

 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 EDS6052 Current Course Title Instructional Leadership 2		
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. 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 <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: Remove pre-requisite Change corequisites to: Change registration controls to:
* Review Provost Memorandum ** 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 <u>Mihaela Cardei</u> UGPC Chair <u>Mihaela Cardei (Oct 13, 2022 18:48 EDT)</u> UGC Chair <u>Mihaela Cardei (Oct 13, 2022 10:48 EDT)</u> Graduate College Dean _____ UFS President _____ Provost _____		Date <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 10 days before the UGPC meeting.

COURSE NUMBER: EDS 6052

COURSE TITLE: Instructional Leadership 2: The Role of the Instructional Leader in Continuous School Improvement

COREQUISITES

EDS 6050: Instructional Leadership I
STA 6113: Statistics

CATALOG DESCRIPTION

The course focuses on the school as a learning organization that addresses instruction and improved student learning. Students will develop leadership skills by learning and applying a variety of data analyses, systems that support student learning, professional development, and instruction. Professional development needs will be identified and aligned to improve teaching and learning. Curriculum standards, professional development standards, differentiated instruction, and culturally responsive curriculum will be included. Students will identify and use appropriate ways to recruit, hire and retain high quality teachers. School culture will be analyzed with specific strategies to improve and sustain a high performing school. Attention given to the use of feedback to help teachers with their professional growth.

INSTRUCTOR INFORMATION

COURSE INFORMATION/LOGISTICS

REQUIRED TEXTS/MATERIALS

Robinson, V. (2017). *Reduce change to increase improvement*. Corwin Press.
Dufour, R., & Fullan, M. (2013). *Cultures built to last: Systematic PLCs at work*. Solution Tree Press.

RECOMMENDED TEXT/MATERIALS

Lindsey, D. B., Thousand, J. S., Jew, C. L., & Piowlski, L. R. (2017). *Culturally proficient inclusive schools: It means all!*. Corwin Press.
Knoster, T., Villa, R., & Thousand, J. (2000). Conditions for successful implementation.
Minarik, M., Thorton, B., & Perreault, G. (2003). Systems thinking can improve teacher retention. *Clearing House*, 76(5), 230-234.
Wager, C. (2006). The School Leader's Tool for Assessing School Culture. *Principal Leadership*, 7(4), 41-44.
Waters, T., & Cameron, G., (2007). The balanced leadership framework: Connecting vision to action.
The principal story 2 video: <https://www.youtube.com/watch?v=cxdqIGiC9X0>

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://coc.fau.edu/students/livetext>.

APA Writing/Citing Style Requirements

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

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

THE CONCEPTUAL FRAMEWORKS

OUR MISSION

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

VISION

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

School Leader Profile – Core Values and Beliefs

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

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

- **Leader of Leaders and Learning**– school leaders who are committed to a vision of leadership that is instructional, collaborative, distributed, data-informed, research-based, ethical, entrepreneurial, developmental, complementary, innovative, and courageous. They understand that leadership is most effective when it is shared and focused on developing leadership capacity within schools and school systems. They are lead learners whose leadership requires the ability to use pedagogy and andragogy in facilitating the learning of everyone in the school and its community.
- **Reflective Practitioners** – school leaders who are reflective practitioners with a world view to create dynamic learning environments as well as organizational and operational systems where everyone engages in ongoing reflective and critical inquiry to inform action. They accept critical feedback to develop the personal insight necessary to increase their leadership attributes and skills. They are strategic and systems thinkers with a growth mindset.
- **Transformative Decision-Makers** – school leaders who recognize that their leadership is a transformative and political process to bring about positive change in the pursuit of a better society and world. They understand and demonstrate the capability to evaluate the moral and legal consequences of decisions and make their choices based on the goal of maximizing student learning through the values of social justice and democratic community.
- **Relationship Builders** – school leaders who are adept at building positive relationships. They are culturally competent leaders who treat each individual with civility, empathy, respect, and forthrightness while holding high expectations for everyone who contributes to the learning organization they strive to consistently improve. They build external relationships with families, community members, and community organizations to strengthen the school programs they lead.
- **Visionaries with High Expectations** - school leaders who communicate and create a shared vision that inspires high expectations for their own performance, as well as for the

performance of all others in the school. They embrace accountability and give feedback as tools for continuous improvement while remaining focused on student learning as a priority. They are passionate leaders who persevere and challenge the status quo.

Department of Educational Leadership and Research Methodology

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 be able to:

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

4. Understand the change process and its impact on school improvement relevant to the context of the course concepts and the systems needed to support student and adult learning.

