*. Vol. 69, No. 2, pp. 143-150.
- Suad Nasir, N., & Hand, V. (2006). Exploring sociocultural perspectives on race, culture, and learning. *Review of Educational Research*. Vol. 76, No. 4, Winter, pp. 449-475.

## Kathleen Dubois

---

**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

---

**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:



---

**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

---

**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



---

**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

---

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

## Kathleen Dubois

---

**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.  
Boca Raton, FL 33431  
(561)297-3551



---

**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.