

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
Department <u>Educational Leadership and Research Methodology</u> College <u>Education</u>		
<b>Current Course Prefix and Number</b> <u>EDA6946</u> <b>Current Course Title</b> <u>Internship 2</u>		
<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>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>Change title to:</b></p>     <p><b>Change prefix</b></p> <p style="margin-left: 40px;">From:                      To:</p> <p><b>Change course number</b></p> <p style="margin-left: 40px;">From:                      To:</p> <p><b>Change credits*</b></p> <p style="margin-left: 40px;">From:                      To:</p> <p><b>Change grading</b></p> <p style="margin-left: 40px;">From:                      To:</p> <p><b>Academic Service Learning (ASL) **</b></p> <p style="margin-left: 40px;">Add <input type="checkbox"/>                      Remove <input type="checkbox"/></p> <p style="font-size: small;">* Review <u>Provost Memorandum</u></p> <p style="font-size: small;">** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.</p> </div> <div style="width: 48%;"> <p><b>Change description to:</b></p>     <p><b>Change prerequisites/minimum grades to:</b></p> <p>Remove pre-requisite</p>   <p><b>Change corequisites to:</b></p> <p>Remove co-requisite</p>   <p><b>Change registration controls to:</b></p>     <p style="font-size: small;">Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.</p> </div> </div>		
<b>Effective Term/Year for Changes:</b> <u>Spring 2023</u>		<b>Terminate course? Effective Term/Year for Termination:</b>
<b>Faculty Contact/Email/Phone</b> <u>Dr. Daniel Reyes-Guerra</u>		
<b>Approved by</b> Department Chair _____ College Curriculum Chair <u>Paul R. Peluso</u> College Dean <u>Mihaela Cardei</u> UGPC Chair <u>Mihaela Cardei</u> UGC Chair <u>Mihaela Cardei</u> Graduate College Dean _____ UFS President _____ Provost _____		<b>Date</b> <u>5/11/22</u> _____ 9/30/2022 10/3/2022 Oct 13, 2022 Oct 13, 2022 Oct 17, 2022 _____ _____ _____

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

**COURSE NUMBER: EDA 6946**

**COURSE TITLE: Internship Spring**

**CATALOG DESCRIPTION**

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 Progress Monitoring, Social and Emotional Learning and the Hiring Process.

**Course Prerequisites**

- ~~ADE 6381 Adult Learning~~
- ~~EDS 6050 Inst Lead 1~~
- ~~EDS 6052 Inst Lead 2~~
- ~~STA 6113 Statistics~~
- ~~EDS 6100 Lead 2~~
- ~~EDA 6103 Lead 3~~
- ~~EDA 6945 Internship 1~~

**Course Corequisites**

- ~~EDS 6300 Systems and Community~~
- ~~EDA 6191 Leadership for Social Justice~~

**INSTRUCTOR INFORMATION**

**COURSE INFORMATION/LOGISTICS**

**REQUIRED TEXT:NA**

**REQUIRED WEBSITES AND ELECTRONIC SOURCES**

- Brunner, C. & Schumaker, P. (1998). Power and gender in the “New View” public schools. *Policy Studies Journal*, 26(1), 30-45.
- Carver-Thomas, D., & Darling-Hammond, L. (2017, November 02). What Can We Do About Teacher Turnover? Retrieved June 27, 2018, from <https://www.edutopia.org/article/what-can-we-do-about-teacher-turnover>
- Center on Great Teachers and Leaders SEL Social and Emotional Competencies and Skills (CASEL) Retrieved from [https://gtlcenter.org/sites/default/files/SEL\\_Handouts.pdf](https://gtlcenter.org/sites/default/files/SEL_Handouts.pdf)
- Day, D., Gronn, P., & Salas, E. (2004). Leadership capacity in teams. *The Leadership Quarterly*, 15(6), 857-880.
- Derrell, T. (2015, June 3). Formative v. Summative Assessment: What’s the Difference? American Intercontinental University. Retrieved from <https://www.aiuniv.edu/blog/2015/june/formative-vs-summative>
- Formative Assessment & Monitoring Student Progress – Focused Instruction, Guided Practice, Collaborative Learning, Independent Learning. Retrieved from <https://schools.archmil.org/CentersofExcellence/DOCsPDFs/Learning-Support-Teams/2015-16/October-8-2015/Formative-Assessments/FormativeAssessmentandMonitoringStudentProgress.pdf>
- Frost Leo, Sheri, and Jane G. Coggshall. “Handout 1: Social and Emotional Learning (SEL) Competencies and Skills.” Center on Great Teachers and Leaders at American Institutes for Research, Oct. 2013, Retrieved from [https://www.gtlcenter.org/sites/default/files/SEL\\_Handouts.pdf](https://www.gtlcenter.org/sites/default/files/SEL_Handouts.pdf).
- Great Schools Partnership. (2016, April 21). Equity Definition. Retrieved from <https://www.edglossary.org/equity/>
- Kotter, J. (2008, October 8). Book Excerpt: A Sense of Urgency. Retrieved from <https://hbswk.hbs.edu/item/book-excerpt-a-sense-of-urgency>
- Modeling SEL as a Staff. Retrieved from <https://source.mpls.k12.mn.us/modeling-sel-as-a-staff>
- New Teacher Center (2016). The Big Picture: Comprehensive Systems of Induction. Retrieved from [https://newteachercenter.org/wp-content/uploads/the-big-picture\\_induction-brief.pdf](https://newteachercenter.org/wp-content/uploads/the-big-picture_induction-brief.pdf)
- Power Over v. Power With. Retrieved from <http://thepowerofcollectivewisdom.com/pdfs/power-over.pdf>
- Research Brief: The Informal Formative Assessment Cycle as a Model for Teacher Practice (May 2016). Retrieved from <http://stemteachingtools.org/bricf/16>

Safer, N. and Fleischman, S. (2005). Research matters / How student progress monitoring improves instruction. *Educational Leadership*, 62(5), 81-83.

