



**GRADUATE COUNCIL  
NEW COURSE PROPOSAL**

**Please submit the typed original with all required signatures to the Graduate Council**  
Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: Strategies for Effective Administrators

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Banner Abbreviation:

|   |   |   |   |   |   |   |   |   |   |  |   |   |   |  |   |   |   |   |   |   |   |   |   |  |   |   |   |   |   |
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Faculty member(s) who  
are creating the course:

Contact Person: Janna Heiligenstein

Graduate Program Proposing Change: EDLM-Education

**Course Description:**

This course lays the foundation for becoming an effective administrator. Students build the knowledge, skills, and dispositions of effective administrators through exploration of the many facets of administrator duties. Topics covered include: communicating effectively, developing vision and a positive culture for continuous improvement, data-driven decision-making, developing innovative action plans based on goals and vision, creating a support system that empowers others, and developing steps of program implementation within organization restrictions. Experiential (field-based) hours are embedded in this course.

**Rationale for Offering the Course:**

This course already exists in the hybrid on-campus EDLM program in a 16-week format and summer format. We are only proposing a new number and name for the course to identify it as part of the accelerated on-line EDLM program.

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Is there a similar undergraduate course? ☐ Yes ☒ No If so, how does this graduate course differ?

Discipline Prefix: EDLM If more than one provide rationale:

Credits: 3  
Level: ☐ 7000 ☒ 8000 ☐ 9000 Brief rationale for level choice:

Additional Requirements: Laboratory Hours: \_\_\_\_\_ Pre-Practicum Hours: \_\_\_\_\_ Practicum Hours: \_\_\_\_\_  
Fieldwork Hours: x Other (specify): \_\_\_\_\_

Prerequisite course(s) if any: \_\_\_\_\_

This course will be: ☒ a Required Course ☐ an Elective Special/Note: \_\_\_\_\_

Course is a replacement for EDLM 8032 (replaces Topics course)  
(Course Number/Name): \_\_\_\_\_

Has the course been offered previously as a "Topics" course? ☐ Yes ☒ No

If yes, How often? \_\_\_\_\_

What is the Expected Average Enrollment?: 30

Which semester will this course first be offered?: March, 2018 How often thereafter to be offered?: Annually

Does this course affect offerings in any other department or program? ☐ Yes ☒ No If yes, please explain.

Is this an Extended Campus course? ☐ Yes ☒ No

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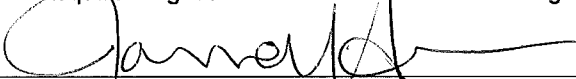
Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒ Course Syllabus is Attached

[Print Form](#)

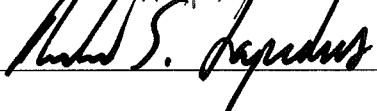
☒ Reviewed by Dean: Dean Bruno Hicks

**Required Signatures—Graduate and Continuing Education New Course Approval**

Course Developer:  Date: 3/20/18

Department Chair:  Date: 3/21/18

Graduate Council Chair:  Date: 4/3/18  
(Indicates Graduate Council approval)

President:  Date: 5/5/18

# FITCHBURG STATE UNIVERSITY

## Educational Leadership and Management Comprehensive Syllabus

### EDLM 8032 Strategies for Effective Administrators (3 credits)

**Instructor:**

**Office Hours:** TBD

**Contact Information:** TBD

**Catalog Course Description:**

This course lays the foundation for becoming an effective administrator. Students build the knowledge, skills, and dispositions of effective administrators through exploration of the many facets of administrator duties. Topics covered include: communicating effectively, developing vision and a positive culture for continuous improvement, data-driven decision-making, developing innovative action plans based on goals and vision, creating a support system that empowers others, and developing steps of program implementation within organization restrictions. Field experience hours are embedded in this course.

Subsequent courses will delve deeper into many of the topics covered in this course.

**Texts:**

Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium (2013). *2012 Amplification of The English Language Development Standards Kindergarten – Grade 12*. Madison, WI: WIDA. Retrieved from

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD0QFjAC&url=http%3A%2F%2Fwww.wida.us%2Fget.aspx%3Fid%3D540&ei=VC5kUongBILC4APdgYHoCw&usg=AFQjCNGtCoBtZ\\_ARMI14KLPJz\\_FZ1Y6UjQ&bvm=bv.54934254,d.dmg](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD0QFjAC&url=http%3A%2F%2Fwww.wida.us%2Fget.aspx%3Fid%3D540&ei=VC5kUongBILC4APdgYHoCw&usg=AFQjCNGtCoBtZ_ARMI14KLPJz_FZ1Y6UjQ&bvm=bv.54934254,d.dmg)

Bambrick-Santoyo, P., & Lemoy, D. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco: Wiley.

Center for Public Education (2013). *The principal perspective: Full report*. Alexandria, VA: National School Boards Association. Retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/The-Principal-Perspective-at-a-glance/The-principal-perspective-full-report.html>

Cordeiro, P. A., & Cunningham, W. (2012). *Educational leadership: A bridge to improved practice*. Boston: Pearson.

Massachusetts Task Force on the Evaluation of Teachers and Administrators. (March, 2011). *Building a breakthrough framework for educator evaluation in the commonwealth*. Malden, MA: Massachusetts Department of Elementary and Secondary Education. Retrieved from <http://www.doe.mass.edu/eeval/breakthroughframework.docx>

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part II: School-level planning and implementation guide*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/eeval/model/>

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Guide to rubrics and model rubrics for superintendent, administrator and teacher*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/eval/model/>

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Appendix B ESE model rubrics for school-level administrator*. Malden, MA: Author. Retrieved from [http://www.doe.mass.edu/eval/model/PartIII\\_AppxB.pdf](http://www.doe.mass.edu/eval/model/PartIII_AppxB.pdf)

Massachusetts Department of Elementary and Secondary Education. (n.d.). *Race to the top (RTTT)*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/rttt/>

Massachusetts Department of Elementary and Secondary Education. (2012-2013). *Rethinking equity and teaching for English language learners (RETELL)*. Malden, MA: Retrieved from <http://www.doe.mass.edu/retell/>

### **Critical Friend/Professional Learning Community Protocol Resources**

Massachusetts Department of Elementary and Secondary Education. (2010). *Supporting school and district improvement with professional learning communities*. Malden, MA: Retrieved from <http://www.doe.mass.edu/apa/ucd/PLCguidance.pdf>

Massachusetts Department of Elementary and Secondary Education. (2014). *PLC expansion project*. Malden, MA: Retrieved from <http://plcexpansionproject.weebly.com/>

School Reform Initiative. (2013). *Protocols*. Denver, CO: Retrieved from <http://www.schoolreforminitiative.org/protocols/>

### **School Vision Resources:**

Commission on Public Secondary Schools. (2009). *Guidebook: Developing core values, beliefs, and learning expectations*. Burlington, MA: New England Association of Schools and Colleges. Retrieved from [http://cpss.neasc.org/downloads/Getting\\_started/Guide\\_to\\_Core\\_Values.pdf](http://cpss.neasc.org/downloads/Getting_started/Guide_to_Core_Values.pdf)

Five steps to creating a unified school vision statement. (courtesy of Pam Robbins's and Harvey Alvy's book, *The New Principal's Fieldbook*). [Web log comment]. Retrieved from <http://onlinegrad.marygrove.edu/blog/bid/183317/5-steps-to-creating-a-unified-school-vision-statement>

Maryland School Performance. Creating a shared vision is key to engaging in the school improvement process. [Web log comment]. Retrieved from <http://mdk12.org/process/leading/vision.html>

Muir, M. (2012). Creating a shared vision: The whole process. [Web log comment]. Retrieved from <http://multiplepathways.wordpress.com/2012/08/09/creating-a-shared-vision-the-whole-process/>

Southwest Educational Development Laboratory. The six strategies: How to make them work for you. [Web log comment]. Retrieved from <http://www.sedl.org/csrd/voices/3.html#2>

### **School Culture Resources:**

Barth, R. S. (2001). The culture builder. *Educational Leadership*, 59(8), pp. 6-11. Retrieved from [http://curra.ihmc.us/rid=1207228897993\\_605800142\\_8024/Barth-%20Culture%20Builder.pdf](http://curra.ihmc.us/rid=1207228897993_605800142_8024/Barth-%20Culture%20Builder.pdf)

Character Education Partnership (CEP). (2010). *Developing and Assessing School Culture: A new level of accountability for schools (A Position Paper of the Character Education Partnership)*. Washington, DC: Author. Retrieved from [http://www.character.org/uploads/PDFs/White\\_Papers/DevelopingandAssessingSchoolCulture.pdf](http://www.character.org/uploads/PDFs/White_Papers/DevelopingandAssessingSchoolCulture.pdf)