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

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

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

As a reflective decision-maker, the student will make informed decisions that reflect on past actions and underlying assumptions, will exhibit ethical behavior, and will provide evidence of being a capable professional by practicing the knowledge, skills, and dispositions that demonstrate clearly: (a) the relationship of leadership and organizational research-based practices highly correlated with raising student achievement; (b) the identification of underlying values to create and sustain a positive learning culture for all students that will lead to increases in student achievement; (c) the importance of why an instructional leader must be a role model in creating and sustaining an ethically and socially just learning culture where resources are distributed fairly for all students to learn and diversity is respected; (d) the importance of using data-informed decision-making in planning for instructional improvement of all students by providing high quality professional development; and (e) the importance of recruiting, hiring, developing and retaining high quality staff.

STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES

Florida Educational Leadership Exam (FELF): 1.2.1; 1.2.3; 1.2.4; 1.3.1; 1.3.2; 1.3.3; 1.3.4; 1.4.2; 1.4.4; 1.4.5; 2.2.1; 2.2.2; 2.2.4; 2.2.5; 2.2.6; 2.4.3; 3.1.2; 3.1.4; 3.2.1; 3.2.4

Florida Principal Leadership Standards (FPLS): 1.1.a, b; 1.2.a, b, c, d; 2.3.a, b, c, d, e; 2.4. a. b. c. e. f.; 2.5.a. b. c, d, e, f; 3.6.a, b, c; 3.7.a, b, d; 3.8.a. b. c.; 3.9.b.; f; 4.10.a, b, c, d,

COURSE OBJECTIVES

As a high performing turnaround instructional leader, students will be able to design, lead, manage and evaluate the teaching and learning process, and design professional development plans to support effective student learning and close the achievement gap. By the completion of this course students will:

1. Apply the concepts of the Instructional Leadership Framework to improve student learning. (CO: 1)

2. Create a professional learning community to enhance student learning through professional development. (CO: 2)
3. Conduct instructional observations that support effective feedback practices. (CO: 3)
4. Connect teaching performance to observation, supervising, and planning. (CO: 4)
5. Identify the differences between first-order change and second-order change as they impact schools as learning organizations that sustain change. (CO: 5)
6. Identify the elements of power and change as they relate to implementing instructional improvement. (CO: 6)
7. Apply the Teacher Evaluation process and connect it to the Florida Educational Accomplished Practices. (CO: 7)
8. Evaluate school needs based on data. (CO: 8)
9. Identify appropriate strategies to recruit high-quality teachers to fill identified needs. (CO: 9)
10. Create appropriate processes for interviewing, hiring, and retaining high-quality teachers. (CO: 10)
11. Analyze the school culture to develop strategies to improve and sustain specific elements of the culture. (CO: 11)
12. Align professional development to teachers' professional growth plans. (CO: 12)
13. Analyze the Instructional Leadership Framework and the District Strategic Plan. (CO: 13)

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.

Module: 1 of 6	Unit Theme: Data Analysis and the Continuous Improvement Model
Standards for this module: FEL: 1.1.3., 1.1.4., 1.2.1., 1.2.3., 1.2.4., 1.3.1., 1.3.2., 1.3.3., 1.4.4., 1.4.5., 2.2.4. FPLS: 1.1.b., 1.2.a.c.d., 2.3.a.b.d., 2.4.b.	
Learning Goals/Objectives for this Module: After this module, students will be able to: <ul style="list-style-type: none"> • Identify professional development needs of instructional staff through Root Cause Analysis. (CO: 2, 8) • Identify curricular goals and learning objectives through Root Cause Analysis. (CO: 8) • Analyze Hattie's High Effect Size strategies for instructional improvement. (CO: 8) • Identify school professional development needs for instructional staff based on analyzed data and High Effect Size strategies. (CO: 8, 12) • Evaluate the Continuous Improvement Model to support student and teacher growth. (CO: 8) • Explain how the Professional Learning Community (PLC) model is a primary source of instructional growth and development. (CO: 2, 8, 12) 	
Module: 2 of 6	Unit Theme: PLC Planning: Power and Change

Standards for this Module

FELE: 1.1.3., 1.1.4., 1.2.1., 1.2.3., 1.2.4., 1.3.1., 1.3.2., 1.3.3., 1.4.4., 1.4.5., 2.2.4.

FPLS: 1.1.b., 1.2.a.c.d., 2.3.a.b.d., 2.4.b.

Learning Goals/Objectives for this Module: Students will be able to:

- Describe the differences between first-order change and second-order change. (CO: 5)
- Identify how first-order change and second-order change impact schools as learning organizations. (CO: 5)
- Relate types of power to effective change and school improvement. (CO: 6)
- Successfully lead change initiatives such as a PLC. (CO: 2)
- Demonstrate the steps for creating a Professional Learning Community (CO: 2, 12)

Module: 3 of 6 Module Theme: Teacher Evaluation System

Standards for this Module

FELE: 1.3.1., 1.3.2., 2.2.4., 2.2.6

FPLS: 1.2.b., 2.3.a.b.c.d., 2.4.a.b.d., 4.10.d.

