

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs	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 EDA6945 Current Course Title Internship 1		
<i>Syllabus must be attached for ANY changes to current course details. See <u>Guidelines</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
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 ☐ Remove ☐ Change description to: Change prerequisites/minimum grades to: Remove pre-requisite Change corequisites to: Remove co-requisite Change registration controls to:		
* Review <u>Provost Memorandum</u> ** 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.
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 <u>5/11/22</u> 9/30/2022 10/3/2022 _____ _____ _____ _____ _____

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



COURSE NUMBER: EDA 6945

COURSE TITLE: Fall Internship

COREQUISITES:

EDS 6100: Leadership 2: Theory and Practice

EDS 6103: Leadership 3: Administrative Processes

CREDITS: 3

CATALOG DESCRIPTION- 3 Semester Hours

This course is one of three internship courses that are co-requisite requirements for all School Leader Educational Leadership programs leading to Level 1 Certification. Social and Emotional Learning and Social Justice are common threads for all three internship courses. During this course, interns will be involved in experiential tasks on the continuum of observing, participating, and leading. Tasks are aligned to the School Safety Plan and School Improvement Plan.

INSTRUCTOR INFORMATION

COURSE INFORMATION/LOGISTICS

REQUIRED TEXT

None

REQUIRED WEBSITES AND ELECTRONIC SOURCES

COVID-19 Statement

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/> In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

- Broward County Public School's (BCPS) School Improvement Plan Retrieved from http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative_id=3.
- Bryson, Ann McKay. "Three Signature SEL Practices for the Classroom." CASEL, Mar. 2017, Retrieved from <http://www.casel.org/wp-content/uploads/2017/03/OUUSD-Classroom-3-Signature-SEL-Practices.pdf>.
- Bryson, Ann McKay. "Three Signature SEL Practices for the Adults." CASEL, July 2017, Retrieved from http://page.mpls.k12.mn.us/uploads/adult_3_signature_sel_practices_7_20_17.pdf.
- CASEL TOOL: Personal Assessment and Reflection - SEL Competencies for School Leaders, Staff, and Adults, 2016, doi:10.18411/d-2016-154. http://www.akschoolpsych.org/sites/default/files/SEL_Adult_self-assessment.pdf
- Continuous Improvement Management System (CIMS) developed by the Bureau of School Improvement (FLDOE) at <https://floridacims.org/cms>
- Curran, F. C., (2018, July 19). Improving school climate, not just security, is key to violence prevention. <http://theconversation.com/improving-school-climate-not-just-security-is-key-to-violence-prevention-96898>
- 5 Keys to Social and Emotional Learning (2013, May 14). www.youtube.com/watch?v=DqNn9qWo01M.
- Florida Department of Education, (2018). Legislative Review. <http://www.fldoe.org/core/fileparse.php/7749/urlt/LegisReviewBook18.pdf>.
- Florida Department of Education, (2018). Office of Safe Schools. Marjory Stoneman Douglas High School Public Safety Act. <http://www.fldoe.org/safe-schools/>.
- Florida Senate. (2012). 1006.13 Policy of zero tolerance for crime and victimization. <https://www.flsenate.gov/Laws/Statutes/2012/1006.13>
- Florida Statutes, (2012). <https://www.flsenate.gov/Laws/Statutes/2012/1006.13>.
- Florida Senate. (2018 March 09). CS/SB 7026: Public Safety. <https://www.flsenate.gov/Session/Bill/2018/07026>
- Massachusetts Department of Elementary and Secondary Education (2015). *Building a School Culture that Supports Teacher Leadership*. <http://www.doe.mass.edu/edeval/leadership/BuildingSchoolCulture.pdf>.
- SELonTV,(2017 May 18) director. YouTube, <https://www.youtube.com/watch?v=Do1R67Ek0NI>.

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://www.fau.edu/education/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

Our 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.

Our 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.

Our 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 to 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 visionaries with high expectations, students will demonstrate the ability to embrace accountability and social justice while remaining focused on student achievement. Students will observe, participate and lead in tasks as reflective practitioners to demonstrate their ability to apply knowledge learned in required coursework. Students will perform as a leader of leaders in an ethical and equitable manner and design the processes necessary for the achievement of the goals for each experiential task.

STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES

Florida Educational Leadership Exam (FELE): 1.1.1; 1.1.2; 1.1.3; 1.2.1; 1.2.3; 1.2.4; 1.3.3; 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5; 2.2.1; 2.2.5; 2.4.3; 2.4.4; 3.1.1; 3.1.2; 3.1.4; 3.2.2; 3.2.3; 3.4.2; 3.4.3; 3.5.1; 3.5.2

Florida Principal Leadership Standards (FPLS): 1.1.b; 1.2.a; 1.2.b; 1.2.c; 1.2.d; 2.3.b; 2.3.c; 2.3.e; 2.4.a; 2.5.a; 2.5.b; 2.5.c; 2.5.d 2.5. e; 2.5.f; 3.6.a.; 3.6.b; 3.6.c; 3.7.e; 3.8.b; 3.9.a; 3.9.d; 3.9.c

COURSE OBJECTIVES

The learners will:

1. Identify and apply, personally and to their school environment, the Social and Emotional Learning Competencies as defined by the Collaborative for Academic, Social, Emotional Learning (CASEL) to foster a dynamic and purposeful learning environment through reflective leadership. (CO1)
2. Demonstrate continuous leadership growth by examining and communicating state and district policy regarding school safety to ensure compliance by all stakeholders and support the necessary change processes involved. (CO2)
3. Utilize the Florida State Continuous Improvement Model and School Improvement Plan to make decisions based on data analysis to include the principles of social justice, equity and inclusion to support the learning of adults and ensure the academic growth of all students though an interconnected organizational system. (CO3)
4. Apply concepts of cultural competence to leadership practices. (CO4)
5. Demonstrate ability to connect and communicate the creation of the safety plan to align with legislation and conduct crosswalk (CO5)

CONTENT OUTLINE

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

Module: 1 of 12	Module Theme: Introduction to Internships
Learning Goals/Objectives for this Module:	
Students will understand the requirements to successfully complete Internship coursework.	

Module: 2 of 12	Module Theme: Social and Emotional Learning
Standards for this Module: FELE: 1.4.1, 1.4.2 FPLS: 1.2.a, 1.2.b, 2.4.e, 2.4.f	
Learning Goals/Objectives for this Module: Identify and understand the application of SEL competencies (CO1).	
Module: 3 of 12	Module Theme: Safety Plan-Observe, participate and lead the development and communication of the 2018/2019 school safety plan within your school.
Standards for this Module: FELE Standards for this Module: 3.1.4, 3.2.2, 3.2.3, 3.4.2, 3.4.3, 3.5.1 FPLS Addressed for this Module: 2.5.a, 2.5.c, 3.6.b, 3.9.a, 3.9.d	
Learning Goals/Objectives for this Module: After this unit, students will be able to: • Read and identify the implications of a school safety plan for school leaders. (CO2) • Identify state policies that support the School Safety Plans. (CO2)	
Module: 4 of 12	Module Theme: Safety Plan-Observe, participate and lead the development and communication of the 2018/2019 school safety plan within your school.
Standards for this Module: FELE Standards for this Module: 3.1.4, 3.2.2, 3.2.3, 3.4.2, 3.4.3, 3.5.1 FPLS Addressed for this Module: 2.5.a, 2.5.c, 3.6.b, 3.9.a, 3.9.d	
Learning Goals/Objectives for this Module: After this unit, students will be able to: • Identify components of an effective school safety plan. (CO2)	
Module: 5 of 12	Module Theme: Safety Plan-Observe, participate and lead the development and communication of the 2018/2019 school safety plan within your school.
Standards for this Module: FELE Standards for this Module: 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.4.2, 3.4.3, 3.5.1 FPLS Addressed for this Module: 2.5.a, 2.5.c, 3.6.b, 3.8.b, 3.9.a, 3.9.d	
Learning Goals/Objectives for this Module: After this unit, students will be able to: • Demonstrate ability to connect and communicate the creation of the safety plan to align with legislation and conduct crosswalk. (CO5) • Identify problems that arise and create a communication flow for the decision-making process. (CO2, CO3, CO4, CO5)	