- Doll, B. (2010). Positive school climate. *Principal Leadership*, pp. 12-16. Retrieved from [http://www.nasponline.org/resources/principals/School\\_ClimatePLDec10\\_ftsp.pdf](http://www.nasponline.org/resources/principals/School_ClimatePLDec10_ftsp.pdf)
- Education Council. (2012). Creating a positive and rigorous school culture. [Web log comment]. Retrieved from <http://www.mikvachallenge.org/site/files/719/124189/417288/635847/GuideforPositiveAndRigorousSchoolCulture.pdf>
- E-lead. (n.d.) Creating a learning-centered school culture. [Web log comment]. Retrieved from <http://www.e-lead.org/resources/resources.asp?ResourceID=25>
- Habegger, S. (2008, September/October). The principal's role in successful schools: Creating a positive school culture. *Principal*, 88(1), pp. 42-46. Retrieved from [http://www.naesp.org/resources/1/Principal/2008/S-O\\_p42.pdf](http://www.naesp.org/resources/1/Principal/2008/S-O_p42.pdf)
- Murray, T. (2013). Building a positive school culture. [Web log comment]. Retrieved from <http://smartblogs.com/education/2013/08/08/building-a-positive-school-culture/>
- Picucci, A. C., Brownson, A., Kahlert, R., & Sobel, A. (2002). Shaping school culture. *Principal Leadership*, pp. 38-41. Retrieved from <http://www.principals.org/portals/0/content/46991.pdf>
- Southeast Educational Development Laboratory. (n.d.). The school culture. [Web log comment]. Retrieved from <http://www.sedl.org/change/school/culture.html#norms>
- TNTP. (2012). Greenhouse schools: How schools can build cultures where teachers and students thrive. New York; Author. Retrieved from [http://tntp.org/assets/documents/TNTP\\_Greenhouse\\_Schools\\_2012.pdf](http://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf)

#### **Other Resources:**

- Fitchburg State University Educator Preparation Programs. (2017). *Conceptual framework*. Fitchburg, MA: Author. Retrieved from <http://www.fitchburgstate.edu/edunit/ConceptualFramework2.cfm>
- Massachusetts Department of Elementary and Secondary Education. (2017). *Curriculum frameworks*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/frameworks/current.html> or <http://www.fitchburgstate.edu/edunit/CommonCoreandCurriculumFrameworks.cfm>
- Massachusetts Department of Elementary and Secondary Education. (2017). *Massachusetts performance assessment for administrators: students assessment handbook*. Malden, MA: Author.



### Fitchburg State University Education Unit Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledgeable:** As a result of the learning experiences in the course, the student will become more cognizant of:

- School reform movements and their impact on education.
- Relevant underlying theories that are drawn upon by exemplary administrators.
- Cutting-edge, effective, and pervasive approaches for the development, delivery and assessment of curriculum.
- What action plans are and how they are developed.

**Skillful:** As a result of the learning experiences in the course, the student will be able to:

- Influence the larger political, social, economic and cultural context.
- Develop and apply curriculum plans.
- Identify technology, telecommunications, and information system solutions to enrich operations, curriculum, and instruction.
- Evaluate current research in educational administration.
- Find ways to integrate theory into practice where appropriate.

**Caring:** As a result of the learning experiences in the course, the student will be able to:

- Collaborate respectfully with colleagues and the school community as a whole.
- Address the needs and concerns of colleagues.
- Address discrimination based on disability, gender, race, religion, sexual preference, socio-economic status, and so on both within the classroom and other school settings.

**Ethical:** As a result of the learning experiences in the course, the student will be able to:

- Apply their knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education.
- Adhere to statements of ethics, such as those presented by the NASSP.

**Educator as Reflective Leader:** As a result of the learning experiences in the course, the student will further develop her/his capacity to collaborate with colleagues to reflect on research and data to improve school culture, curriculum, instruction, and assessment, as well as reflect on data from observations to identify best practices.

**Field Experience:** This course requires **field experience hours** in order to complete assignments. Field assignments will develop student knowledge, skills, and dispositions as administrators at the level of appropriate level of administration (supervisor, director, or principal). The following assignments are related to these hours (see Course Requirements section of the syllabus for details of these assignments):

- a. **Interviewing and shadowing an administrator at the interest level of leadership**
- b. **Attending a School Board/School Committee Meeting (the district level meeting held in a public setting usually once/month).**

### **Course Objectives:**

This course prepares supervisors, director, and principals to develop their skills as administrators so they are able to:

- develop a vision for teaching and learning that supports the learning of all students
- safeguard the values of democracy, equity, and diversity within the school
- engage stakeholders in all aspects of teaching and learning and the running of a school
- implement a curriculum aligned to state curriculum frameworks,
- work collaboratively to articulate goals and objectives for curriculum, instruction, and assessment that engage students; accommodate diverse learning styles, needs, interests, and levels of readiness; support the learning of all students; and work towards closing proficiency gaps
- work collaboratively to develop and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program that engages all students
- explain the school committee/school board role in approval of district goals and objectives
- describe effective supervision and evaluation that is aligned in accordance with state regulations and contract provisions
- explain the adult learning needs of staff and creates a culture of inquiry and collaboration
- promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
- respond to community interests and needs by building and sustaining productive school relationships with community partners

### **Course Content**

#### **Leadership Standards—Knowledge, Skills, and Dispositions of Effective Administrators**

- Leadership Standards, Values and Practice
- Context and Perspectives for Educational Leaders
- Leadership Theory and Practice

#### **Leading Teaching and Learning**

- Professional Learning Communities/Critical Friend Groups Protocols
- Vision, Core Values, and School Culture
  - Creating a positive culture (the professional learning culture, the student culture, the culture of family and community engagement)
  - Choosing and managing school leadership teams
  - Creating a vision and core values
- Data-Driven Decision-Making

- Observation and Feedback
  - Educator Evaluation System Used in Students' State/District
  - Effective Feedback
  - Coaching Teachers Toward Greatness
- Professional Development
  - What to Teach: Follow the Data
  - How to Teach: Living the Learning
  - Avoiding Common Pitfalls of Poor PD
  - How to Make It Stick: Accountability
- Curriculum Development and Assessment
  - Backwards by Design curriculum development
  - Academic achievement
  - Program improvement and evaluation
  - Assessing student progress

#### **Addressing Diversity—Closing the Achievement Gap**

- Socioeconomic diversity
- Cultural diversity
- Linguistic diversity
- Differentiation
- Family and Community Engagement
- Creating an inclusive environment
- Student Support Services
  - Special education
  - School health
  - Safety

#### **The Nuts and Bolts**

- School District Organizational Structure and Leadership
  - The school committee/School Board (MA calls "School Boards" "School Committees")
  - The superintendent
  - Central office operations
- Resource Allocation and Management Overview
- Law and Policy Overview
- Resource Allocation and Management Overview
- Safe Havens: Developing School-Based Health Clinics

#### **Instructional Strategies:**

- |                                             |                                       |
|---------------------------------------------|---------------------------------------|
| X Blackboard platform                       | X Independent Research                |
| X Case Study Analysis                       | X Interviewing                        |
| X Collaborative Learning                    | X Lecture/Presentation                |
| X Computer Application                      | X Problem Finding/Solving             |
| X Creating Visual Illustrations of Concepts | X Reflective Response                 |
| X Data Collection and Analysis              | X Role Playing/Simulation             |
| Discovery                                   | X Viewing or Listening and Discussion |
| X Discussion/Questioning                    | Other _____                           |
| X Independent Learning                      | Other _____                           |

## **Course Requirements:**

- **Participation:** Students are expected to participate every on-line class session/class activity/discussions, etc, to be prepared, to follow directions regarding assignments, to turn assignments in on a timely basis and to communicate with the instructor regarding any questions or requests for different deadlines. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments.
- **Philosophy of Leadership: (Formative Assessment)** Each student will write a paper on educational theorists who have had an impact on his or her philosophy of leadership at the level of licensure (supervisor, director, principal). The paper should include a minimum of **four theorists**. The major tenets of **each theorist** should be summarized. The students should make clear how the theorist has influenced the development of the student's own administrative belief system and philosophy. The essential qualities of an effective administrator should be integrated throughout. The paper should begin with an introduction to administrative theory and conclude with a summary of how the theorists discussed have influenced the student's own approach to educational/administrative practice. Note: **APA format is required**

This will be due near the end of the term so that students have the opportunity to incorporate theory, research, and best practices examined throughout the semester.