Learning Goals/Objectives for this Module: After this module, students will be able to:

- Apply the Teacher Evaluation methodology and process. (CO: 7)
- Manage the evaluation process. (CO: 3-4, 6)
- Utilize evaluation and monitoring strategies to assess teacher performance tied to classroom observation and student assessment outcomes (district-specific model). (CO: 3)
- Identify the elements of effective instructional planning strategies. (CO: 1)
- Identify the elements of effective instructional delivery strategies. (CO: 1, 4)
- Connect the Teacher Evaluation plan to the Florida Educational Accomplished Practices. (CO: 7)
- Identify open-sourced materials to improve standards-based planning, teaching, and learning. (CO: 12-13)

Module: 4 of 6 Unit Theme: Effective Instructional Feedback for Growth

Standards for this Module

FELE: 1.2.1., 1.2.3., 2.2.4, 2.2.5, 2.2.6, 2.4.3

FPLS: 2.3.c., 2.4.a.b.d., 3.6.a.

Module: 4 of 6	Unit Theme: Effective Instructional Feedback for Growth
Learning Goals/Objectives for this Module: After this module, students will be able to: <ul style="list-style-type: none">• Identify multiple opportunities/data to determine teacher effectiveness (CO: 3-4, 7)• Connect appropriate strategies to standards-based instruction. (CO: 4, 7)• Construct, develop and provide feedback to teachers for professional growth with a focus on standards-based instruction. (CO: 1, 3-4, 12)• Develop a specific improvement plan for instructional staff to improve instructional delivery. (CO: 1-2, 8, 12)• Discuss how instructional leadership improvement and decision-making strategies lead to improved student learning. (CO: 1, 8)• Develop strategies to improve authentic student and adult learning (refer to adult learning), and foster a dynamic purposeful learning organization focused on student achievement. (CO: 4, 8, 13)	
Module: 5 of 6	Unit Theme: Identification, Selection and Retention of Quality Staff
Standards for this Module FELE: 1.2.1., 1.3.1., 1.4.4., 2.2.2., 2.2.6. FPLS: 1.2.a.b., 2.4.b.c.e.f., 2.5.c.d.e., 3.7.a.b.c., 3.9.b.	
Learning Goals/Objectives for this Module: After this module, students will be able to: <ul style="list-style-type: none">• Understand how organizational and personal values play a role in talent selection. (CO: 9-11)• Identify appropriate avenues to recruit high quality teachers to fill identified school needs. (CO: 9)• Apply learning to develop appropriate processes for interviewing and hiring high quality teachers. (CO: 10)• Understand and apply leadership behaviors that support the retention of high quality teachers. (CO: 9-11)• Develop a strategy for Identification, Selection and Retention of Quality Staff. (CO: 10, 11)• Analyze how culture is impacted by staff attrition. (CO: 11)	
Module: 6 of 6	Unit Theme: Leading to Support Social Justice
Standards for this Module FELE: 1.2.3, 1.2.4., 1.3.3, 1.4.2, 1.4.5, 2.2.5 FPLS: 1.2.c.d, 2.3.d., 2.4.e., 2.5.a.b.f., 3.6.c., 4.10.a.c.d.	
Learning Goals/Objectives for this Module: After this module, students will be able to: <ul style="list-style-type: none">• Use a social justice lens to identify equity and bias in the context of a planned Professional Learning Community. (CO: 2, 11)• Investigate to insure socially just practices in the context of the instructional materials selection, lesson planning and delivery. (CO: 4, 11)• Use school culture data to develop strategies to improve and sustain specific elements of the school culture. (CO: 8, 11)• Identify strategies to support a school culture where all stakeholders are valued and respected. (CO: 11)• Model identified principles of - and advocate for - social justice, equity, and inclusion within schools and communities. (CO: 11)	

SPECIFIC COURSE REQUIREMENTS

This section describes the requirements for this particular course.

Competency Assessment

There are required Competency Assessments in this course. All Competency Assessments submissions must be **uploaded to LiveText and Canvas**. The rubric for each assignment will be discussed in class by the instructor at the appropriate time. Students will be assessed on these assignments using a scale of Exemplary, Satisfactory, Emerging, Unsatisfactory and Did Not Attempt. All competency assessments will include an element for master level writing. (See the FAU PPI writing rubric). **All Competency Assessments must be rated at the Exemplary or Satisfactory for a student to pass the course.** Refer to the rubrics for assessment criteria. Competency Assessments will also be scored as part of the grade for this course. All assignments will be turned in online in Canvas, and the critical assignments will be **posted in LiveText**. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course. **No final grade for the course will be posted until all competency assessments are posted in BOTH LiveText and Canvas.**

Competency Assessment 1

Assignment Description: The student will develop a written plan outlining the implementation of a PLC within their schools. Students will use analyzed data to identify curricular goals and learning objectives. From the identified goals, students will develop a PLC based on one identified student achievement goal with specific learning objectives. The plan will include identification of staff professional development needs related to the goal, identification of PLC membership, plan for development of a collective PLC vision, timeline for implementation, location of PLC, social justice considerations and use of the Continuous Improvement Model to successfully reach student achievement goal.