Module: 6 of 12	Module Theme: Safety Plan-Observe participate and lead the development and communication of the school safety plan within your school.
Standards for this Module: FELE Standards for this Module: 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.4.2, 3.4.3, 3.5.1 FPLS Addressed for this Module: 2.5.a, 2.5.c, 3.6.b, 3.8.b, 3.9.a, 3.9.d	
Learning Goals/Objectives for this Module: After this unit, students will be able to: • Cultivate, support and develop other teacher leaders within the organization to ensure fidelity of the implementation of the safety plan (CO2,CO4). • Create and present the safety plan to all stakeholder(CO2,CO4).	
Module: 7 of 12	Module Theme: Social Emotional Learning
Standards for this Module: FELE Standards for this Module: 1.4.1, 1.4.2, 1.4.3 FPLS Addressed for this Module: 1.2.a, 1.2.b, 2.4.e, 2.4.f, 2.5.a, 2.5.b, 2.5.c	
Learning Goals/Objectives for this Module: Students will be able to • Identify their strengths and areas of improvement within the SEL competencies. (CO3 • Implement the “Three SEL Practices” within their school setting. (CO3, CO4)	
Module: 8 of 12	Module Theme: School Improvement Plan (SIP) Project - Understanding Florida’s Continuous Improvement Model and the Purpose of the School Improvement Plan (SIP)
Standards for this Module: FELE Standards for this Module: 1.1.1; 1.1.2; 1.2.1; 1.4.4; 2.2.1; 2.4.3; 2.4.4 FPLS Addressed for this Module: 1.1.b; 1.2.a; 1.2.c; 1.2.d; 2.3.b; 2.3.c; 2.5.e; 3.7.e	
Learning Goals/Objectives for this Module: After this unit, students will be able to: • Explain the Continuous Improvement Model in relation to the school improvement plan (SIP) process (CO2,CO3,CO4). • Describe the purpose of the 8-Step Planning and Problem-Solving Process for continuous improvement (CO2.CO3.CO4). • Identify any differences between the state’s and school district's SIP templates (CO2.CO3). • Make appropriate and timely decisions throughout SIP Process	

Module: 9 of 12	Module Theme: School Improvement Plan (SIP) Project - Identifying Areas of Strength and Areas of Growth for School Year SIP
Standards for this Module: FELE Standards for this Module: 1.1.1; 1.1.2; 1.2.1; 1.4.4; 2.2.1; 2.4.3; 2.4.4 FPLS Addressed for this Module: 1.1.b; 1.2.a; 1.2.d; 2.3.b; 2.3.c; 2.3.e; 2.5.e; 3.6.b; 3.6.c; 3.7.e	
Learning Goals/Objectives for this Module: After this unit, students will be able to: • Identify each component of the school improvement plan and explain its importance as a connector to equity and social justice. (CO2,CO3, CO4) • Summarize the local school district's School Advisory Council (SAC) and SIP policies (CO2,CO3) • Synthesize the similarities and differences between state and district's templates. (CO2, CO3)	

Module: 10 of 12	Module Theme: School Improvement Plan (SIP) Project - Identifying and Participating in Steps Involved in Building A School Improvement Plan
Standards for this Module: FELE: 1.1.1; 1.1.2; 1.1.3; 1.2.1; 1.2.3; 1.2.4; 1.3.3; 1.4.1; 1.4.3; 1.4.4; 1.4.5; 2.2.1; 2.2.5; 2.4.3; 2.4.4; 3.5.1; 3.5.2 FPLS: 1.1.b; 1.2.a; 1.2.d; 2.3.b; 2.3.c; 2.3.e; 2.4.a; 2.5.b; 2.5.e; 2.7.e; 3.6.a; 3.6.b; 3.6.c; 3.7.e	
Learning Goals/Objectives for this Module: After this unit, students will be able to: • Identify each component of the school improvement plan and explain its importance as a connector to equity and social justice. (CO2,CO3, CO4) • Summarize the local school district's School Advisory Council (SAC) and SIP policies (CO2,CO3) • Synthesize the similarities and differences between state and district's templates. (CO2, CO3) •	

Module: 11 of 12	Module Theme: School Improvement Plan (SIP) Project - Observing, Participating, and Leading Section(s) of the SIP Within Your School
Standards for this Module: FELE: 1.1.1; 1.1.2; 1.1.3; 1.2.1; 1.2.3; 1.2.4; 1.3.3; 1.4.4; 1.4.5; 2.2.1; 2.2.5; 2.4.3; 2.4.4; 3.1.1; 3.1.2; 3.5.1; 3.5.2 FPLS: 1.1.b; 1.2.a; 1.2.d; 2.3.b; 2.3.c; 2.3.e; 2.4.a; 2.5.e; 3.6.a; 3.6.b; 3.6.c; 3.7.e; 3.9.c	
Learning Goals/Objectives for this Module: After this unit, students will be able to: • Complete and implement the last four steps of the 8-Step Process (CO2,CO3). • Develop action steps and identify barriers for an identified goal of the school improvement plan (CO2,CO3).	