- **Interviewing and Shadowing an Administrator (Supervisor, Director, or Principal) (Formative Assessment)** To build a more comprehensive and practical view of the administrator's role at the level of interest to the student, students will shadow and interview an administrator at that level. Each student will be assigned one of the professional standards, i.e. **Instructional Leadership:** Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling; **Standard 2. Management and Operations:** Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling; **Standard 3. Family and Community Engagement:** Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district; **Standard 4. Professional Culture:** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff. Students will chronicle hours on a timesheet indicating what was observed and/or accomplished.
- **Interview** This assignment should begin with the interview that explores the administrator's philosophy of leadership and how he or she meets challenges, as well as how he or she meets the indicators of the standard assigned the student. Please note that the interview may take place over multiple meetings with the administrator. Some pieces of the interview might take place during informal meetings when questions might arise. Students should always carry a notebook or tablet with them. Students who are assigned the same standard might want to work in pairs or small groups to develop questions.
- **Shadowing** Students are not expected to shadow the administrator for an entire day, though that might be a choice. More important is to shadow the administrator during specific times of the day, meetings, and other interactions. Suggestions below are not all encompassing, and each student should take advantage of various shadowing opportunities that present themselves. The list above might be used to focus some of the shadowing choices. Prior to the shadowing, conduct a pre-conference with the administrator in regard to which activities he or she would

like you to focus on. After the shadowing, you will score and provide feedback to the administrator based on the appropriate forms used by your state/district.

- a. Team meetings to look at data
  - b. Faculty meetings
  - c. Central office meetings
  - d. Parent meetings
  - e. Student discipline sessions
- **Assignment Requirements:** Students will submit a report with multiple sections:
    - a. Introduction and overview of administrator's role and the school (1 page)
    - b. Summary, analysis, and reflection on the interview (2-3 pages)
    - c. Summary, analysis, and reflection on the shadowing, including the outcomes from the scoring process used, including strengths, challenges, and recommendations (3-5 pages)
    - d. Conclusions (1 page)
    - e. Appendix
      - i. Documentation of hours and activities (see form in rubrics section of the syllabus)
      - ii. Scored rubric and feedback
      - iii. Interview questions with answers
      - iv. Any documents and handouts, e.g., meeting agendas, curriculum maps, etc.
  - **Developing a School Vision, Core Values, School Culture, and Curriculum (Summative Assessment).** This is a group assignment that will consist of several steps to be carried out throughout the term. **Read all instructions before beginning.**

Students will be placed in teams of 3-4 and will take turns facilitating the process of developing a school vision, core values, school culture, and curriculum. Processes/protocols for facilitating a leadership team to develop a vision and core values, creating a positive school culture, and Backwards by Design curriculum development will be taught during class sessions. The literature in the field should be cited as appropriate, using APA formatting for any citations.

#### **School Vision and Core Values:**

- Members of the team will represent school stakeholders (administration, teachers and staff, parents, community). Through a series of protocols, led by the facilitator, each team will develop a vision statement and set of core values that will drive the rest of this assignment.
- Rational for the vision statement and core values: The team will jointly write a paper that cites the research that supports the team's vision and core values. In so doing, the team should address how any of the following were considered and possibly incorporated into your vision: the use of data, fairness, accountability, cultural diversity, student achievement, proficiency gaps, high expectations, linguistic diversity, social justice, safety, caring environment, curriculum framework standards, communication, and family and community support.

#### **School Culture that Promotes the Ongoing Improvement of Teaching and Learning:**

- Each member will research a positive school culture model to bring to the team to consider for adoption/adaptation for building their school's culture.
- During their turn as the facilitator, students will lead their teams in developing a school culture that includes the essential three components and corresponding relationships among relevant individuals that promotes positive learning: (1) the professional learning culture (teacher-teacher relationships), (2) the student culture (teacher-student relationships), and (3) the culture of family and community engagement (school staff-family-community relationships). These components should be clearly aligned with the vision and core values.

#### **Curriculum, Instruction, and Assessment that Promote Student Learning**

- Student facilitators will lead their teams in developing curriculum, instruction, and assessment that promote student learning.
- This section should include a brief introduction that gives an overview of the curricular, instructional, and assessment practices to be implemented.
- Curriculum section components:
  - Overview of **cross-curricular** content and skills—that is the essential knowledge and skills that all content areas share. These are usually presented in bulleted form and listed as standards or objectives. Cross-reference with Massachusetts Curriculum Framework Standards.
  - Overview of essential **content specific** knowledge and skills, including the arts, health, and other specialty content areas. Then bullet or list these as standards or objectives. Cross-reference with Massachusetts Curriculum Framework Standards.
- Instruction section components:
  - A general statement about the types of instructional practices teachers will implement. Each team should make clear beliefs about instructional practices that are responsive to and connected to the diverse developmental needs, interests and experiences of the school's students, including special needs, cultural and linguistic diversity, and others.
  - A list and brief description of 3-5 such instructional techniques, such as cooperative-learning groups, active learning, hands-on experiences, project-based learning.
  - This section should be consistent with the mission/core values of the school. Pieces of the mission statement and core values might be integrated as appropriate.
- Assessment section components:
  - A general statement of the purpose of assessment for the team's school.
  - List and describe the variety of ways student learning will be assessed.
  - Explain how these tools are responsive to the diverse developmental needs, interests and experiences of the school's students and how they will promote student learning.
  - This section should be consistent with the mission/core values of the school. Pieces of the mission statement and core values might be integrated as appropriate.

**Conclusion:** This section should tie everything together.

- **Facilitation of a School Vision, Core Values, School Culture, and Curriculum: (Summative Assessment)** Each student will facilitate a portion of their team's progress through the development of a school vision, core values, school culture, and curriculum. The student will provide evidence of this which should include the following log components:
  - An introduction of how the each student organized the team, e.g., assigning readings, assigning written responses, etc.
  - Outline of each team session, noting PLC/CFG protocols used.
  - Journal entry reflecting on the success and challenges of each session, as well as what was accomplished. Each journal entry should also include next steps.
  - Bibliography of sources used for the facilitation. Integrate sources when appropriate.

### **Schedule of Classes, Readings, Activities, and Assignments**

| <i>Session</i> | <i>Reading and/or Activities</i> | <i>Assignments Due:</i> |
|----------------|----------------------------------|-------------------------|
|                |                                  |                         |

| Session | Reading and/or Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Assignments Due:                                                                                                                                                                                                                                                                                                                                       |
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| Week 1  | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>- Cordeiro &amp; Cunningham: Ch. 1—Leadership Standards, Values and Practices; Ch. 2—Context and Perspective for Educational leaders; Center for Public Education (2013). <i>The principal perspective: Full report</i>. Alexandria, VA: National School Boards Association. Retrieved from <a href="http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/The-Principal-Perspective-at-a-glance/The-principal-perspective-full-report.html">http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/The-Principal-Perspective-at-a-glance/The-principal-perspective-full-report.html</a></li> <li>- Cordeiro &amp; Cunningham: Ch. 5—Leadership Theory &amp; Practice</li> </ul> <p>NOTES FOR INSTRUCTORS:</p> <ul style="list-style-type: none"> <li>• Introduction to course</li> <li>- Go over assignments</li> <li>- Modeling of PLC/CFG protocol for small group discussion</li> <li>- Using the protocol, small group and large group activities and discussion about effective school leadership: Qualities, characteristics, new trends and challenges, best practices</li> <li>- Go over Interviewing and Shadowing Assignment</li> </ul> <p><b>Introduce: Leadership Standards—Knowledge, Skills, and Dispositions of Effective Administrators</b></p> <ul style="list-style-type: none"> <li>- Leadership Standards, Values and Practice</li> <li>- Context and Perspectives for Educational Leaders</li> <li>- Leadership Theory and Practice</li> <li>- Small and large group activities and discussions around effective leadership characteristic, recent theories of leadership, the reflective practitioner, and leadership skills and style (finding your own), power, roles, relationships, and school reform</li> <li>- Investigation of state standards and areas in need of personal focus and attention</li> <li>- Activities and discussions focused on and comparison of leadership standards, values and practices; context and perspectives for educational leaders; the matter of ethics</li> <li>- Modeling of PLC/CFG protocol</li> <li>- Using the protocol, small group and large group activities focused on the changing role of administrators and effective administrative practices in regard to equity and justice; responding to needs while following the mandates, laws, and standards; and the role of technology</li> </ul> | <ul style="list-style-type: none"> <li>- Groups developed/assigned</li> <li>- Groups communicate with instructor relating the assignment of facilitation roles/timelines for Group Project</li> <li>- <b>Assignment:</b> Students will submit the portrait of their district's school committee/school board to the next session</li> <li>-</li> </ul> |