Selecting Screening and Progress Monitoring Tools. Retrieved from <https://www.wisconsinpbisnetwork.org/assets/files/External%20Coach%20Material/Selecting%20Tools%20and%20Interventions.pdf>

Stecker, P., Lembke, E., & Foegen, A. (2008). Using progress-monitoring data to improve instructional decision making. *Preventing School Failure*, 52(2), 48-58.

Teacherhead (2013, November 16). Getting Started with Lesson Study. Retrieved from <https://teacherhead.com/2013/11/16/getting-started-with-lesson-study-2/>

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

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

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

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

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

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

Florida Educational Leadership Exam (FELE):

1.1.2, 1.1.3, 1.1.4, 1.2.2, 1.2.4, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.2.1, 2.2.4, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.4

Florida Principal Leadership Standards (FPLS):

1.1.a, 1.1.b, 1.2.a, 1.2.b, 1.2.c, 1.2.d, 2.2.b, 2.2.c, 2.2.e, 2.3.a, 2.4.a, 2.4.b, 2.4.c, 2.4.d, 2.4.e, 2.4.f, 2.5.a, 2.5.b, 2.5.c, 2.5.e, 3.6.a, 3.7.a, 3.7.c, 3.7.d, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.b

## **THE CONCEPTUAL FRAMEWORK**

### **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.

### **Florida Atlantic University College of Education Conceptual Framework**

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

*As a community of scholars*, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous

interdisciplinary research leading to theory-building and enhancement of teaching, learning, and the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

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

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

### **COURSE CONNECTION TO CONCEPTUAL FRAMEWORK**

As 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.

### **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 OBJECTIVES**

The learners will:

The learners will:

1. Identify and apply, personally and to the 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. (CO: 1)
2. Demonstrate continuous leadership growth by examining and communicating state and district policy regarding school safety and student learning to ensure compliance by all stakeholders and support the necessary change processes involved including hiring and retention practices. (CO: 2)
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 through an interconnected organizational system. (CO: 3)
4. Apply concepts of cultural competence to leadership practices. (CO: 4)
5. Demonstrate the ability to connect and communicate the creation of the safety plan to align with legislation and conduct crosswalk (CO: 5)
6. Identify and implement appropriate progress monitoring steps in a timely and efficient manner. (CO: 6)
7. Identify the components of power. (CO: 7)

## **CONTENT OUTLINE**

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

Title of Course: Internship Spring	
Module: 1 of 12	Unit Theme: Progress Monitoring- Understand the Purpose of Progress Monitoring to Improve Teacher Practices
FELE Standards for this module: 1.1.2; 1.3.4; 2.2.1; 3.1.2	
FPLS Addressed for this module: 1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e	
Learning Goals/Objectives for this Module: Students will be able to:	
<ul style="list-style-type: none"> <li>• Define how Progress Monitoring improved teacher practices. (CO: 3)</li> </ul>	

Title of Course: Internship Spring	
Module: 2 of 12	Unit Theme: Progress Monitoring- Understand the value of formative data review to inform PLC plan



FELE Standards for this module: 1.2.4; 1.3.1; 1.3.2; 1.3.4; 2.2.1; 3.1.2	
FPLS Addressed for this module: 1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e	
<p>Learning Goals/Objectives for this Module: Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the impact of timely decisions. (CO: 6)</li> <li>• Distinguish the differences between informal, formal, and summative assessments.(CO: 6)</li> <li>• Identify elements needed to select and make a progress monitoring tool. (CO: 6)</li> </ul>	

Title of Course: Internship Spring	
Module: 3 of 12	Unit Theme: Progress Monitoring- Understand the value of formative data review to inform PLC plan
FELE Standards for this module: 1.1.2; 1.1.3; 1.1.4; 1.2.3; 1.2.4; 1.3.2; 1.3.3; 1.3.4; 2.2.1; 3.1.2	
FPLS Addressed for this module: 1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e; 2.4.d; 2.4.e; 2.4.f	
<p>Learning Goals/Objectives for this Module: Students will be able to:</p> <ul style="list-style-type: none"> <li>• Utilize sample data analysis protocols to analyze student formative assessment achievement data. (CO: 3,CO: 6)</li> <li>• Use the PLC process to generate lesson planning based on student data analysis. (CO: 3, CO: 6)</li> </ul>	

Title of Course: Internship Spring	
Module: 4 of 12	Unit Theme: Progress Monitoring - Understand How To Sustain a Culture of Learning and Urgency
FELE Standards for this module: 1.1.2; 1.1.3; 1.1.4; 1.3.1; 1.3.2; 1.3.3; 2.2.1; 2.2.3; 2.2.4; 2.3.2; 3.1.2	
FPLS Addressed for this module: 1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e; 2.4.b; 2.4.c; 2.4.d	
<p>Learning Goals/Objectives for this Module: Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the stages of the change process. (CO :2)</li> <li>• Demonstrate how the Lesson Study framework is utilized as part of the continuous improvement process (Plan, Do, Study, Act). (CO: 3)</li> <li>• Provide timely feedback to teachers regarding the effectiveness of their instruction. (CO: 1)</li> <li>• Identify the impact of timely decisions within this task. (CO: 6)</li> </ul>	