Module: 12 of 12	Module Theme: School Improvement Plan (SIP) Project - Observing, Participating, and Leading Section(s) of the SIP Within Your School
Standards for this Module: FELE: 1.1.1; 1.1.2; 1.1.3; 1.2.1; 1.2.3; 1.2.4; 1.3.3; 1.4.1; 1.4.3; 1.4.4; 1.4.5; 2.2.1; 2.2.5; 2.4.3; 2.4.4; 3.1.1; 3.1.2; 3.5.1; 3.5.2 FPLS: 1.1.b; 1.2.a; 1.2.d; 2.3.b; 2.3.c; 2.3.e; 2.4.a; 2.5.b; 2.5.e; 3.6.a; 3.6.b; 3.6.c; 3.7.e; 3.9.c	
Learning Goals/Objectives for this Module: After this unit, students will be able to: • Define all 8 stages of the 8-Step Process (CO3). • Identify action steps as determined by the timeline of the SIP (CO3). • Make appropriate and timely decisions throughout the SIP process (CO2,CO3).	

COURSE REQUIREMENTS

Competency Assessment

There are two required Tasks required in this course. All Task submissions must be **uploaded to LiveText**. 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 tasks will include an element for master level writing. (See the FAU PPI writing rubric). **All tasks must be rated at the Exemplary or Satisfactory for a student to pass the course.** Refer to the rubrics for assessment criteria.

Tasks will also be scored as part of the grade for this course. All assignments will be turned in online in Canvas, and the completed tasks and will be **posted in Live Text**. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course.

ASSESSMENT PROCEDURES

Grading Rubric for All Tasks

Components	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Task Content	10 points	8-9 points	5-7 points	4-1 points	
	The student submission Exceeds Expectation on the majority of elements required as evaluated by the Task Rubric.	The student submission Meets Expectation on all elements required as evaluated by the task rubric.	The student submission does not Exceed or Meet Expectation on some elements required as evaluated by the task rubric.	The student submission does not Meet Expectation on all elements required as evaluated by the task rubric. The task must be resubmitted.	Student did not submit
Task Elements 2	5 points	4 points	2-3 points	0-1 points	
	The student submission includes all components completed at a highly skilled level: Student task log/ TPA, Reflection and Artifacts.	The student submission includes all components at a satisfactory level: Student task log/ TPA, Reflection and Artifacts.	The student submission includes at least two of the following components at a satisfactory level: Student task log/ TPA, Reflection and Artifacts.	The student submission includes none of the following components at a satisfactory level: Student task log/ TPA, Reflection and Artifacts	Student did not submit

Mentor Evaluation (TPA)	3 points	2 points	1 point	0 points	
	The mentor evaluates the task as Exemplary	The mentor evaluates the task as 'Satisfactory'	The mentor evaluates the task as 'Emerging'	The mentor evaluates the task as 'Unsatisfactory'	Student did not submit
Timeliness	3 points	2 points	1 point	0 points	
	The student's task is completed and properly submitted to Live Text on time.	Tasks submitted one day after the due date.	Tasks submitted two days late.	Tasks submitted more than two days late.	Student did not submit.
FAU PPI Writing Rubric: Content and structure, organization and structure, format and references, and mechanics	4 points	3 points	2 points	1 point	
	The student uses clear and persuasive communication.	The student uses somewhat clear and persuasive communication.	The student uses beginning levels of clear and persuasive communication.	The student does not use clear and persuasive communication.	The student does not submit.

	• The student provides organized and structured writing. • The student uses appropriate formatting following the APA style. • The student uses professional quality vocabulary, grammar, punctuation, and spelling.	• The student provides a somewhat organized and structured writing. • The student uses most elements of formatting following the APA style. • The student uses somewhat professional quality vocabulary, with no more than two grammar, punctuation, and/or spelling mistakes.	• The student provides a beginning level of organized and structured writing. • The student uses limited elements of formatting following the APA style. • The student uses beginning level professional quality vocabulary, with no more than three grammar, punctuation, and/or spelling mistakes.	• The student provides a beginning level of organized and structured writing. • The student uses limited elements of formatting following the APA style. • The student uses beginning level professional quality vocabulary, with no more than three grammar, punctuation, and/or spelling mistakes.	
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TASK DESCRIPTIONS