| <i>Session</i> | <i>Reading and/or Activities</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Assignments Due:</i>                                                                                                  |
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| Week 2         | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Cordeiro &amp; Cunningham: Ch. 4—School District Organizational Structure and Leadership</li> <li>• C &amp; C: Ch. 6—Leading Learning in Schools;</li> <li>• Bambrick-Santoyo &amp; Lemoy: Ch. 5—Student Culture; Ch. 6 Staff Culture; Ch. 7—Managing School Leadership Teams</li> <li>• TNTP. (2012). Greenhouse schools: How schools can build cultures where teachers and students thrive. New York; Author. Retrieved from <a href="http://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf">http://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf</a>; Massachusetts Department of Elementary and Secondary Education. (2010). <i>Supporting School and District Improvement with Professional Learning Communities</i>. Malden, MA: Author. Retrieved from <a href="http://www.doe.mass.edu/apa/ucd/PLCguidance.pdf">http://www.doe.mass.edu/apa/ucd/PLCguidance.pdf</a>; Massachusetts Department of Elementary and Secondary Education. (2014). <i>PLC Expansion Project</i>. Malden, MA: Author. Retrieved from <a href="http://plcexpansionproject.weebly.com/">http://plcexpansionproject.weebly.com/</a>; School Reform Initiative. (2013). <i>Protocols</i>. Denver, CO: Author. Retrieved from <a href="http://www.schoolreforminitiative.org/protocols/">http://www.schoolreforminitiative.org/protocols/</a></li> </ul> <p>NOTES FOR INSTRUCTORS: In a format of your choosing</p> <ul style="list-style-type: none"> <li>• promote activities and discussions that examine central office operations and roles and its relationship with the school administrator and school committee—challenges and possibilities</li> <li>- Students share and compare and contrast the portraits of their district's school committees</li> <li>- Exploration and examination of school reform: Models of comprehensive school reform (CSR), an assessment of school reform, harnessing technology, the leadership challenge—focus on integration of these components and the role of school culture</li> <li>- Modeling PLC/CFG protocol</li> <li>- Go over Vision, Core Values, School Culture, Curriculum Assignment; choose teams and facilitators</li> <li>- Activities and discussion focused on leading learning in schools, building a culture for change; vision and core values; protocols for vision and culture process</li> <li>- Instructor modeling of creating a vision and core values using protocols; teams work on vision, core values, and school culture</li> <li>- Activities and discussion focused on choosing, training and managing leadership teams; practices that support teacher collaboration; targeted professional development to support change</li> <li>- Team work on school culture</li> </ul> | <p>Due:</p> <p>Portrait of student's district's school committee</p> <p>Draft of Vision and Core Values for feedback</p> |

| Session | Reading and/or Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assignments Due: |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Week 3  | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>- Bambrick-Santoyo &amp; Lemoy: Ch. 1—Data-Driven Instruction, Ch. 2—Observation and Feedback; Ch. 6—Professional Development</li> <li>- Activates and discussions that focus on the relationships of data-driven instruction, observation and feedback, and targeted professional development</li> <li>- Cordeiro &amp; Cunningham: Ch. 9—Curriculum Development and Assessment; Bambrick-Santoyo &amp; Lemoy: Ch. 3—Planning; Massachusetts Department of Elementary and Secondary Education. (n.d.). <i>Race to the Top (RTTT)</i>. Malden, MA: Author. Retrieved from <a href="http://www.doe.mass.edu/rttt/">http://www.doe.mass.edu/rttt/</a></li> </ul> <p>NOTES FOR INSTRUCTOR: In a format of your choosing, students share curriculum and assessment outlines/maps/ benchmarks, and other germane documents from their school sites.</p> <ul style="list-style-type: none"> <li>- Students share what was learned from the interview and shadowing assignment; each group synthesizes what was learned in common and what was different; each group reports out to the whole group with a visual</li> <li>- If time, teams work on Vision, Core Values, School Culture, Curriculum Project</li> </ul> <p>To be discussed next week---assign it this week.<br/> Students take stock of the use of technology at their schools to share with the class; examination of how technology is integrated into the curriculum and teaching and instruction to close the achievement gap</p> |                  |

| <b>Session</b> | <b>Reading and/or Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Assignments Due:</b>                                                                                                                                                                                       |
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| Week 4         | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>- Cordeiro &amp; Cunningham: Ch. 7—Technology and Learning An examination of the growth of technologies in schools and what that means for aspiring school leaders</li> </ul> <p>NOTES FOR INSTRUCTORS: In a format of your choosing:</p> <ul style="list-style-type: none"> <li>- Students share, compare and contrast technology at their field site and its integration into the curriculum and teaching and learning</li> <li>- Team work with instructor coaching</li> <li>- Create activities and discussions focusing on academic achievement, curriculum design and educational programming, program improvement and evaluation, assessing student progress; the role of RTT and the Common Core State Standards</li> <li>- Discussion on Use of Technology</li> </ul> <p><b>Assignment:</b> Students collect curriculum and assessment outlines/maps/ benchmarks, and other germane documents related to connect to curriculum development and assessment to share next session</p>                                                                                                                                                                         | <p>DUE:</p> <ul style="list-style-type: none"> <li>- Draft of School Culture for feedback</li> <li>- Use of technology at student schools discussion</li> <li>- Interview and Shadowing Assignment</li> </ul> |
| Week 5         | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>- Cordeiro &amp; Cunningham: Ch. 8 Diversity and Language Learning</li> <li>- PBL—Addressing Diversity</li> <li>- PBL Project 2: A Jalapeño in a Candy Jar: Addressing Diversity</li> <li>- <u>Rethinking Equity and Teaching for English Language Learners (RETELL)</u></li> <li>- <u>2012 Amplification of The English Language Development Standards Kindergarten – Grade 12.</u></li> </ul> <p>NOTES FOR INSTRUCTOR: In a format of your choosing, create and direct activities and discussion that focus on:</p> <ul style="list-style-type: none"> <li>- Diversity and English Language Learners</li> <li>- WIDA</li> <li>- How school culture, diversity, and analyzing data from assessment impact curriculum and assessment</li> <li>- The role of assessment data and curriculum that informs instructional practices and professional development; creating a diversity leadership framework</li> <li>- Discussion/sharing: Curriculum and assessment outlines/maps/ benchmarks, and other documents</li> </ul> <p><b>Assignment:</b> Collect information on school services, safety policies, and budgets from school sites for next session sharing</p> | <p><b>DUE:</b></p> <p>Curriculum and assessment outlines/maps/ benchmarks, and other documents discussion/sharing</p>                                                                                         |

| <b>Session</b> | <b>Reading and/or Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Assignments Due:</b>                                                                                                                                                                                                 |
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| Week 6         | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>- Cordeiro &amp; Cunningham: Ch. 10—Student Support Services</li> <li>- C &amp; C Ch.12—Resource Allocation and Management</li> <li>- PBL—Safe Havens: Developing School-Based Health Clinics</li> </ul> <p><b>Notes for Instructors:</b> In a manner of your choosing, create and or focus on the following:<br/> Lecture budgeting and fiscal accountability<br/> Activities and discussions that examine the role of student services (Special Education, school, health, safety) to improve student learning and close the achievement gap<br/> Activities and discussions that examine the role of resource allocation and management in assuring services and equity in curriculum, instruction, and assessment; the role of performance appraisal, the role of state, federal, and local funding; students share the resources they brought from their school sites and relate these to the readings, activities, and discussions<br/> Students share their school committee assignment, relate findings to this session's readings, activities and discussions</p> | <p><b>DUE:</b></p> <p>Draft of School Curriculum for feedback<br/> School Committee Observations Report<br/> Information on school services, safety policies, and budgets from school sites<br/> discussion/sharing</p> |
| Week 7         | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>- Cordeiro &amp; Cunningham: Ch. 11—Law and Policy;</li> </ul> <p><b>NOTES FOR INSTRUCTORS:</b></p> <ul style="list-style-type: none"> <li>• Students will identify and read through their own state's laws and regulations regarding becoming an administrator.</li> <li>- Promote Activities and discussion that examine the influence of laws and policies that support, impact, and challenge schools' work</li> <li>- Create small group work on integrating laws and policies, including categorizing them when appropriate;</li> <li>- The purpose of this session is to tie together the interrelationship of all components of developing effective administrators covered by this course; visual representations are encouraged</li> <li>- Students present Vision Project</li> <li>- Students share Philosophy of Leadership</li> <li>- Closure activity</li> </ul>                                                                                                                                                                                             | <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>- Philosophy of Leadership</li> <li>- Vision, Core Values, School Culture, Curriculum Project</li> <li>- Facilitation Log</li> </ul>                          |