Title of Course: Internship Spring
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Module: 5 of 12	Unit Theme: Progress Monitoring - Understand The Leaders “Power” Role in This Process
Unit Theme: Progress Monitoring - Understand The Leaders “Power” Role in This Process	
FELE Standards for this Module: 2.2.4; 3.1.2; 3.1.3	
FPLS Addressed for this Module: 1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e; 2.4.a; 2.4.d; 3.6.a; 3.7.a; 3.7.d	
<p>Learning Goals/Objectives for this Module: Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the components of power. (CO: 7)</li> <li>• Identify and implement appropriate progress monitoring steps in a timely and efficient manner. (CO: 6)</li> <li>• 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 through an interconnected organizational system. (CO: 3)</li> <li>• Apply concepts of cultural competence to leadership practices. (CO: 4)</li> </ul>	

Title of Course: Internship Spring	
Module: 6 of 12	Unit Theme: Social Emotional Learning (SEL)
FELE Standards for this module: 1.2.2, 1.4.1, 1.4.2, 1.4.3, 1.4.4	
FPLS Addressed for this module: 1.2.a, 1.2.b, 1.2.c, 1.2.d, 2.4.e, 2.4.f, 2.5.a, 2.5.b, 2.5.c	
<p>Learning Goals/Objectives for this Module: Students will be able to:</p> <ul style="list-style-type: none"> <li>• 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. (CO: 1)</li> <li>• Apply concepts of cultural competence to leadership practices. (CO: 4)</li> </ul>	

Title of Course: Internship Spring	
Module: 7 of 12	Unit Theme: Social Emotional Learning
FELE Standards for this module: 1.4.1, 1.4.2, 1.4.3, 1.4.4	
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	
<p>Learning Goals/Objectives for this Module: Students will be able to:</p> <ul style="list-style-type: none"> <li>• 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. (CO: 1)</li> </ul>	

- Apply concepts of cultural competence to leadership practices. (CO: 4)

Title of Course: Internship Spring	
Module: 8 of 12	Unit Theme: Social Emotional Learning, Appreciative Administration and Social Justice
FELE Standards for this module: 1.4.1, 1.4.2, 1.4.3, 1.4.4	
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:	
<ul style="list-style-type: none"> <li>• 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. (CO: 1)</li> <li>• Apply concepts of cultural competence to leadership practices. (CO: 4)</li> </ul>	

Title of Course: Internship Spring	
Module: 9 of 12	Unit Theme: Hiring Process: Observe, participate and lead the hiring process at your school.
FELE Standards for this module: 2.1.1, 2.1.2, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.4.3	
FPLS Addressed for this module: 2.3.a, 3.7.a, 3.7.c, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.d	
Learning Goals/Objectives for this Module: Students will be able to:	
<ul style="list-style-type: none"> <li>• Apply Equity and Social Justice in hiring practices. (CO: 1,4)</li> <li>• Identify equitable and effective policy and procedures within schools. (CO: 2,4)</li> </ul>	

Title of Course: Internship Spring	
Module: 10 of 12	Unit Theme: Hiring Process: Observe, participate and lead the hiring process at your school.
FELE Standards for this module: 2.1.1, 2.1.2, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.4.3	
FPLS Addressed for this module: 2.3.a, 3.7.a, 3.7.c, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.d	
Learning Goals/Objectives for this Module: Students will be able to:	
<ul style="list-style-type: none"> <li>• Determine school staffing needs to interview, place, and improve hiring practices. (CO: 2-4)</li> <li>• Develop interview questions based on school needs. (CO: 2,4)</li> </ul>	

Title of Course: Internship Spring	
Module: 11 of 12	Unit Theme: Hiring Process: Observe, participate and lead the hiring process at your school.
FELE Standards for this module: 2.1.1, 2.1.2, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.4.3	
FPLS Addressed for this module: 2.3.a, 3.7.a, 3.7.c, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.d	
Learning Goals/Objectives for this Module: Students will be able to: <ul style="list-style-type: none"> <li>• Develop an ethical interview process and the types of questions to help measure the skills and qualities of candidates. (CO: 2.4)</li> <li>• Utilize data-driven decisions to hire, recruit, and develop teachers. (CO: 2-4).</li> </ul>	

Title of Course: Internship Spring	
Module: 12 of 12	Unit Theme: Hiring Process: Observe, participate and lead the hiring process at your school.
FELE Standards for this module: 2.1.1, 2.1.2, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.4.3	
FPLS Addressed for this module: 2.3.a, 3.7.a, 3.7.c, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.d	
Learning Goals/Objectives for this Module: Students will be able to: <ul style="list-style-type: none"> <li>• Identify teacher induction, retention, and professional development that supports teacher practices. (CO: 1-4)</li> <li>• Create suggestions to improve the induction/retention efforts at your site. (CO: 1-2)</li> </ul>	

## COURSE REQUIREMENTS

### Competency Assessment

There are three 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 also be submitted to Canvas. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course.