FPLS standards addressed: 1.1.a, b; 1.2.a, b, c, d; 2.3.a, b, c, d, e; 3.6.a, b, c; 3.7.a, b, d; 3.8.a, b, c; 3.9.b, c, f; 4.10.a, b, c, d, e, f

<i>Item to be Assessed</i>	Content Rubric			CA 1 Final Score		100
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>	<i>Score</i>
	24-25	21-23	18-21	17 or less	0	25
Summary of Data Analysis (25 pts.)	<i>There is a clear and concise summary of the data analysis that includes specific areas of strength, areas of concern, and</i>	<i>There is a summary of the data analysis that includes some areas of strength, areas of concern, and/or gaps</i>	<i>There is a summary of the data analysis, but the summary does not include areas of strength, areas</i>	<i>There is a summary of the data analysis, but the summary does not include 2 of 3 areas listed</i>	<i>No attempt made</i>	

	<i>gaps between subgroups.</i>	<i>between subgroups.</i>	<i>of concern, and/or gaps between subgroups.</i>	<i>below: Areas of strength, areas of concern, and/or gaps between subgroups.</i>		
	19-20	17-18	14-16	6-13	0	20
Curricular goals and learning objectives (20 pts.)	<i>There are three or more curricular goals and specific learning objectives clearly aligned with the data analysis.</i>	<i>There are two curricular goal and specific learning objectives clearly aligned with the data analysis.</i>	<i>There are multiple curricular goals and specific learning objectives, but the goals are not aligned with the data analysis.</i>	<i>There is one curricular goal and specific learning objectives, but the goal is not aligned with the data analysis.</i>	<i>No attempt made</i>	
	19-20	17-18	14-16	6-13	0	20
Staff Learning Needs (20 pts.)	<i>A. Two to three staff learning needs are identified in connection to the data analysis. B. Specific strategies are identified to support the staff needs and aligned to Hattie's High Effect Size Strategies</i>	<i>A. Two to three staff learning needs are identified in connection to the data analysis. B. Specific strategies that support the staff needs are present but not aligned to Hattie's High Effect Size Strategies.</i>	<i>A. One staff learning need is identified in connection to the data analysis. B. There are no strategies aligned to the analyzed data.</i>	<i>A. Staff learning needs are not connected to the analysis of the data. B. No strategies are identified.</i>	<i>No attempt made</i>	
	24-25	21-23	18-21	17 or less	0	25

**Plan for
Improved
Learning
(25 pts.)**

<p><i>A. Creates an effective and comprehensive improvement plan designed to implement one of the above identified goals for improved student learning aligned to the standards for professional development.</i></p> <p><i>B. The plan includes how professional development will be deployed through the PLC and it includes the following components:</i></p> <p><i>1. Plan to identify PLC members and develop a shared vision and shared PLC goal.</i></p> <p><i>2. The plan includes a specific timeline for implementation.</i></p> <p><i>3. The plan includes appropriate allocation of resources.</i></p> <p><i>4. The plan includes specific, appropriate methods for evaluation of</i></p>	<p><i>A. Creates an effective and comprehensive improvement plan designed to implement one of the identified goals for improved student learning.</i></p> <p><i>B. The plan includes how professional development will be deployed through the PLC and it is missing one of the following components: membership and timeline for implementation:</i></p> <p><i>1. Plan to identify PLC members and develop a shared vision and shared PLC goal.</i></p> <p><i>2. The plan includes a specific timeline for implementation.</i></p> <p><i>3. The plan includes appropriate allocation of resources.</i></p> <p><i>4. The plan includes</i></p>	<p><i>A. Creates an improvement plan designed to implement one of the identified goals for improved student learning.</i></p> <p><i>B. The plan is vaguely addresses how professional development will be deployed through the PLC.</i></p>	<p><i>A. Does not create an improvement plan designed to implement one of the identified goals for improved student learning. B. The plan does not include how professional development is aligned to the goal and/or the standards for professional development.</i></p>	<p><i>No attempt made</i></p>
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	<i>results outlined by a continuous improvement monitoring plan.</i>	<i>specific, appropriate methods for evaluation of results outlined by a continuous improvement monitoring plan.</i>				
					Content Final Score	90

Writing Rubric						
<i>Item to be Assessed</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>	<i>Score</i>
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
Content & Development * The student will use clear and persuasive communication. (2.5 points)	- Exhibits a comprehensive, accurate, and persuasive understanding of the topic. - Major points are identified	- Exhibits an accurate and comprehensive understanding of the topic. - Major points are identified and	- Exhibits a general understanding of the topic. - Major points are identified but not	- Exhibits a limited understanding of the topic. - Major points are poorly	No attempt made	