### Assignment Distribution for Grading

| Assignments                                                                                               |             |
|-----------------------------------------------------------------------------------------------------------|-------------|
| Course Activities, Assignments & Participation in Discussions                                             | 10%         |
| Philosophy of Leadership ( <b>Formative Assessment</b> )                                                  | 20%         |
| Interview and Shadowing of Administrator at the Level of Licensure Sought ( <b>Formative Assessment</b> ) | 30%         |
| School Board/School Committee Observation Report                                                          | 10%         |
| Individual Facilitation Log ( <b>Summative Assessment</b> )                                               | 10%         |
| School Vision, Core Values, School Culture, and Curriculum Project ( <b>Summative Assessment</b> )        | 20%         |
| <b>Total</b>                                                                                              | <b>100%</b> |

### Graduate Grading System

|     |             |       |
|-----|-------------|-------|
| 4.0 | 95-100      | A     |
| 3.7 | 92-94       | A-    |
| 3.5 | 89 – 91     | A-/B+ |
| 3.3 | 86 – 88     | B+    |
| 3.0 | 83 – 85     | B     |
| 2.7 | 80 – 82     | B-    |
| 2.5 | 77 – 79     | B-/C+ |
| 2.3 | 74 – 76     | C+    |
| 2.0 | 71 – 73     | C     |
| 0.0 | 0 – 70      | F     |
| W   | Withdrawn   |       |
| IN  | Incomplete  |       |
| IP  | In-Progress |       |

### Extended Campus Students

Fitchburg State University encourages all Extended Campus students to take advantage of online student services. Created in a “virtual student center” just for them, the pages provide access to Counseling Services, Career Services, The Student Activity Center, Library Services, the university bookstore and many other helpful links. Go to the university homepage at <http://www.fitchburgstate.edu/> and click on Offices and Services. Scroll down and click on Extended Campus Center.

### Distance Learning & Extended Campus Library Services & OneCard

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to Linda LeBlanc, Access Services Librarian, at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus

Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to students and instructions as to how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Students select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the student will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the student does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university's Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu). The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu)).

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the student has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at <http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/>. After activation by the Gallucci-Cirio Library and receipt of their OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester.

OneCards are available on campus all year round. Students wanting a OneCard must either present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or complete the online Extended Campus OneCard request form, which can be found at <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm>. The OneCard Office number is 978-665-3039.

### **Fitchburg State University Library Online Services**

Online Library Services may be accessed through the Fitchburg State University Homepage at [www.fsc.edu/library](http://www.fsc.edu/library). Students may access any of several full-text online databases. Passwords are available to students by calling 978-665-3762. Degree students are eligible for a Fitchburg State University ID, which allows use of all Massachusetts State University libraries for the current semester. ID card is available on campus. To obtain an ID card, student must present course registration confirmation at Academic Computing and Media Services, room 229, the Conlon Arts Building. Call 978-665-3039 for available times.

### **University Policies**

#### **Students with Disabilities**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/665-3427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability, please talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

#### **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

### **Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University adhere to the policy that work submitted in fulfillment of course requirements will be solely that of the individual student and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

### **Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

### **Matriculation**

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

### **Instructor Policies:**

#### **Attendance and Participation**

1. As an emerging professional, you are expected to attend/log-in for every class session, to be prepared and to communicate with me regarding any absences or issues related to turning in assignments on time. Absences and tardiness may result in a permanent grade change.
2. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. **Completion of assigned reading is imperative to your individual development as a professional.**
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are factored into the final grade.

#### **Assignments**

1. All assignments must be typed, doubled-spaced, and use APA format when appropriate.
2. Assignments must be submitted on the due date unless other arrangements have been made with the instructor **PRIOR TO THE DUE DATE**. No late work will be accepted unless arrangements have been made with the instructor and an extended due date negotiated. Late assignments may incur a reduction of points/day late.

All students are expected to demonstrate a level of writing proficiency that is appropriate for emerging professionals in the field of education and at the **graduate level**. Assignments that are handed in with obvious spelling errors, inadequate sentence structure, and a lack of organization will not be graded and will be returned to the student. Students are responsible for the revision process. If improvement is not made on the second assignment, the lack of writing proficiency will be reflected in the grade given on the assignment.

**Please communicate with me early in the semester if you are concerned about written assignments, so that I can assist you in getting the support you may need.**

## References/Reading List

- Armstrong, T. (2013). *Neurodiversity in the classroom: Strength-based strategies to help students with special needs to succeed in school and life*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Bagin, D., Gallagher, D. R., & Moore, E. H. (2007). *The school and community relations (9th Ed)*. Boston: Allyn & Bacon.
- Bliss, T., & Mazur, J. (2002). *K-12 teachers in the midst of reform: Common thread cases*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Brendefur, J., Strother, S., Thiede, K., & Surges-Propkop, C. (2013, May). A professional development program to improve math skills among preschool children in Head Start. *Early Childhood Education Journal*, 41(3), 187-195.
- Brimley, Jr., V., Verstegen, D. A., & Garfield, R. R. (2011). *Financing education in a climate of change* (11<sup>th</sup> ed.). Boston, MA: Allyn and Bacon
- Center for Education and Employment. (2013). *Deskbook encyclopedia of American school law*. Birmingham, AL: Author.
- Dugan, J. P. (2012). Exploring local to global leadership education assessment. *New Directions for Student Services*, 2012(140), 89-101. doi:10.1002/ss.20034
- Hanson, J. M., & Mohn, L. (2011, Sept/Oct). Assessment trends: A ten-year perspective on the uses of general education assessment. *Assessment Update*, 23(5) 1-15.
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- Kowalski, T. J. (2001). *Case studies on educational administration (3<sup>rd</sup> ed.)*. New York: Longman.
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- Penlington, C., Kington, A., & Day, C. (2008, February). Leadership in improving schools: A qualitative perspective. *School Leadership & Management*, 28(1), pp. 65-82.
- Peters, T. (1992). *Liberation management*. New York: Alfred A. Knopf.
- Stronge, J. H., Xu, X., Leeper, L. M., & Tonneson, V. C. (2013). *Principal evaluation: Standards, rubrics, and tools for effective performance*. Alexandria, VA: Association for Supervision & Curriculum Development (eBook).
- Webb, L. D., & Norton, M. S. (2012). *Human resources administration: Personnel issues and needs in education* (6th ed.). New York: Prentice Hall, Inc.
- Wiles, J. & Bondi, J. (2004). *Supervision: A guide to practice* (6<sup>th</sup> ed.). Boston: Pearson.

**Forms, Rubrics, Procedural Documents  
for  
EDLM 8032 Strategies for Effective Administrators**



**Interviewing and Shadowing an Administrator  
(FORMATIVE ASSESSMENT)**

| Component                                                | Does not Meet Standard                                                                                                                                                                                                                                                                                                                                                                     | Acceptably Meets the Standard                                                                                                                                                                                                                                                                                                                                                  | Comprehensively Meets the Standard                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Interview</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                          | Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level                                                                                                                                                                                                                                                                           | Meets expectations for standard; needs occasional minimal support                                                                                                                                                                                                                                                                                                              | Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance                                                                                                                                                                                                                                                                           |
| <b>Questions</b>                                         | <ul style="list-style-type: none"> <li>Prepares and asks question that demonstrate a minimal understanding of the various categories of the ESE Administrator Effective Indicators</li> </ul>                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Prepares and asks largely relevant and mostly open-ended questions that are informed by the various categories of the ESE Administrator Effective Indicators</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Prepares and asks relevant open-ended questions that are aptly informed by the various categories of the ESE Administrator Effective Indicators</li> </ul>                                                                                                                                                                                                       |
| <b>Summary of Interviews</b>                             | <ul style="list-style-type: none"> <li>Minimally summarizes the findings of the interviews for each chosen category</li> </ul>                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Summarizes the findings of the interviews for each chosen category</li> </ul>                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Succinctly summarizes the relevant findings of the interviews for each chosen category</li> </ul>                                                                                                                                                                                                                                                                |
| <b>Reflections of the Application of What is Learned</b> | <ul style="list-style-type: none"> <li>Provides a minimal reflection of what was learned from each interview</li> <li>How reflection is connected to the administrator level of licensure is unclear</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Provides a competent reflection of what was learned from each interview</li> <li>Reflection is connected to the administrator level of licensure</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Provides a perceptive and comprehensive reflection of what was learned from each interview</li> <li>Reflection is clearly connected to the administrator level of licensure</li> </ul>                                                                                                                                                                           |
| <b>Shadowing</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Pre-observation conference</b>                        | <ul style="list-style-type: none"> <li>Minimally describes the two-way pre-conference observation dialogue with selected administrator</li> <li>Minimally anchored in data gathered from the interviews</li> <li>Description minimally demonstrates respect of efficacy of the administrator for feedback</li> <li>Identification of category(ies) by the administrator missing</li> </ul> | <ul style="list-style-type: none"> <li>Describes the two-way pre-conference observation dialogue with selected administrator anchored in data gathered from the interviews</li> <li>Description demonstrates respect of efficacy of the administrator for feedback</li> <li>Identifies category(ies) as indicated by the administrator for observation and feedback</li> </ul> | <ul style="list-style-type: none"> <li>Describes in detail the two-way pre-conference observation dialogue with selected administrator anchored in data gathered from the interviews</li> <li>Description demonstrates deep respect of efficacy of the administrator for feedback</li> <li>Clearly articulates category(ies) as identified by the administrator for observation and feedback</li> </ul> |