### ASSESSMENT PROCEDURES

### Grading Rubric for Tasks

Components	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Task Content</b>	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
<b>Task Elements 2</b>	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

<b>Mentor Evaluation (TPA)</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>	
	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
<b>Timeliness</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>	
	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.
<b>FAU PPI Writing Rubric: Content and structure, organization and structure, format and references, and mechanics</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	
	<ul style="list-style-type: none"> <li>• The student uses clear and persuasive communication.</li> <li>• The student provides organized and</li> </ul>	<ul style="list-style-type: none"> <li>• The student uses somewhat clear and persuasive communication.</li> <li>• The student provides a somewhat organized and</li> </ul>	<ul style="list-style-type: none"> <li>• The student uses beginning levels of clear and persuasive communication.</li> <li>• The student provides a beginning level</li> </ul>	<ul style="list-style-type: none"> <li>• The student does not use clear and persuasive communication.</li> <li>• The student provides a beginning level of organized and</li> </ul>	The student does not submit.

	structured writing. <ul style="list-style-type: none"> <li>• The student uses appropriate formatting following the APA style.</li> <li>• The student uses professional quality vocabulary, grammar, punctuation, and spelling.</li> </ul>	structured writing. <ul style="list-style-type: none"> <li>• The student uses most elements of formatting following the APA style.</li> <li>• The student uses somewhat professional quality vocabulary, with no more than two grammar, punctuation, and/or spelling mistakes.</li> </ul>	of organized and structured writing. <ul style="list-style-type: none"> <li>• The student uses limited elements of formatting following the APA style.</li> <li>• The student uses beginning level professional quality vocabulary, with no more than three grammar, punctuation, and/or spelling mistakes.</li> </ul>	structured writing. <ul style="list-style-type: none"> <li>• The student uses limited elements of formatting following the APA style.</li> <li>• The student uses beginning level professional quality vocabulary, with no more than three grammar, punctuation, and/or spelling mistakes.</li> </ul>	
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### TASK 3 DESCRIPTION

ACTIVITY # 3	TASK DESCRIPTOR
	Progress Monitoring
<b>FLORIDA PRINCIPAL LEADERSHIP STANDARDS ADDRESSED:</b>	
1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e; 2.4.a; 2.4.b; 2.4.c; 2.4.d; 2.4.e; 2.4.f; 3.6.a; 3.7.a; 3.7.d	
<b>FELE COMPETENCIES AND SKILLS ADDRESSED:</b>	

1.1.2; 1.1.3; 1.1.4; 1.2.3; 1.2.4; 1.3.1; 1.3.2; 1.3.3; 1.3.4; 2.1.1; 2.2.1; 2.2.4; 2.3.2; 3.1.2

<b>Supporting ELRM Coursework:</b>	STA 6113 Statistics (CA1, CA2); ADE 6381 Adult Learning; EDS 6050 Instructional Leadership; EDS 6052 Instructional Leadership 2; EDS 6100 Lead 2: Theory; EDA 6103 Lead 3: Administrative Processes (CA2); EDA 5931 Lead for Social Justice (CA1, CA2); EDA 6300 Community Partnerships and Diversity
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### ACTIVITIES

<i>Observe</i>	<i>Participate</i>	<i>Lead</i>
...attend curriculum meetings when ongoing assessments are discussed and created to determine student mastery levels and how student outcomes should be scored and analyzed	...in the school improvement process of continuous improvement  ...in the creation of a progress monitoring tool to track multiple student and teacher achievement results (e.g., by school, by classroom, by subject area, by grade level, by student, by subgroups, etc.)	...their professional learning community in analysis of student formative assessments, data analysis tools, and intentional lesson planning to increase student achievement
...attend instructional leadership and/or curriculum council meetings during which multiple sources of student achievement data are reviewed, analyzed, and disaggregated by subgroups	...in data analysis meetings and data disaggregation of formative and summative assessment data that address student achievement  ...in collaborative discussions with teachers and leaders regarding the analyses of students' and teachers' formative and summative data to determine how to improve students' academic performance, close the achievement gap among student subgroups, and teachers' instructional practices	...collaborative discussions surrounding instructional practices after analysis of student formative data and lesson studies  ...share results of work within the professional learning community with school's leadership team
...attend a district assessment meeting where progress monitoring assessment/data is reviewed, analyzed, and disaggregated by subgroups		



...different models of lesson planning	...in relevant professional development to improve data literacy and collaboration skills	
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan and participate in all class activities</li> <li>• <b>Mentor Coaching Responsibilities:</b> 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.</li> <li>• <b>Consultation:</b> School administrative team; District school improvement support staff</li> </ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write –Up –(See LiveText portfolio)</li> <li>• <b>Artifact:</b> Develop a portfolio that includes samples of use of a data analysis tool, intentional lesson planning, feedback from their learning community, and discussion with their leadership team.</li> </ul>	

### FELE & FPLS Standards TASK 3 RUBRIC

<i>Skill</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<b>FELE Skill</b> <b>1.1.2; 1.1.3;</b> <b>FPLS</b> <b>1.1.b; 2.3.b;</b> <b>2.5.f</b>	Student will: •Clearly identify and analyze all areas of greatest need for improvement based on state accountability measures	Student will: •Identify and analyze most areas of greatest need for improvement based on state accountability measures	Student will: •Identify and analyze a few areas of greatest need for improvement based on state accountability measures	Student does not: •Identify and analyze areas of greatest need for improvement based on state accountability measures  Evaluate students' learning	Student failed to submit, or failed to submit on time