TASK #1	TASK DESCRIPTOR: School Safety Plan
Standards: FPLS: 2.5.a, 2.5.c, 3.6.b, 3.7. b, 3.7.e, 3.8.a, 3.8.b, 3.8.c, 3.9.a, 3.9.d FELE: 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.4.2, 3.4.3, 3.5.1	
SUPPORTING ELRM COURSEWORK:	STA 6113 Statistics; ADE 6381 Adult Learning; EDS 6050 Instructional Leadership (School Culture and Climate Survey); EDS 6052 Instructional Leadership 2 (Continuous Improvement Model, How to Communicate Change); EDS 6100 Lead 2 (Application of Leadership Styles): Theory; EDA 6103 Lead 3: Administrative Processes (Systemic Processes of an Organization)
ACTIVITIES	
<i>Observe</i>	<i>Participate</i>
	<i>Lead</i>

TASK #1	TASK DESCRIPTOR: School Safety Plan	
...school safety drills with your mentor ...the review/revision of school safety plans (due to annual feedback/legislation changes) ...other school safety plans and processes within school safety plans	...in school safety drills at school site ...in school safety plan review/revision processes and school-based committee ...in the development of a team for the implementation of the safety plan	...an interview with your school site principal regarding management of the plan (both internal and external) ...the development and communication of the school safety plan components and revisions/changes in the plan to a group of stakeholders (students, staff, parents & community) as determined with your mentor/principal
STRATEGIES:	• Required for All Activities: Plan and participate in all class activities • Mentor Coaching Responsibilities: Provide access for mentee to all school safety plan materials and process components; review and discuss all documentation. Monitor and document mentee's internship log. Complete the Task Performance Assessment. • Consultation: School administrative team; District school improvement lead person	
PERFORMANCE ASSESSMENT:	• Required for All Activities: Activity Reflection Write –Up (see Internship Handbook) • Artifact: Completed communication plan for School Safety Plan to a specific stakeholder group	

FELE & FPLS Standards TASK 1 RUBRIC

<i>Skill</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 3.1.4; 3.2.1; FPLS 3.8.a; 3.8.b; 3.8.c; 4.10.c	The student selects all appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.	The student selects most appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.	The student selects some appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan but omits some crucial elements.	The student does not select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.	Failed to submit, or failed to submit on time

<i>FELE & FPLS Standards TASK 1 RUBRIC</i>					
<i>Skill</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 3.2.2; 3.2.3 FPLS 3.7.a; 3.7.b; 3.7.e	The student identifies all appropriate roles, responsibilities, practices and actions that promote a safe learning environment within the school safety plan.	The student identifies most appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan.	The student identifies some appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan but omits some crucial elements.	The student does not identify appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan.	Failed to submit, or failed to submit on time
FELE skill 3.4.2; 3.4.3 FPLS 4.10.b; 4.10.c; 4.10.d	The student identifies all appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	The student identifies most appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	The student identifies some appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights. but omits some crucial elements.	The student does not identify appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	No attempt made (0 pts.)

FELE & FPLS Standards TASK 1 RUBRIC

Skill	Exemplary	Satisfactory	Emerging	Unsatisfactory	Did not Submit
FELE skill 3.5.1 FPLS 3.9.a; 3.9.d; 3.9.e; 3.9.f; 3.9.g	The student analyzes and communicates in writing, all appropriate information to stakeholders regarding the revisions or changes to the School Safety Plan.	The student analyzes and communicates in writing, most information to stakeholders regarding the revisions or changes to the School Safety Plan.	The student analyzes and communicates in writing, some information to stakeholders regarding the revisions or changes to the School Safety Plan but omits crucial information.	The student does not analyze and communicate in writing, information to stakeholders regarding the revisions or changes to the School Safety Plan.	Failed to submit, or failed to submit on time
FELE skill 3.1.4; 3.2.1; FPLS 3.8.a; 3.8.b; 3.8.c; 4.10.c	The student selects all appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.	The student selects most appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.	The student selects some appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan but omits some crucial elements.	The student does not select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.	Failed to submit, or failed to submit on time
FELE skill 3.2.2; 3.2.3 FPLS 3.7.a; 3.7.b; 3.7.e	The student identifies all appropriate roles, responsibilities, practices and actions that promote a safe learning environment within the school safety plan.	The student identifies most appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan.	The student identifies some appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan but omits some crucial elements.	The student does not identify appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan.	Failed to submit, or failed to submit on time