|                                                      |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Shadowing Sessions</b>                            | <ul style="list-style-type: none"> <li>Needs to provide date, time and session type for each session, e.g., faculty meeting, team meeting, etc.</li> <li>Minimally summarize sessions</li> <li>Identifies none or few essential qualities of observed administrative practices</li> </ul> | <ul style="list-style-type: none"> <li>Provides date, time and session type, e.g., faculty meeting, team meeting, etc.</li> <li>Competently summarizes each session</li> <li>Satisfactorily identifies essential qualities of observed administrative practices</li> </ul>                                       | <ul style="list-style-type: none"> <li>Provides date, time and session type, e.g., faculty meeting, team meeting, etc.</li> <li>Summarizes each session in detail</li> <li>Clearly and consistently identifies essential qualities of observed administrative practices</li> </ul>                                                                                                                                                                                                  |
| <b>Summary and Analysis of Rubric Scoring</b>        | <ul style="list-style-type: none"> <li>Provides a cursory summary and analysis of the rubric scoring or summary and analysis missing</li> <li>Provides a minimal narrative for feedback</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>Provides an sufficient summary and analysis of the rubric scoring</li> <li>Provides a narrative for feedback</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li>Provides a comprehensive and perceptive summary and analysis of the rubric scoring</li> <li>Provides a comprehensive narrative for feedback</li> </ul>                                                                                                                                                                                                                                                                                       |
| <b>Summary and Reflection on Feedback Conference</b> | <ul style="list-style-type: none"> <li>Conducts cursory analysis of leadership skills and practices for administrator observation and feedback.</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>Identifies student's skills and practices required for administrator observation and provide feedback.</li> <li>Draws on specific experiences and administrator's feedback in completing this task.</li> <li>Proposes strategies to improve student's practice</li> </ul> | <ul style="list-style-type: none"> <li>Analyzes student's skills and practices necessary for administrator observation and feedback.</li> <li>Draws on specific experiences and administrator's feedback on completing this task, including how the student adjusted his or her practices throughout the process, and how the student adjusted his or her practices throughout the task</li> <li>Proposes detailed strategies to improve student's practice in this area</li> </ul> |
| <b>Assignment Requirements</b>                       |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Citations</b>                                     | <ul style="list-style-type: none"> <li>Few sources are appropriately cited within the text and in the reference list using appropriate APA format</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>Most sources are appropriately cited within the text and in the reference list using appropriate APA format.</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li>All sources are appropriately cited within the text and in the reference list using appropriate APA format.</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| <b>Mechanics and Style</b>                           | <ul style="list-style-type: none"> <li>The document is disjointed without smooth transitions between ideas within and between paragraphs</li> <li>Sentence structure is awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms</li> </ul>                  | <ul style="list-style-type: none"> <li>The document is competently organized, uses smooth transitions between ideas within and between most paragraphs</li> <li>Sentence structure is adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> </ul>                    | <ul style="list-style-type: none"> <li>The document is well organized, uses smooth transitions between ideas within and between paragraphs</li> <li>Sentence structure is mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> </ul>                                                                                                                                                                                                              |

|          |                                                                                                                       |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                            |
|----------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appendix | <ul style="list-style-type: none"> <li>Provides less than 10 questions and/or minimal reporting of answers</li> </ul> | <ul style="list-style-type: none"> <li>Provides 10 questions with reporting of answers</li> </ul> | <ul style="list-style-type: none"> <li>Documentation of hours is thorough; what was accomplished each session is clear</li> <li>Scored rubric(s) and feedback detailed and perceptive</li> <li>Interview questions with answers is comprehensively reported</li> <li>Choices of other documentation informs and clarifies processes and findings for the reader</li> </ul> |
|----------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Adapted from: <http://www.laep.org/humanitas/digitalhs/InterviewRubric.html>

[http://urbachc.org/urb\\_multi\\_interview.htm](http://urbachc.org/urb_multi_interview.htm)

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CDwQFjAD&url=http%3A%2F%2Fcte.sfasu.edu%2Fwp-](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CDwQFjAD&url=http%3A%2F%2Fcte.sfasu.edu%2Fwp-content%2Fuploads%2F2012%2F01%2FInterview.doc&ei=wYthUs3YN4Wt4AOW_oGACg&usg=AFQjCNFbAGxO2zMiH_pKoIST5fg_8KQ5lg&bvm=bv.54176721.d.dmghttp://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDeQFjAC&url=http%3A%2F%2Fuwf.edu%2Fncate%2Ffcoe%2Fncate%2FStandard_1%2FFKeyAssessments%2FFED_PCL%2FFEDA6063ShadowaSchoolAdministratorRubric.docx&ei=sH5iUoL2L9Lb4AO1m4C4Dg&usg=AFQjCNEDEltFXNuVtB6B10vGDazsHKuc3g&bvm=bv.54934254.d.dmg)

[http://www.doe.mass.edu/edeval/model/PartIII\\_AppxB.pdf](http://www.doe.mass.edu/edeval/model/PartIII_AppxB.pdf)

<http://www.doe.mass.edu/edeval/model/>

### Philosophy of Educational Leadership Rubric (FORMATIVE ASSESSMENT)

| Components                                               | Does not Meet Standard                                                                                                                                                                                             | Acceptably Meets the Standard                                                                                                                                                                                           | Comprehensively Meets the Standard                                                                                                                                                                                                           |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level                                                                                                   | Meets expectations for standard; needs occasional minimal support                                                                                                                                                       | Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance                                                                                                                |
| <b>Introduction</b>                                      | <ul style="list-style-type: none"> <li>Does not clearly describe the overarching tenets of theory of educational leadership</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Clearly describes the overarching tenets of theory of educational leadership</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Clearly and thoroughly describes the overarching tenets of theory of educational leadership</li> </ul>                                                                                                |
| <b>Theorists Summary</b>                                 | <ul style="list-style-type: none"> <li>Includes less than 3 theorists</li> <li>Does not clearly define the major tenets of each theorist</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Includes 3 theorists</li> <li>Clearly defines the major tenets of each theorist</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>Includes 4 theorists</li> <li>Clearly and thoroughly defines the major tenets of each theorist</li> </ul>                                                                                             |
| <b>Essential Qualities of an Effective Administrator</b> | <ul style="list-style-type: none"> <li>Includes few of the effective qualities of an effective administrator</li> <li>Demonstrates minimum understanding of the qualities of an effective administrator</li> </ul> | <ul style="list-style-type: none"> <li>Clearly includes the effective qualities of an effective administrator</li> <li>Demonstrates a competent understanding of the qualities of an effective administrator</li> </ul> | <ul style="list-style-type: none"> <li>Clearly and perceptively includes the effective qualities of an effective administrator</li> <li>Demonstrates a comprehensive understanding of the qualities of an effective administrator</li> </ul> |
| <b>Administrator Belief System</b>                       | <ul style="list-style-type: none"> <li>Administrator belief system unclear</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>Clearly articulates administrator belief system</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>Clearly and comprehensively articulates administrator belief system</li> </ul>                                                                                                                        |
| <b>Alignment of Theorists</b>                            | <ul style="list-style-type: none"> <li>Few or no theorists aligned with the administrator belief system</li> <li>Alignment demonstrates a minimum understanding of the theorists</li> </ul>                        | <ul style="list-style-type: none"> <li>Aligns the theorists with the administrator belief system</li> <li>Alignment demonstrates a comprehensive understanding of the theorists</li> </ul>                              | <ul style="list-style-type: none"> <li>Meaningfully and perceptively aligns the theorists with the administrator belief system</li> <li>Alignment demonstrates a comprehensive understanding of the theorists</li> </ul>                     |
| <b>Integration of Course Content</b>                     | <ul style="list-style-type: none"> <li>Integrates little course content</li> <li>Integration demonstrates a minimum understanding of course content</li> </ul>                                                     | <ul style="list-style-type: none"> <li>Integrates course content</li> <li>Integration demonstrates a clear understanding of course content</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Meaningfully and perceptively integrates course content</li> <li>Integration demonstrates a comprehensive understanding of course content</li> </ul>                                                  |
| <b>Citations</b>                                         | <ul style="list-style-type: none"> <li>Rarely integrates sources throughout the paper</li> <li>Few sources appropriately cited within the text and in the reference</li> </ul>                                     | <ul style="list-style-type: none"> <li>Integrates sources throughout the paper</li> <li>Most sources appropriately cited within the text and in the reference</li> </ul>                                                | <ul style="list-style-type: none"> <li>Smoothly integrates sources throughout the paper</li> <li>All sources appropriately cited within the text and in the reference</li> </ul>                                                             |