	<i>and clearly and fully supported.</i>	<i>adequately supported.</i>	<i>adequately supported.</i>	<i>identified and not supported.</i>		
	<ul style="list-style-type: none"> - External literature and research used are compelling, current and clearly address the topic. - Content and purpose are clear, consistent and compelling. 	<ul style="list-style-type: none"> - External literature and research used are current and address the topic. - Content and purpose are clear and consistent. 	<ul style="list-style-type: none"> - External literature and research used is included but does not adequately address the topic. - Content and purpose are unclear and inconsistent. 	<ul style="list-style-type: none"> - External literature and research used are not adequately included. - Content vague and purpose is difficult to determine. 		
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
Organization & Structure* The student will provide organized and structured writing. (2.5 points)	<ul style="list-style-type: none"> - Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling. 	<ul style="list-style-type: none"> - Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow. 	<ul style="list-style-type: none"> - Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement. 	<ul style="list-style-type: none"> - Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions. 	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
Format and References The student will use appropriate formatting following the	<ul style="list-style-type: none"> - Introduction and conclusions are compelling and major points are concisely previewed or summarized. 	<ul style="list-style-type: none"> - Introduction and conclusions are clear and major points are previewed or summarized. 	<ul style="list-style-type: none"> - Introduction and conclusions are present but major points are not previewed or summarized. 	<ul style="list-style-type: none"> - Introduction and/or conclusion are missing. 	No attempt made	

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

FELE Skill 1.1.3	There is clear evaluation of student learning results based on student performance and growth on assessments that forecast the constructed philosophies of the School Improvement Plan.	There is an evaluation of student learning results based on student performance and growth on assessments.	There is an in complete evaluation of student learning results based on student performance and growth on assessments.	Does not present an evaluation on student learning results based on student performance and growth on assessments	<i>No attempt made</i>
FELE Skill 1.1.4	There is a clear identification of methods for providing meaningful feedback to improve instructional planning and delivery that justify and help to design effective instructional strategies.	The plan identifies methods of providing meaningful feedback to improve instructional planning and delivery.	The plan identifies methods of providing limited feedback to improve instructional planning and delivery.	The plan does not identify methods that provide meaningful feedback to improve instructional planning and delivery.	<i>No attempt made</i>
FELE Skill 1.2.1	The plan clearly identifies and selects appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement of student learning.	The plan adequately identifies and selects appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement of student learning.	The plan inadequately identifies and selects appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement of student learning.	The plan does not identify and selects appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement of student learning.	<i>No attempt made</i>

FELE Skill 1.2.3	There is a clear and concise evaluation of applicable effective strategies that create high expectations for student learning gains that defend the School Improvement Plan vision.	Evaluation and application of effective strategies that create high expectations for student learning gains	Limited Evaluation and application of effective strategies that create high expectations for student learning gains	There is no evaluation or application of effective strategies that create high expectations for student learning gains.	<i>No attempt made</i>
FELE Skill 1.2.4	There is a clear identification of and discrimination among effective strategies that engage faculty and staff in order to improve academic performance and close achievement gaps among student subgroups that work to prioritize the assessed plan of action for student achievement.	There is adequate identification of and discrimination among effective strategies that engage faculty and staff in order to improve academic performance and close achievement gaps among student subgroups.	There is insufficient identification of and discrimination among effective strategies that engage faculty and staff in order to improve academic performance and close achievement gaps among student subgroups.	There is no identification of and discrimination among effective strategies that engage faculty and staff in order to improve academic performance and close achievement gaps among student subgroups.	<i>No attempt made</i>

FELE Skill 1.4.4	Effective and recurring monitoring and feedback processes that support continuous school learning growth and school improvement are clearly identified.	Effective and recurring monitoring and feedback processes that support continuous school learning growth and school improvement are adequately identified.	Effective and recurring monitoring and feedback processes that support continuous school learning growth and school improvement are not adequately identified.	Effective and recurring monitoring and feedback processes that support continuous school learning growth and school improvement are not identified.	<i>No attempt made</i>
FELE Skill 1.4.5	There is a clear identification of appropriate and effective professional learning opportunities and strategies that engage faculty in recognizing and understanding diversity and developmental issues in order to close achievement gaps that help to formulate the curricular goals of the School Improvement Plan.	Appropriate and effective professional learning opportunities and strategies that engage faculty in recognizing and understanding diversity and developmental issues in order to close achievement gaps are identified.	Inadequate appropriate and effective professional learning opportunities and strategies that engage faculty in recognizing and understanding diversity and developmental issues in order to close achievement gaps are identified.	No appropriate and effective professional learning opportunities and strategies that engage faculty in recognizing and understanding diversity and developmental issues in order to close achievement gaps are identified.	<i>No attempt made</i>