FELE & FPLS Standards TASK 1 RUBRIC					
Skill	Exemplary	Satisfactory	Emerging	Unsatisfactory	Did not Submit
FELE skill 3.4.2; 3.4.3 FPLS 4.10.b; 4.10.c; 4.10.d	The student identifies all appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	The student identifies most appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	The student identifies some appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights. but omits some crucial elements.	The student does not identify appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	Failed to submit, or failed to submit on time
FELE skill 3.5.1 FPLS 3.9.a; 3.9.d; 3.9.e; 3.9.f; 3.9.g	The student analyzes and communicates in writing, all appropriate information to stakeholders regarding the revisions or changes to the School Safety Plan.	The student analyzes and communicates in writing, most information to stakeholders regarding the revisions or changes to the School Safety Plan.	The student analyzes and communicates in writing, some information to stakeholders regarding the revisions or changes to the School Safety Plan but omits crucial information.	The student does not analyze and communicate in writing, information to stakeholders regarding the revisions or changes to the School Safety Plan.	Failed to submit, or failed to submit on time

TASK # 2
TASK DESCRIPTOR: School Improvement Planning
FLORIDA PRINCIPAL LEADERSHIP STANDARDS ADDRESSED: 1.1.b; 1.2.a; 1.2.b; 1.2.c; 1.2.d; 2.3.b; 2.3.c; 2.3.d; 2.3.e; 2.5.b; 3.2.5.d; 2.5.e; 3.6.a; 3.6.b; 3.6.c; 3.6.d; 3.6.e; 3.7.e; 3.8.a; 3.9.a; 3.9.c
FELE COMPETENCIES AND SKILLS ADDRESSED: 1.1.1; 1.1.2; 1.1.3; 1.2.1; 1.2.3; 1.2.4; 1.3.3; 1.4.4; 1.4.5; 2.2.1; 2.2.5; 2.4.3; 2.4.4; 3.1.1; 3.1.2; 3.5.1; 3.5.2

TASK # 2		
TASK DESCRIPTOR: School Improvement Planning		
SUPPORTING ELRM COURSEWORK:	STA 6113 Statistics (Data Analysis); ADE 6381 Adult Learning (CA1 & CA2); EDS 6050 Instructional Leadership (CA1 & CA2); EDS 6052 Instructional Leadership 2 (CA1); EDS 6100 Lead 2: Theory (CA1); EDA 6103 Lead 3 (CA1 & CA2); Administrative Processes (CA1 & CA2)	
ACTIVITIES		
<i>Observe</i>	<i>Participate</i>	<i>Lead</i>
...school administrative team work through the continuous improvement and school improvement processes ...the work of a School Advisory Council (SAC) (adhering to state statutes and school board policies) ...an administrator who is meeting with leadership team as they discuss monitoring the implementation of action steps within the school improvement plan	...in 8-Step Problem Solving Process which includes identifying and overcoming barriers ...in a school's continuous improvement process ...in a collaborative environment within their school site ...in the prioritization of the school improvement goals ...in a SAC meeting(s) ...in the production of the school improvement plan using technology (online templates) ...analysis of data to inform needs of school improvement planning ...in professional development training on various aspects of the SIP process	...a school improvement team subcommittee, including the development of a strategic goal using school-based data and the 8-Step Problem Solving Process
STRATEGIES:	• Required for All Activities: Plan and participate in all class activities • Mentor Coaching Responsibilities: Provide access to mentee in all school improvement planning processes; review and discuss all documentation. Monitor and document mentee's internship log. Complete the Task Performance Assessment. • Consultation: School administrative team; District school improvement lead person	
PERFORMANCE ASSESSMENT:	• Required for All Activities: Activity Reflection Write –Up (see Internship Handbook) • Artifact: Completed 8-Step Process worksheet and the completed school improvement goal embedded within the school improvement plan	

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 1.1.1; 1.1.2; 1.1.3; 1.2.4 FPLS 1.1.b; 1.2.b; 1.2.d; 2.3.b; 2.3.e	The student has an in depth understanding that student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	The student has basic understanding that student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	The student has an emerging understanding that student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	The student has a limited understanding that student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	Failed to submit, or failed to submit on time
FELE skill 1.2.1; 1.2.3 FPLS 1.2.a; 1.2.c	The student identifies and selects four or more appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement and create high expectations of student learning.	The student identifies and selects at least three appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement and create high expectations of student learning.	The student identifies and selects two appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement and create high expectations of student learning.	The student does not identify or select at least two appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement and create high expectations of student learning.	Failed to submit, or failed to submit on time