| Components                 | Does not Meet Standard                                                                                                                                                                                                                                                                                                                   | Acceptably Meets the Standard                                                                                                                                                                                                                                                                                                                             | Comprehensively Meets the Standard                                                                                                                                                                                                                                                                                                |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mechanics and Style</b> | <p>list using appropriate APA format</p> <ul style="list-style-type: none"> <li>• Disjointed without smooth transitions between ideas within and between paragraphs</li> <li>• Sentence structure awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms</li> <li>• Numerous mechanical errors</li> </ul> | <p>list using appropriate APA format.</p> <ul style="list-style-type: none"> <li>• Competently organized, uses smooth transitions between ideas within and between most paragraphs</li> <li>• Sentence structure adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> <li>• Few mechanical errors</li> </ul> | <p>list using appropriate APA format.</p> <ul style="list-style-type: none"> <li>• Well organized, uses smooth transitions between ideas within and between paragraphs</li> <li>• Sentence structure mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> <li>• No mechanical errors</li> </ul> |

**Facilitator Log**  
**(SUMMATIVE ASSESSMENT)**

| <b>Components</b>          | <b>Does not Meet Standard</b>                                                                                                                                                                                                                                                                                 | <b>Acceptably Meets the Standard</b>                                                                                                                                                                                                                                                                      | <b>Comprehensively Meets the Standard</b>                                                                                                                                                                                                                                                                                                          |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level                                                                                                                                                                                              | Meets expectations for standard; needs occasional minimal support                                                                                                                                                                                                                                         | Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance                                                                                                                                                                                                                      |
| <b>Introduction</b>        | <ul style="list-style-type: none"> <li>Minimally describes how the student organized the team</li> </ul>                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Clearly describes how the student organized the team</li> </ul>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Clearly and thoroughly describes how the student organized the team</li> </ul>                                                                                                                                                                                                                              |
| <b>Team Sessions</b>       | <ul style="list-style-type: none"> <li>Minimally outlines each team session</li> <li>Unclear which protocols used</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Clearly outlines each team session</li> <li>Protocols used listed</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Thoroughly outline each team session</li> <li>Protocols used clearly listed</li> </ul>                                                                                                                                                                                                                      |
| <b>Journal Entries</b>     | <ul style="list-style-type: none"> <li>Minimally reflects on the success and challenges of each session</li> <li>Minimally articulates what was accomplished</li> <li>Next steps do not seem to follow what was accomplished</li> <li>Each entry demonstrates minimal understanding of the process</li> </ul> | <ul style="list-style-type: none"> <li>Clearly reflects on the success and challenges of each session</li> <li>Clearly articulates what was accomplished</li> <li>Next steps mostly follow what was accomplished</li> <li>Each entry demonstrates a competent understanding of the process</li> </ul>     | <ul style="list-style-type: none"> <li>Thoroughly and perceptively reflects on the success and challenges of each session</li> <li>Thoroughly and clearly articulates what was accomplished</li> <li>Next steps perceptively follow what was accomplished</li> <li>Each entry demonstrates a comprehensive understanding of the process</li> </ul> |
| <b>Citations</b>           | <ul style="list-style-type: none"> <li>Rarely integrates sources when appropriate</li> <li>Few sources appropriately cited within the text and in the reference list using appropriate APA format</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>Integrates sources when appropriate</li> <li>Most sources appropriately cited within the text and in the reference list using appropriate APA format.</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Smoothly integrates sources when appropriate</li> <li>All sources appropriately cited within the text and in the reference list using appropriate APA format.</li> </ul>                                                                                                                                    |
| <b>Mechanics and Style</b> | <ul style="list-style-type: none"> <li>Disjointed without smooth transitions between ideas within and between paragraphs</li> <li>Sentence structure awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms</li> <li>Numerous mechanical errors</li> </ul>                     | <ul style="list-style-type: none"> <li>Competently organized, uses smooth transitions between ideas within and between most paragraphs</li> <li>Sentence structure adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> <li>few mechanical errors</li> </ul> | <ul style="list-style-type: none"> <li>Well organized, uses smooth transitions between ideas within and between paragraphs</li> <li>Sentence structure mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> <li>No mechanical errors</li> </ul>                                                                  |

**School Vision, Core Values, School Culture, and Curriculum  
(SUMMATIVE ASSESSMENT)**

**Rubrics for this assignment were adapted from:**

- Character Education Partnership (CEP). (2010). Developing and assessing school culture: A new level of accountability for Schools (A position paper of the character education partnership). Washington, DC: Retrieved from [http://www.character.org/uploads/PDFs/White\\_Papers/DevelopingandAssessingSchoolCulture.pdf](http://www.character.org/uploads/PDFs/White_Papers/DevelopingandAssessingSchoolCulture.pdf)
- Department of Education, Planning, and Development. (n/d.). Developing a positive school culture. Brisbane, Queensland, AU. Retrieved from <http://education.qld.gov.au/everydaycounts/docs/develop-positive-school-culture.pdf>
- Massachusetts Department of Elementary and Secondary Education. (2013). *Massachusetts performance assessment for administrators: students assessment handbook*. Malden, MA.

### Rubric 1: School Vision and Core Values

| Component                                   | Does not Meet Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Acceptably Meets the Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Comprehensively Meets the Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vision</b>                               | Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level                                                                                                                                                                                                                                                                                                                                                                                                                 | Meets expectations for standard; needs occasional minimal support.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                             | <ul style="list-style-type: none"> <li>Vision is unclear in regard to the primary focus, core values, school culture to be fostered, and curriculum and instructional strategies/approaches</li> </ul>                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Vision is presented in a clear statement that provides insight into the primary focus, core values, school culture to be fostered, and curriculum and instructional strategies/approaches</li> </ul>                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Vision is presented in a clear and comprehensive statement that provides insight into the primary focus, core values, school culture to be fostered, and curriculum and instructional strategies/approaches</li> </ul>                                                                                                                                                                                                                                                                                    |
|                                             | <ul style="list-style-type: none"> <li>Improvement of student learning and development and student engagement is not clearly the focus</li> <li>How vision is grounded in research is unclear</li> </ul>                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Improvement of student learning and development and student engagement is the focus</li> <li>Vision is adequately grounded in research</li> </ul>                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Improvement of student learning and development and student engagement is the focus</li> <li>Vision is well-grounded in research</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Core values</b>                          | <ul style="list-style-type: none"> <li>How the core values are consistent with the mission statement is unclear</li> <li>Core values do not extend and clarify the vision</li> </ul>                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Core values are mostly consistent with the mission statement</li> <li>Core values somewhat extend and clarify the vision</li> </ul>                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Core values are clearly consistent with the mission statement</li> <li>Core values extend and clarify the vision</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |
|                                             | <ul style="list-style-type: none"> <li>Rational minimally aligns the vision and core values to the research</li> <li>Rationale minimally addresses how any of the following were considered and incorporated into your vision and core values: the use of data, fairness, accountability, cultural diversity, student achievement, proficiency gaps, high expectations, linguistic diversity, social justice, safety, caring environment, curriculum framework standards, communication, and family community support</li> </ul> | <ul style="list-style-type: none"> <li>Rational adequately aligns the vision and core values to the research</li> <li>Rationale adequately addresses how any of the following were considered and incorporated into your vision and core values: the use of data, fairness, accountability, cultural diversity, student achievement, proficiency gaps, high expectations, linguistic diversity, social justice, safety, caring environment, curriculum framework standards, communication, and family and community support</li> </ul> | <ul style="list-style-type: none"> <li>Rational comprehensively aligns the vision and core values to the research</li> <li>Rationale comprehensively addresses how any of the following were considered and incorporated into your vision and core values: the use of data, fairness, accountability, cultural diversity, student achievement, proficiency gaps, high expectations, linguistic diversity, social justice, safety, caring environment, curriculum framework standards, communication, and family and community support</li> </ul> |
| <b>Rationale for Vision and Core Values</b> | <ul style="list-style-type: none"> <li>Components are missing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Rubric 2: Professional Learning Culture