FELE Skill 2.4.3	There is a clear and systematic process used to determine and evaluate appropriate professional learning opportunities that enhance leadership practices and align with school needs.	Appropriate professional learning opportunities that enhance leadership practices and align with school needs are determined and evaluated.	Appropriate professional learning opportunities that enhance leadership practices and align with school needs are determined but evaluation procedures are missing.	No adequate way to determine and evaluate appropriate professional learning opportunities that enhance leadership practices and align with school needs is present.	<i>No attempt made</i>
FELE Skill 3.1.2	The plan clearly analyzes and evaluates decisions for effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).	The plan adequately analyzes and evaluates decisions for effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).	The plan adequately analyzes or evaluates decisions for effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).	The plan inadequately analyzes and evaluates decisions for effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).	<i>No attempt made</i>
FELE Skill 3.1.4	Appropriate steps in a change process that effectively facilitate implementation of new policies or procedures are clearly selected.	Appropriate steps in a change process that effectively facilitate implementation of new policies or procedures are selected.	Appropriate steps in a change process that effectively facilitate implementation of new policies or procedures are partially selected.	No appropriate steps in a change process that effectively facilitate implementation of new policies or procedures are selected.	<i>No attempt made</i>

FELE Skill 3.2.1	The plan clearly analyzes and evaluates strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans.	The plan adequately analyzes and evaluates strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans.	The plan adequately analyzes or evaluates strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans.	The plan inadequately analyzes and evaluates strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans.	<i>No attempt made</i>
FELE Skill 3.2.4	The plan clearly assesses and analyzes effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development.	The plan adequately assesses and analyzes effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development.	The plan adequately assess or analyzes effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development.	The plan inadequately assesses and analyzes effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development.	<i>No attempt made</i>

Competency Assessment 2

Assignment Description: Students will choose one of the videos listed to view and evaluate the teacher's instructional strategies used to support student learning.

- Grade 10: Scaffolded Writing Lesson
 - ELL – 20%
- Middle School Geometry - Properties of Mid-segments
 - ELL – 40%
 - ESE – 15%
- Grade 1: Close Reading
 - ELL – 40%
 - ESE – 15%

- High School History
 - ESE – 30%

Students should use their district teacher-observation and evaluation forms, as well as a written explanation to substantiate their findings. Students will identify appropriate learning objectives and strategies, and determine if the strategies are appropriate in addressing the needs of students based on the background information provided for the select video. A written analysis will be completed of the lesson that includes descriptive feedback with recommended strategies to improve the lesson and meet the needs of all students. Identify the learning objectives and strategies, and determine if the strategies in practice are appropriate in addressing the needs of students based on the background information provided for the selected video.

- Complete a written analysis of the lesson that includes descriptive feedback with recommended strategies to improve the lesson and meet the needs of all students. Specifically, it should:
 1. Assess and analyze the teaching practices demonstrated in the video. Based on the analysis, provide descriptive feedback with recommendations for improvement.
 2. Evaluate the Palm Beach/Broward/St. Lucie/Martin Model of Instruction elements observed and identify future strategies to use to improve student achievement outcomes.
 3. Provide evidence that the lesson taught was based on rigorous and culturally relevant instructional methods for implementing Florida State Board of Education adopted standards and district-adopted curricula.

FPLS standards addressed: 1.1.a, b; 1.2.a, b, c, d; 2.3.a, b, c, d, e; 2.5.c, d, e, f; 4.10.a, b, c, d, e, f

Content Rubric					CA 2 Final Score	100
Item to be Assessed	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score
	19-20	17-18	14-16	1-13	0	20
Identify Learning Objectives and effectiveness of strategies (20 pts)	Identifies FSS standard of the lesson, unpacks the standard with specificity and identifies anchor standard.	Identifies FSS standard and unpacks with lack of specificity and identifies anchor standard.	Identifies learning standard or anchor standard.	Fails to identify learning standard.	No attempt made	
	24-25	21-23	18-21	1-17	0	25

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Assessment and Analysis (25 pts)	<i>Assessment and analysis of the teaching practices demonstrated in the video. Based on the analysis, provide comprehensive descriptive feedback with recommendations for improvement.</i>	<i>Assessment and analysis of the teaching practices demonstrated in the video. Based on the analysis, provide adequate descriptive feedback with recommendations for improvement.</i>	<i>Assessment and analysis of the teaching practices demonstrated in the video. Based on the analysis, provide marginally descriptive feedback with recommendations for improvement.</i>	<i>Assessment and analysis of the teaching practices demonstrated in the video. Based on the analysis, no feedback with recommendations for improvement.</i>	<i>No attempt made</i>	
	19-20	17-18	14-16	1-13	0	20
Evaluation (20 pts.)	<i>Evaluation of the Palm Beach/Broward/St. Lucie Model of Instruction 5 or more elements observed and identification of future strategies to use to improve student achievement outcomes.</i>	<i>Evaluation of the Palm Beach/Broward/St. Lucie Model of Instruction 2-4 elements observed and identify future strategies to use to improve student achievement outcomes.</i>	<i>Evaluation of the Palm Beach/Broward/St. Lucie Model of Instruction only 1 element observed and identify future strategies to use to improve student achievement outcomes.</i>	<i>Evaluation of the Palm Beach/Broward/St. Lucie Model of Instruction no elements observed and identify future strategies to use to improve student achievement outcomes.</i>	<i>No attempt made</i>	
	24-25	21-23	18-21	1-17	0	25