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 1.4.1;1.4.3 FPLS 2.5.b;	The student clearly recognizes and uses diversity as an asset in the development and implementation of the School Improvement Plan, procedures, and practices that motivate all students and improve student learning.	The student moderately recognizes and uses diversity as an asset in the development and implementation of the School Improvement Plan, procedures, and practices that motivate all students and improve student learning.	The student needs improvement to recognize and use diversity as an asset in the development and implementation of the School Improvement Plan, procedures, and practices that motivate all students and improve student learning.	The student does not recognize and use diversity as an asset in the development and implementation of the School Improvement Plan, procedures, and practices that motivate all students and improve student learning.	Failed to submit, or failed to submit on time
FELE skill 1.4.4 FPLS 2.5.d; 2.5.e; 3.8.a	The student effectively includes effective and recurring monitoring and feedback processes that support continuous student learning growth and school improvement within the School Improvement Plan.	The student includes moderately effective and/or limited recurring monitoring and feedback processes that support continuous student learning growth and school improvement within the School Improvement Plan.	The student includes somewhat effective and/or infrequent recurring monitoring and feedback processes that support continuous student learning growth and school improvement within the School Improvement Plan.	The student does not include effective or recurring monitoring and feedback processes that support continuous student learning growth and school improvement within the School Improvement Plan.	Failed to submit, or failed to submit on time

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 1.4.5 FPLS 3.8.a	The student effectively engages all appropriate faculty members in recognizing, understanding, and addressing cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps within the School Improvement Plan.	The student somewhat engages all appropriate faculty members in recognizing, understanding, and addressing cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps within the School Improvement Plan.	The student somewhat engages some appropriate faculty members in recognizing, understanding, and addressing cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps within the School Improvement Plan.	The student does not engage appropriate faculty members in recognizing, understanding, and addressing cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps within the School Improvement Plan.	Failed to submit, or failed to submit on time

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 2.2.1; 2.2.5; 2.4.3	The student clearly identifies and evaluates two or more effective professional learning opportunities that: focus on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create deliver rigorous, differentiated, and culturally relevant instruction. enhance leadership practices and align with school needs.	The student identifies and evaluates at least one professional learning opportunity that: focus on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create deliver rigorous, differentiated, and culturally relevant instruction. enhance leadership practices and align with school needs.	The student identifies and evaluates at least one professional learning opportunity, but it does not: focus on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create deliver rigorous, differentiated, and culturally relevant instruction. enhance leadership practices and align with school needs.	The student does not identify or evaluate at least one professional learning opportunity that: focuses on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create delivers rigorous, differentiated, and culturally relevant instruction. enhances leadership practices and align with school needs.	Failed to submit, or failed to submit on time
FPLS 1.2.a; 1.2.b; 1.2.d	The student clearly identifies and evaluates two or more effective professional learning opportunities that: focus on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create deliver rigorous, differentiated, and culturally relevant instruction. enhance leadership practices and align with school needs.	The student identifies and evaluates at least one professional learning opportunity that: focus on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create deliver rigorous, differentiated, and culturally relevant instruction. enhance leadership practices and align with school needs.	The student identifies and evaluates at least one professional learning opportunity, but it does not: focus on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create deliver rigorous, differentiated, and culturally relevant instruction. enhance leadership practices and align with school needs.	The student does not identify or evaluate at least one professional learning opportunity that: focuses on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create delivers rigorous, differentiated, and culturally relevant instruction. enhances leadership practices and align with school needs.	Failed to submit, or failed to submit on time