	•Effectively evaluate students' learning results based on student performance and growth assessments	•Evaluate learning results based on student performance and growth assessments	•Evaluate some learning results based on student performance and growth assessments	results based on student performance and growth assessments	
FELE skill 1.1.4; 1.2.4; 3.1.2  FPLS 2.4.b; 2.5.d	<p>Student will:</p> <ul style="list-style-type: none"> <li>•Identify three or more methods of providing meaningful feedback to improve instructional planning and delivery</li> <li>•Identify three or more effective strategies that engage faculty and staff in order to improve academic performance related to the needs of the school</li> <li>•Analyze and evaluate at least four decisions made for providing feedback to determine effectiveness.</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>•Identify at least two methods of providing meaningful feedback to improve instructional planning and delivery</li> <li>•Identify at least two effective strategies that engage faculty and staff in order to improve academic performance related to the needs of the school</li> <li>•Analyze and evaluate at least three decisions made for providing feedback to determine effectiveness.</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>•Identify at least one method of providing meaningful feedback to improve instructional planning and delivery</li> <li>•Identify at least one effective strategy that engages faculty and staff in order to improve academic performance related to the needs of the school</li> <li>•Analyze and evaluate one or two than decisions made for providing feedback to determine effectiveness.</li> </ul>	<p>Student does not:</p> <ul style="list-style-type: none"> <li>•Identify at least one method of providing meaningful feedback to improve instructional planning and delivery</li> <li>•Identify at least one effective strategy that engages faculty and staff in order to improve academic performance related to the needs of the school</li> <li>•Analyze and evaluate decisions made for providing feedback to determine effectiveness.</li> </ul>	Student failed to submit, or failed to submit on time
FELE skill 1.3.1; 1.3.2;	<p>Student will:</p> <ul style="list-style-type: none"> <li>•Clearly identify</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>•Identify and</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>•Identify a few</li> </ul>	<p>Student does not:</p> <ul style="list-style-type: none"> <li>•Identify and</li> </ul>	Student failed to

2.2.4;1.3.3; 1.2.3  FPLS 1.2.c; 1.2.d; 2.3.d; 2.4.d	and effectively implement all district evaluation and monitoring strategies that assure the FEAPS are implemented through effective instruction  •Systematically analyze and assess all teaching practices using district procedures in order to improve a teacher's instructional planning and performance that create high expectations for students.  • Identify and evaluate instructional effectiveness of faculty utilizing district adopted classroom observations, rigorous and culturally relevant instructional methods and student	implement some district evaluation and monitoring strategies that assure the FEAPS are implemented through effective instruction  •Analyze and assess some teaching practices using district procedures in order to improve a teacher's instructional planning and performance and that create high expectations for students.  •Identify and evaluate instructional effectiveness of faculty utilizing some district adopted classroom observations, rigorous and culturally relevant instructional methods and student	district evaluation and monitoring strategies that assure the FEAPS are implemented through effective instruction  •Analyze and assess limited teaching practices using district procedures in order to improve a teacher's instructional planning and performance and that create high expectations for students.  •Identify and evaluate instructional effectiveness of faculty utilizing a few district adopted classroom observations or culturally relevant instructional methods and student assessment outcomes.	implement district evaluation and monitoring strategies that assure the FEAPS are implemented through effective instruction  •Analyze and assess teaching practices using district procedures.  •Identify and evaluate instructional effectiveness of faculty utilizing a few district adopted classroom observations, rigorous and culturally relevant instructional methods and student assessment outcomes	submit, or failed to submit on time
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	assessment outcomes	assessment outcomes.			
FELE skill 1.3.4  FPLS 2.3.c; 2.3.e; 2.4.e; 2.5.c	Student will: •Identify and implement effective and appropriate formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula as part of the professional learning community.	Student will: •Identify and implement some effective and appropriate formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula as part of the professional learning community.	Student will: •Identify and implement a few effective and appropriate formative or interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula as part of the professional learning community.	Student does not: •Identify and implement effective and appropriate formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula as part of the professional learning community.	Student failed to submit, or failed to submit on time
FELE skill 2.1.1;  FPLS 2.4.c;	Student will: •Analyze and assess at least four processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.	Student will: •Analyze and assess at least three processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.	Student will: •Analyze and assess at least two processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.	Student does not: •Analyze and processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.	Student failed to submit, or failed to submit on time

FELE skill 2.2.1; 2.3.2  FPLS 1.2.a; 2.4.a; 2.4.f; 3.6.a; 3.6.d; 3.7.d	<p>Student will:</p> <ul style="list-style-type: none"> <li>•Identify and evaluate at least four professional learning opportunities that focus on student performance as it relates to a school's goals and objectives through the professional learning community</li> <li>•Identify at least two effective strategies that provide leadership roles in the professional learning community when appropriate and task delegation.</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>•Identify and evaluate at least three professional learning opportunities that focus on student performance as it relates to a school's goals and objectives through the professional learning community</li> <li>•Identify at least one effective strategy that provides leadership roles in the professional learning community when appropriate and task delegation.</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>•Identify and evaluate at least two professional learning opportunities that focus on student performance as it relates to a school's goals and objectives through the professional learning community</li> <li>•Identify at least one effective strategy that provides leadership roles in the professional learning community when appropriate and task delegation.</li> </ul>	<p>Students does not:</p> <p>Identify and evaluate two or more professional learning opportunities that focus on student performance as it relates to a school's goals and objectives through the professional learning community</p> <ul style="list-style-type: none"> <li>•Identify at least one effective strategy that provides leadership roles in the professional learning community.</li> </ul>	<p>Student failed to submit, or failed to submit on time</p>
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#### TASK 4 Description

Task # 4	<p><b>TASK</b> <i>Social Emotional Learning</i></p> <p><b>DESCRIPTOR</b></p> <p>:</p>
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**FLORIDA PRINCIPAL LEADERSHIP STANDARDS ADDRESSED:**