Evidence of Culturally Relevant Instructional Methods (25 pts.)	<i>Evidence that the lesson taught was based on rigorous and culturally relevant instructional methods for implementing Florida State Board of Education adopted standards and district-adopted curricula. Include 3 or more ways in which rigor and/or culturally relevant instructional methods could be improved or enhanced (cite at least one research article).</i>	<i>Evidence that the lesson taught was based on rigorous and culturally relevant instructional methods for implementing Florida State Board of Education adopted standards and district-adopted curricula. Include 1-2 ways in which rigor and/or culturally relevant instructional methods could be improved or enhanced (cite at least one research article).</i>	<i>Evidence that the lesson taught was based on rigorous and culturally relevant instructional methods for implementing Florida State Board of Education adopted standards and district-adopted curricula. Include ways in which rigor and/or culturally relevant instructional methods could be improved or enhanced.</i>	<i>No evidence that the lesson taught was based on rigorous and culturally relevant instructional methods for implementing Florida State Board of Education adopted standards and district-adopted curricula.</i>	
				Content Final Score	90

Writing Rubric						
<i>Item to be Assessed</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>	<i>Score</i>
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
Content & Development * The student will use clear and persuasive communication	- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.	- Exhibits an accurate and comprehensive understanding of the topic.	- Exhibits a general understanding of the topic.	- Exhibits a limited understanding of the topic.	No attempt made	

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

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

Item to be Assessed	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
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FELE 1.3	<i>Student demonstrates specific knowledge and analysis of effective development and implementation of an instructional framework that aligns schools' curriculum with state standards, effective instructional strategies, student learning needs, and assessments.</i>	<i>Student demonstrates general knowledge of effective development and implementation of an instructional framework that aligns schools' curriculum with state standards, effective instructional strategies, student learning needs, and assessments.</i>	<i>Student demonstrates limited knowledge of effective development and implementation of an instructional framework that aligns schools' curriculum with state standards, effective instructional strategies, student learning needs, and assessments.</i>	<i>Student does not demonstrate limited knowledge of effective development and implementation of an instructional framework that aligns schools' curriculum with state standards, effective instructional strategies, student learning needs, and assessments.</i>	<i>No Attempt</i>
FELE Skill 1.3.1	<i>The student identifies multiple appropriate evaluation and monitoring strategies that ensure the Florida Educator Accomplished Practices are implemented through effective instruction.</i>	<i>The student identifies a few appropriate evaluation and monitoring strategies that ensure the Florida Educator Accomplished Practices are implemented through effective instruction.</i>	<i>The student identifies one appropriate evaluation and monitoring strategy that ensure the Florida Educator Accomplished Practices are implemented through effective instruction.</i>	<i>The student does not identify appropriate evaluation and monitoring strategies that ensure the Florida Educator Accomplished Practices are implemented through effective instruction.</i>	
FELE Skill 1.3.2	<i>The student provides a thorough analysis and assessment of teaching</i>	<i>The student provides a minimal analysis and assessment of teaching</i>	<i>The student provides little or no analysis and assessment of teaching practices</i>	<i>The student provides a misaligned analysis and assessment of teaching</i>	<i>No Attempt</i>

	<i>practices based on observation and monitored outcomes in order to improve a teacher's instructional planning and performance.</i>	<i>practices based on observation and monitored outcomes in order to improve a teacher's instructional planning and performance.</i>	<i>based on observation and monitored outcomes in order to improve a teacher's instructional planning and performance.</i>	<i>practices based on observation and monitored outcomes in order to improve a teacher's instructional planning and performance.</i>	
FELE Skill 1.3.3	<i>The student evaluates and recommends rigorous and culturally relevant instructional methods for implementing State Board of Education-adopted educational standards and district-adopted curricula.</i>	<i>The student identifies and recommends rigorous and culturally relevant instructional methods for implementing State Board of Education-adopted educational standards and district-adopted curricula.</i>	<i>The student minimally identifies and recommends rigorous and culturally relevant instructional methods for implementing State Board of Education-adopted educational standards and district-adopted curricula.</i>	<i>The student fails to identify and recommend rigorous and culturally relevant instructional methods for implementing State Board of Education-adopted educational standards and district-adopted curricula.</i>	
FELE 2.2.4	<i>The student thoroughly identifies and evaluates the instructional effectiveness of the teacher utilizing the classroom observation and the provided student assessment outcomes.</i>	<i>The student identifies and evaluates the instructional effectiveness of the teacher utilizing the classroom observation and the provided student assessment outcomes.</i>	<i>The student minimally identifies and evaluates the instructional effectiveness of the teacher utilizing the classroom observation and the provided student assessment outcomes.</i>	<i>The student fails to identify and evaluate the instructional effectiveness of the teacher utilizing the classroom observation and the provided student assessment outcomes.</i>	<i>No Attempt</i>

Reflective Decision Making

A major goal of this course is to promote students' capacity as reflective decision makers. Students will meet this goal through reflective journal writing based on the learning in each module, class discussions, and the work they are conducting at their respective schools.