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 2.4.4 FPLS 3.7.e; 1.2.a;	The student clearly demonstrates a clear understanding of the need for sustainable and supportive relationships between school leaders, faculty, and staff by creating and implementing effective processes that support collaboration when developing the School Improvement Plan.	The student somewhat demonstrates an understanding of the need for sustainable and supportive relationships between school leaders, faculty, and staff by creating and implementing effective processes that support collaboration when developing the School Improvement Plan.	The student demonstrates a weak understanding of the need for sustainable and supportive relationships between school leaders, faculty, and staff by poorly creating and implementing effective processes that support collaboration when developing the School Improvement Plan.	The student does not demonstrate an understanding of the need for sustainable and supportive relationships between school leaders, faculty, and staff by omitting effective processes that support collaboration when developing the School Improvement Plan.	Failed to submit, or failed to submit on time
FELE skill 3.1.1; 3.1.2 FPLS 3.6.a; 3.6.b; 3.6.c	The student effectively analyzes and evaluates decisions made in the School Improvement Plan process for effectiveness, equity, intended and actual outcome; implements follow-up actions; using the problem-solving process and revises as needed.	The student somewhat effectively analyzes and evaluates decisions made in the School Improvement Plan process for effectiveness, equity, intended and actual outcome; implements follow-up actions; using the problem-solving process and revises as needed.	The student partially analyzes and evaluates decisions made in the School Improvement Plan process for effectiveness, equity, intended and actual outcome; implements follow-up actions; using the problem-solving process and revises as needed.	The student does not analyze or evaluate decisions made in the School Improvement Plan process for effectiveness, equity, intended and actual outcome; implements follow-up actions; using the problem-solving process and revises as needed.	Failed to submit, or failed to submit on time

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 3.5.1; 3.5.2 FPLS 2.3.c; 3.6.d; 3.9.c	The student accurately analyzes all appropriate data and clearly and effectively communicates appropriate information and opportunities for stakeholders, in writing.	The student somewhat accurately analyzes data and somewhat effectively communicates appropriate information and opportunities for stakeholders, in writing.	The student somewhat accurately analyzes data and somewhat effectively communicates appropriate information and opportunities for stakeholders, in writing.	The student somewhat accurately analyzes data and somewhat effectively communicates appropriate information and opportunities for stakeholders, in writing.	

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.

Participation Rubric

School Leaders Master's Program Class Participation Rubric					
	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Preparation	Fully prepared shows evidence of readings and presentations. (3 pts.)	Mostly prepared, shows evidence of some readings and some presentations. (2 pts.)	Minimally prepared, shows little evidence of readings and presentations. (1 pts.)	Not prepared, does not show evidence of readings and presentations. (0 pts.)	The student did not participate. (0 pts.)
Group Activities	Fully engaged in group activity, works with team to produce a high-quality product, supports all team members in the work. (3 pts.)	Somewhat engaged in group activity, works with team, the group product is satisfactory, supports some team members in the work. (2 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. (1 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. (0 pts.)	The student did not participate. (0 pts.)

School Leaders Master's Program Class Participation Rubric					
	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Class Discussions	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. (2 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. (1 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. (0 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. (0 pts.)	The student did not participate. (0 pts.)
Punctuality	On time and ready to work prior to the beginning of class and at the termination of all breaks, always in attendance at class. (2 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. (1 pts.)	Late to class at least once and sometimes late at the termination of breaks, always in attendance at class. (0 pts.)	Late to class more than once and sometimes late at the termination of breaks, Misses a day of class. (0 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.					

GRADED ASSIGNMENTS

Each task will be evaluated using the appropriate rubric to determine the level of mastery demonstrated. In addition, instructors will evaluate the tasks using the grading rubric to calculate a grade for the task and the course. Any task that scores at the unsatisfactory level must be corrected and resubmitted. The instructor will determine the final grade for each task by totaling the points earned in each component of the grading rubric.

Grading Rubric Possible Points	Point Value
Safety Plan Task	25
Safety Plan Presentation (In Class)	10
School Improvement Plan Task	25
School Improvement Activity (In Class)	10
SEL Activity 1 (In Class)	10
SEL Activity 2 (In Class)	10
Class Participation	10

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	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

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.

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

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 at <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

Books:

Krownapple, J. (2017). *Guiding teams to excellence and equity: Culturally proficient facilitation*. Thousand Oaks, CA: Corwin Press.

Journals:

Curran, F. C., (2018, July 19). Improving school climate, not just security, is key to violence prevention. Retrieved from <http://theconversation.com/improving-school-climate-not-just-security-is-key-to-violence-prevention-96898>

Massachusetts Department of Elementary and Secondary Education (2015). *Building a School Culture that Supports Teacher Leadership*. Retrieved from <http://www.doe.mass.edu/edeval/leadership/BuildingSchoolCulture.pdf>.

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

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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>

Cc: Kathleen Dubois <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

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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

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
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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.