1.2.a, 1.2.b, 1.2.c, 1.2.d, 2.4.e, 2.4.f, 2.5.a, 2.5.b, 2.5.c

**FELE COMPETENCIES AND SKILLS ADDRESSED:**

1.2.2, 1.4.1, 1.4.2, 1.4.3, 1.4.4

**Supporting ELRM Coursework:**

STA 6113 Statistics (data analysis); ADE 6381 Adult Learning (CA 2); EDS 6050 Instructional Leadership (CA 1); EDS 6052 Instructional Leadership 2 (CA 1); EDS 6100 Lead 2 Theory (CA 1); EDA 6103 Lead 3 (CA 1): Administrative Processes; EDA 5931 Lead for Social Justice (CA 2); EDA 6300 Community Partnerships and Diversity (CA 1)

**ACTIVITIES**

<i>Observe</i>	<i>Participate</i>	<i>Lead</i>
... SEL and Appreciative Administration strategies/practices that are evident and those not evident in your school setting for both students and teachers.	....in an opportunity to learn from district speakers on SEL and Appreciative Administration to gain a better understanding of practices and strategies utilized in the school setting and how SEL and Appreciative Administration are connected to Social Justice.	... a digital presentation of your school action plan to your PLC through the lens of SEL, Appreciative Administration and Social Justice to receive feedback and make revisions. Include in the plan how you would assist the PLC team to understand and apply SEL and Appreciative Administration practices in the school setting.
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> An understanding of SEL, Appreciative Administration and Social Justice</li> <li>• <b>Related Professional Development:</b> SEL / Appreciative Administration Professional Development Day</li> <li>• <b>Consultation:</b> School principal</li> </ul>	

<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write –Up (See Portfolio)</li> <li>• <b>Artifact: Presentation of Action Plan</b></li> </ul>
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#### FELE & FPLS Standards TASK 4 RUBRIC

	Exemplary	Satisfactory	Emerging	Unsatisfactory	Did not Submit
<b>FELE Skill 1.2.2</b>  <b>FPLS 1.2.b; 1.2.c; 1.2.d</b>	Student will: <ul style="list-style-type: none"> <li>• Clearly Identify and effectively analyze five areas of greatest need for improvement in SEL and Appreciative Administration practices within the school as related to academic improvement.</li> </ul>	Student will: <ul style="list-style-type: none"> <li>• Identify and effectively analyze four areas of greatest need for improvement in SEL and Appreciative Administration practices within the school as related to academic improvement.</li> </ul>	Student will: <ul style="list-style-type: none"> <li>• Identify and effectively analyze two or three areas of greatest need for improvement in SEL and Appreciative Administration practices within the school as related to academic improvement.</li> </ul>	Students does not: <ul style="list-style-type: none"> <li>• Identify and effectively analyze areas of need for improvement in SEL or Appreciative Administration practices within the school.</li> </ul>	Student failed to submit, or failed to submit on time
<b>FELE Skill 1.4.1, 1.4.2, 1.4.3</b>  <b>FPLS 1.2.a; 1.2.b; 2.4.e; 2.4.f; 2.5.a; 2.5.b; 2.5.c</b>	Student will: <ul style="list-style-type: none"> <li>• Clearly identify at least four appropriate SEL and Appreciative Administration strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students</li> <li>• Select and implement at</li> </ul>	Student will: <ul style="list-style-type: none"> <li>• identify at least three appropriate SEL and Appreciative Administration strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students</li> <li>• Select and implement at least three appropriate SEL</li> </ul>	Student will: <ul style="list-style-type: none"> <li>• identify at least two appropriate SEL and Appreciative Administration strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students</li> <li>• Select and implement at least two</li> </ul>	Student does not: <ul style="list-style-type: none"> <li>• identify at least two appropriate SEL and Appreciative Administration strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students</li> <li>• Select and implement at appropriate SEL and Appreciative</li> </ul>	Student failed to submit, or failed to submit on time

	<p>least four appropriate SEL and Appreciative Administration strategies to use within the PLC that create a culture focused on building a foundation for life in a diverse democratic society and global economy</p> <ul style="list-style-type: none"> <li>Clearly analyze and select at least four SEL and Appreciative Administration practices that value diversity as an asset in the development and implementation of procedures and practices within the PLC</li> </ul>	<p>and Appreciative Administration strategies to use within the PLC that create a culture focused on building a foundation for life in a diverse democratic society and global economy</p> <ul style="list-style-type: none"> <li>Clearly analyze and select at least three SEL and Appreciative Administration practices that value diversity as an asset in the development and implementation of procedures and practices within the PLC</li> </ul>	<p>appropriate SEL and Appreciative Administration strategies to use within the PLC that create a culture focused on building a foundation for life in a diverse democratic society and global economy</p> <ul style="list-style-type: none"> <li>Clearly analyze and select at least two SEL and Appreciative Administration practices that value diversity as an asset in the development and implementation of procedures and practices within the PLC</li> </ul>	<p>Administration strategies to use within the PLC.</p> <ul style="list-style-type: none"> <li>Analyze and select at least two SEL and Appreciative Administration practices that value diversity.</li> </ul>	
<p><b>FELE Skill 1.4.4</b></p> <p><b>FPLS 1.2.b; 2.4.f</b></p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>Clearly identify and fully implement within the PLC, effective and recurring monitoring and feedback processes that support SEL and Appreciative Administration practices.</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>Identify within the PLC, feedback processes that support SEL and Appreciative Administration practices however the process are partially implemented.</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>Identify within the PLC, somewhat feedback processes that support SEL and Appreciative Administration practices however the process are not effectively implemented.</li> </ul>	<p>Student does not:</p> <ul style="list-style-type: none"> <li>Identify within the PLC, somewhat feedback processes that support SEL and Appreciative Administration practices and the process are not effectively implemented.</li> </ul>	<p>Student failed to submit, or failed to submit on time</p>