Class Participation

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

GRADED ASSIGNMENTS

Assignments	Points
<i>Competency Assessment #1</i>	<i>100</i>
<i>Competency Assessment #2</i>	<i>100</i>
<i>Assignment One- Retaining High Quality Teachers</i>	<i>12</i>
<i>Participation</i>	<i>24</i>
<i>Reflections (2 @ 12 points each)</i>	<i>24</i>

FINAL GRADE WEIGHTING

Assessments	Final weighted average
Participation	10%
Reflective Journals	15%
Assignment 1	10%
CA 1*	35%
CA 2*	30%

* This grade combines the final weighted content and writing scores of the assessment.

SUMMER COURSE ALIGNMENT

Course assignments in Statistics, Instructional Leadership 1, and Instructional Leadership 2 are designed to support and guide the overarching goal of the program Part 1, analysis of Student learning and plan for adult learning. See the semester alignment chart below.

Week	Reflections	Assignments
		<i>STATS</i> <i>IL1</i> <i>IL2</i>
1		
2	STATS	Root Cause Analysis

3	IL1	Descriptive Lab	
4	STATS		CA1
5	IL1		
6			CA2
7		Literature Review	
8	IL2	CA2	
9			
10	STATS		CA1
11	IL2		
12		CA1	CA2

ASSIGNMENT DESCRIPTIONS

Assignment 1- Hiring and Retaining Quality Teachers

The student will submit a draft outline for hiring and retaining quality teachers that includes the following discrete elements by answering the following questions:

1. Outline your school's instructional needs, enrollment projections, and projected vacancies
2. Recruitment
 - a. What are your possible sources of recruitment for new teachers?
 - b. What methods and media will you consider in the recruitment process?
 - c. How will you identify possible recruitment incentives?
 - d. What is your proposed implementation schedule of programs and activities?
3. Retention
 - a. What elements would you deem necessary for retention of quality teachers?
 - b. Which possible strategies would you consider for retention of quality teachers?
4. How will you insure the diversity of the instructional staff is enhanced or maintained in the school context?
5. What are your specific goals for hiring and retaining quality teachers?

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

SCHOOL LEADERS MASTER'S PROGRAM STANDARD RUBRICS

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

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. (6 pts.)	Mostly prepared, shows evidence of some readings and some presentations. (5 pts.)	Minimally prepared, shows little evidence of readings and presentations. (4 pts.)	Not prepared, does not show evidence of readings and presentations. (2 pts.)	The student did not participate. (0 pts.)
Group Activities	Fully engaged in group activity, works with team to produce a high-quality product, supports all team members in the work. (6 pts.)	Somewhat engaged in group activity, works with team, the group product is satisfactory, supports some team members in the work. (5 pts.)	Minimally engaged in group activity, works with team some of the time, the group product is minimally acceptable, supports some team members in the work. (4 pts.)	Not engaged in group activity, works with team only some of the time, the group product is not acceptable, hinders the work of the group. (2 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. (6 pts.)	Listens to others respectfully and sometimes builds on comments. Sometimes is quiet or dominates conversation. Sometimes uses references to readings, presentations, as well as makes connections to experience. (5 pts.)	Listens to others respectfully and sometimes but does not builds on comments. Overly quiet or overly dominant in conversation. Uses limited references to readings, presentations, as well as makes connections to experience. (4 pts.)	Does not listens to others respectfully and does not builds on comments. Overly quiet or overly dominant in conversation. Does not use references to readings, presentations, or connections to experience. (2 pts.)	The student did not participate. (0 pts.)
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. (6 pts.)	On time and ready to work prior to the beginning of class but is sometimes late at the termination of all breaks, always in attendance at class. (5 pts.)	Late to class at least once and sometimes late at the termination of breaks, always in attendance at class. (4 pts.)	Late to class more than once and sometimes late at the termination of breaks, Misses a day of class. (2 pts.)	The student did not participate. (0 pts.)
*NOTE: This rubric will be used to calculate the student's participation grade. The total points from this Participation Rubric will be divided by 2 to make the maximum point value 12 points for class participation.					

END OF COURSE SURVEY

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

To begin the SPOT process:

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

If you have any questions about the process, please contact the Office of Testing and Evaluation at testandeval@fau.edu.

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 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>.

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

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



From: Robert Shockley <SHOCKLEY@fau.edu>

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

To: Charles Dukes <cdukes@fau.edu>

Cc: Kathleen Dubois <kdubois4@fau.edu>

Subject: FW: Graduate Program Proposals from EDLRM

Kathleen Dubois

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

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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.

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