## TASK 5 Description

Task # 5	TASK	Hiring Process
	DESCRIPTOR:	
FLORIDA PRINCIPAL LEADERSHIP STANDARDS ADDRESSED:		
2.3.a, 3.7.a, 3.7.c, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.d		
FELE COMPETENCIES AND SKILLS ADDRESSED:		
2.1.1, 2.1.2, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.4.3		
Supporting ELRM Coursework:	STA 6113 Statistics (CA1); ADE 6381 Adult Learning (CA1); EDS 6050 Instructional Leadership (CA1); EDS 6052 Instructional Leadership 2 (Identification, Selection and Retention of Quality Staff); EDS 6100 Lead 2: Theory (CA1); EDA 6103 Lead 3: Administrative Processes (CA2); EDA 5931 Lead for Social Justice (CA2); EDA 6300 Community Partnerships and Diversity (CA2)	
ACTIVITIES		
Observe	Participate	Lead
...the process for determining and understanding policies and procedures that impact the hiring process	...in a discussion with your principal and/or IIR department to understand the hiring policies and procedures	...a job fair committee or job fair process
...the process for determining staffing needs		...a portion of a school-based interview committee process
...the process for selecting, interviewing, placing and improving hiring practices	...in a discussion to determine staffing needs that support positive shifts in the culture of teaching and learning	...a professional development for new teachers
...the process to help hire, recruit, and develop teachers	...in a discussion to determine ethical interview questions to help measure	...a plan for retention and/or incentives for new teachers

	skills and qualities of potential candidates	
	...in an discussion with your school leadership team or district professionals to understand the incentives and professional development available for new teachers	
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan and participate in all class activities</li> <li>• <b>Mentor Coaching Responsibilities:</b> Provide access for mentee to all hiring practices, interview questions, application and selection process, support to induct and retain teachers after hire. Document professional development for new teachers, review and discuss all documentation. Monitor and document mentee's internship log. Complete the Task Performance Assessment.</li> <li>• <b>Consultation:</b> School administrative team; District human resource contact department, hiring department</li> </ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write --Up (See Portfolio)</li> <li>• <b>Artifact:</b> Job Fair documentation, interview questions, professional development documentation for new teachers, plan for retention and/or incentives for new teachers.</li> </ul>	

#### FELE & FPLS Standards TASK 5 RUBRIC

	Exemplary	Satisfactory	Emerging	Unsatisfactory	Did not Submit
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<b>FELE Skill 2.1.1, 2.1.2, 2.3.3</b>  <b>FPLS 3.7.a; 3.7.c; 3.9.b</b>	The student will: completely analyze and assess <ul style="list-style-type: none"> <li>processes and methods of recruiting and employing a diverse faculty</li> <li>strategies to induct new faculty to the school culture</li> <li>strategies to provide succession planning in key positions</li> </ul>	The student will: Analyze and assesses most <ul style="list-style-type: none"> <li>processes and methods of recruiting and employing a diverse faculty</li> <li>strategies to induct new faculty to the school culture</li> <li>strategies to provide succession planning in key positions</li> </ul>	The student will: Analyzes and/or assesses a few <ul style="list-style-type: none"> <li>processes and methods of recruiting and employing a diverse faculty</li> <li>strategies to induct new faculty to the school culture</li> <li>strategies to provide succession planning in key positions</li> </ul>	The student does not: Analyze or assess <ul style="list-style-type: none"> <li>processes and methods of recruiting and employing a diverse faculty</li> <li>strategies to induct new faculty to the school culture</li> <li>strategies to provide succession planning in key positions</li> </ul>	Student failed to submit, or failed to submit on time
<b>FELE Skill 2.4.1; 3.4.3</b>	The student will: identify appropriate behaviors for hiring staff as presented in: <ul style="list-style-type: none"> <li>Federal and state law, policies, procedures</li> <li>Code of Ethics of the Education Profession in Florida</li> <li>Principles of Professional Conduct for the Educational profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006</li> </ul>	The student will: Identify appropriate behaviors for hiring staff as presented in two of the following: <ul style="list-style-type: none"> <li>Federal and state law, policies, procedures</li> <li>Code of Ethics of the Education Profession in Florida</li> <li>Principles of Professional Conduct for the Educational profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006</li> </ul>	The student will: Identify appropriate behaviors for hiring staff as presented one of the following: <ul style="list-style-type: none"> <li>Federal and state law, policies, procedures</li> <li>Code of Ethics of the Education Profession in Florida</li> <li>Principles of Professional Conduct for the Educational profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006</li> </ul>	The student does not: Identify appropriate behaviors for hiring staff as presented the following: <ul style="list-style-type: none"> <li>Federal and state law, policies, procedures</li> <li>Code of Ethics of the Education Profession in Florida</li> <li>Principles of Professional Conduct for the Educational profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006</li> </ul>	Student failed to submit, or failed to submit on time
<b>FELE Skill 2.4.2</b>	The student will: <ul style="list-style-type: none"> <li>Identify examples of resilient behaviors that maintain focus on the</li> </ul>	The student will: <ul style="list-style-type: none"> <li>Identifies examples of resilient behaviors that maintain focus on the</li> </ul>	The student identifies examples of resilient behaviors that maintain focus on the	The student does not identify examples of resilient behaviors that maintain focus on the	Student failed to submit, or failed to submit on time

<b>FPLS</b> <b>3.7.a;</b> <b>4.10.d</b>	school vision within each of the following processes: <ul style="list-style-type: none"> <li>• Hiring,</li> <li>• interviewing,</li> <li>• professional development</li> <li>• retention plan.</li> </ul>	school vision within three of the following processes: <ul style="list-style-type: none"> <li>• Hiring,</li> <li>• interviewing,</li> <li>• professional development</li> <li>• retention plan</li> </ul>	school vision within two of the following processes: <ul style="list-style-type: none"> <li>• Hiring,</li> <li>• interviewing,</li> <li>• professional development</li> <li>• retention plan</li> </ul>	school vision of any following processes: <ul style="list-style-type: none"> <li>• Hiring,</li> <li>• interviewing,</li> <li>• professional development</li> <li>• retention plan</li> </ul>	
<b>FELE</b> <b>Skill 2.4.4</b>	The student will: <ul style="list-style-type: none"> <li>•Identify at least four processes that create and support sustainable and collaborative relationships.</li> </ul>	The student will: <ul style="list-style-type: none"> <li>•Identify at least three processes that create and support sustainable and collaborative relationships.</li> </ul>	The student will: <ul style="list-style-type: none"> <li>•Identify two processes that create and support sustainable and collaborative relationships.</li> </ul>	The student identifies fewer than two processes that create and support sustainable and collaborative relationships.	Student failed to submit, or failed to submit on time
<b>FELE</b> <b>Skill 3.1.1;</b> <b>3.1.2;</b>  <b>FPLS</b> <b>3.7.e; 3.9a</b>	The student will: <ul style="list-style-type: none"> <li>•Thoroughly analyze, prioritize and evaluate decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance as part of hiring process.</li> </ul>	The student will: Analyze, prioritize and evaluate some decisions that minimize the impact of negative situations on the quality of student learning and teacher performance as part of hiring process.	The student will analyze and evaluate a decisions or actions that minimize the impact of negative situations on the quality of student learning and teacher performance as part of hiring process.	The student does not: <ul style="list-style-type: none"> <li>•Analyze, prioritize or evaluate decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance as part of hiring process.</li> </ul>	Student failed to submit, or failed to submit on time
<b>FELE</b> <b>Skill 3.1.4;</b> <b>3.2.4;</b>  <b>FPLS</b> <b>3.8.c</b>	The student will: <ul style="list-style-type: none"> <li>•Select multiple appropriate steps in a change process that effectively facilitates implementations of new policies or procedures as related to the hiring, induction,</li> </ul>	The student will: <ul style="list-style-type: none"> <li>•Select some appropriate steps in a change process that effectively facilitates implementations of new policies or procedures as related to the hiring, induction,</li> </ul>	The student will: Select steps in a change process that somewhat facilitate implementation of new policies or procedures as related to the hiring, induction, or retention process and	The student does not: <ul style="list-style-type: none"> <li>•Select steps in a change process that effectively facilitates implementations of new policies or procedures as related to the hiring, induction, or retention</li> </ul>	Student failed to submit, or failed to submit on time

	or retention process and evaluate the process for effective strategies for managing schedules and delegating responsibilities.	or retention process and evaluate the process for effective strategies for managing schedules and delegating responsibilities.	evaluate the process for effective strategies for managing schedules and delegating responsibilities.	process and evaluate the process for effective strategies for managing schedules and delegating responsibilities.	
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## 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 for the purpose of calculating 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 Total Possible Points	Point Value
Progress Monitoring Task	25
SEL Task	25
Hiring Task	25
SEL Presentation (Module 8- In Class)	10
Hiring Activity (Module 12- In Class)	5
Progress Monitoring Activity (Module 3- In Class)	10

## END OF COURSE SURVEY

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

Please keep in mind that SPOTs are an extremely effective tool to evaluate the quality of instruction. Departments, schools, and colleges use individual instructor data and comments in annual evaluations, as well as for tenure and promotion. SPOT results are presented to faculty in

summary form after the end of the semester. Individual SPOT responses are completely anonymous and remain anonymous. Faculty has no way of linking a SPOT to a particular student.

To begin the SPOT process:

Log on to MyFAU and click on the "SPOT" tab at the top of the page.

Click the "Complete My SPOTs" button to see the courses in which you are enrolled. Now also available through Canvas!

Click on each course to complete the SPOT for that course

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

### **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

### **MAKEUP TESTS, LATE WORK, AND INCOMPLETE POLICY**

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

### **ATTENDANCE POLICY**

According to FAU and Department of Educational Leadership and Research Methodology protocols and the FAU PPI Attendance Policy, "Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor." Refer to the FAU PPI student handbook. Students must attend **ALL** classes. Furthermore, students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor and the student's mentor. Unavoidable

absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. Dr. Daniel Reyes-Guerra reserves the right to approve or disapprove any absence. It is the student's responsibility to make up all assignments missed during his or her absence.

## **CLASSROOM ETIQUETTE / BEHAVIOR POLICY**

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

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

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

## **STUDENTS WITH DISABILITIES**

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

## **SPECIAL LEARNING NEEDS**

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

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

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

A humanistic approach is employed. The University's Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to

academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University's mission."

For the entire code, please see:

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

## RELIGIOUS HOLIDAYS

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

## CONTRACTUAL OBLIGATIONS

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

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## Kathleen Dubois

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

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

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

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

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

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

---

**From:** Robert Shockley

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

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

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

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

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

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



## Kathleen Dubois

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**Subject:** Graduate Program Proposals from EDLRM

**From:** Charles Dukes

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

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

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

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

Bob,

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

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

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

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



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

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

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

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

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

## Kathleen Dubois

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

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



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

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

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



## Kathleen Dubois

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

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
ED 47 Room 260A  
777 Glades Rd.  
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.