| Component                            | Does not Meet Standard                                                                                                                                                                                                                                                                                                     | Acceptably Meets the Standard                                                                                                                                                                                                                                                                                | Comprehensively Meets the Standard                                                                                                                                                                                                                                                                                                         |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional Learning Culture</b> | <p>Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level</p> <ul style="list-style-type: none"> <li>Plan needs to identify research-guided approach to developing professional learning communities that directs and sustains continuous improvement</li> </ul> | <p>Meets expectations for standard; needs occasional minimal support.</p> <ul style="list-style-type: none"> <li>Plan identifies research-guided approach to developing professional learning communities that directs and sustains continuous improvement</li> </ul>                                        | <p>Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance</p> <ul style="list-style-type: none"> <li>Plan identifies explicit, research-guided approach to developing professional learning communities that directs and sustains continuous improvement</li> </ul> |
|                                      | <ul style="list-style-type: none"> <li>Strategies minimally foster shared responsibility and leadership for group norms, active participation and discussion, problem solving, conflict management, effective time management, and strategies to adjust team learning and development over time</li> </ul>                 | <ul style="list-style-type: none"> <li>Strategies competently foster shared responsibility and leadership for group norms, active participation and discussion, problem solving, conflict management, effective time management, and strategies to adjust team learning and development over time</li> </ul> | <ul style="list-style-type: none"> <li>Strategies explicitly foster shared responsibility and leadership for group norms, active participation and discussion, problem solving, conflict management, effective time management, and strategies to adjust team learning and development over time</li> </ul>                                |
|                                      | <ul style="list-style-type: none"> <li>Strategies need to provide a pathway for staff buy-in</li> </ul>                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Strategies provide a pathway for staff buy-in</li> </ul>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Strategies provide a clear pathway for staff buy-in</li> </ul>                                                                                                                                                                                                                                      |
|                                      | <ul style="list-style-type: none"> <li>Strategies provide few opportunities to comprehensively build the capacity of stakeholders to collaborate across grade levels and subject areas</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Strategies provide opportunities to competently build the capacity of stakeholders to collaborate across grade levels and subject areas</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>Strategies provide opportunities to comprehensively build the capacity of stakeholders to collaborate across grade levels and subject areas</li> </ul>                                                                                                                                              |
|                                      | <ul style="list-style-type: none"> <li>Strategies foster minimal meaningful collaboration</li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Strategies foster some meaningful collaboration</li> </ul>                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Strategies foster a high degree of meaningful collaboration</li> </ul>                                                                                                                                                                                                                              |
|                                      | <ul style="list-style-type: none"> <li>Strategies minimally cultivate leadership qualities in others and builds a sense of efficacy and empowerment among staff that lead to substantial outcomes</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Strategies competently cultivate leadership qualities in others and builds a sense of efficacy and empowerment among staff that lead to substantial outcomes</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>Strategies proactively cultivate leadership qualities in others and builds a sense of efficacy and empowerment among staff that lead to substantial outcomes</li> </ul>                                                                                                                             |
|                                      | <ul style="list-style-type: none"> <li>Strategies minimally involve staff in leadership roles that foster some career development and minimally expands opportunities for community stakeholders to engage in shared leadership</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Strategies involve some staff in leadership roles that foster some career development and somewhat expands opportunities for community stakeholders to engage in shared leadership</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Strategies involve staff in leadership roles that foster career development and expands opportunities for community stakeholders to engage in shared leadership</li> </ul>                                                                                                                          |

| Component | Does not Meet Standard<br>Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level | Acceptably Meets the Standard<br>Meets expectations for standard; needs occasional minimal support. | Comprehensively Meets the Standard<br>Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Rubric 3: Student Culture

| Student Culture | <ul style="list-style-type: none"><li>Plan for a positive school culture for students includes strategies that will <i>minimally develop a social climate</i></li></ul>                                                                                       |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>Plan for a positive school culture for students includes strategies that will <i>develop a social climate including a safe</i></li></ul> |  |  | <ul style="list-style-type: none"><li>Plan for a positive school culture for students includes strategies that will <i>develop a strong social climate including a</i></li></ul> |  |  |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Component       | <b>Does not Meet Standard</b><br><br>Does not consistently meet minimal expectations for standard; often needs support their school                                                                                                                           | <b>Acceptably Meets the Standard</b><br><br>Meets expectations for standard; needs occasional minimal support.                                                                                                                                   | <b>Comprehensively Meets the Standard</b><br><br>Meets expectations for standard; is confidently and consistently meeting the standard, needs their school                                                                                                  |                                                                                                                                                                                |  |  |                                                                                                                                                                                  |  |  |
|                 | <ul style="list-style-type: none"><li>Learning and wellbeing strategies include ways that minimally prevent bullying and ways to deal with bullying when it happens</li></ul>                                                                                 | <ul style="list-style-type: none"><li>Learning and wellbeing strategies include ways to prevent bullying and ways to proactively deal with bullying when it happens</li></ul>                                                                    | <ul style="list-style-type: none"><li>Learning and wellbeing strategies include ways to systematically prevent bullying and ways to proactively and positively deal with bullying when it happens</li></ul>                                                 |                                                                                                                                                                                |  |  |                                                                                                                                                                                  |  |  |
|                 | <ul style="list-style-type: none"><li>Strategies include ways that minimally develop an intellectual climate, in which students in classrooms are supported and challenged to do their very best and achieve work of quality</li></ul>                        | <ul style="list-style-type: none"><li>Strategies include ways to develop an intellectual climate, in which most students in most classrooms are supported and challenged to do their very best and achieve work of quality</li></ul>             | <ul style="list-style-type: none"><li>Strategies include ways to develop a comprehensive intellectual climate, in which all students in every classroom are supported and challenged to do their very best and achieve work of quality</li></ul>            |                                                                                                                                                                                |  |  |                                                                                                                                                                                  |  |  |
|                 | <ul style="list-style-type: none"><li>Rules and policies hold few school members accountable to high standards of learning and behavior</li></ul>                                                                                                             | <ul style="list-style-type: none"><li>Rules and policies hold most school members accountable to high standards of learning and behavior</li></ul>                                                                                               | <ul style="list-style-type: none"><li>Rules and policies hold all school members accountable to high standards of learning and behavior</li></ul>                                                                                                           |                                                                                                                                                                                |  |  |                                                                                                                                                                                  |  |  |
|                 | <ul style="list-style-type: none"><li>Traditions and routines minimally honor and reinforce the school's academic and social standards</li></ul>                                                                                                              | <ul style="list-style-type: none"><li>Traditions and routines, built from shared values, honor and reinforce the school's academic and social standards</li></ul>                                                                                | <ul style="list-style-type: none"><li>Traditions and routines, built from shared values, honor and reinforce the school's academic and social standards</li></ul>                                                                                           |                                                                                                                                                                                |  |  |                                                                                                                                                                                  |  |  |
|                 | <ul style="list-style-type: none"><li>Structures provide little opportunity for giving staff and students a voice in, and shared responsibility for, solving problems and making decisions that affect the school environment and their common life</li></ul> | <ul style="list-style-type: none"><li>Structures are developed for giving staff and students a voice in, and shared responsibility for, solving problems and making decisions that affect the school environment and their common life</li></ul> | <ul style="list-style-type: none"><li>Systematic structures are developed for giving staff and students a voice in, and shared responsibility for, solving problems and making decisions that affect the school environment and their common life</li></ul> |                                                                                                                                                                                |  |  |                                                                                                                                                                                  |  |  |
|                 | <ul style="list-style-type: none"><li>Strategies include few opportunities and processes for assessment of school culture</li></ul>                                                                                                                           | <ul style="list-style-type: none"><li>Strategies include ample opportunities and processes for assessment of school culture</li></ul>                                                                                                            | <ul style="list-style-type: none"><li>Strategies include regular opportunities and processes for assessment of school culture that are comprehensive and authentic</li></ul>                                                                                |                                                                                                                                                                                |  |  |                                                                                                                                                                                  |  |  |

**Rubric 4: Culture of Family and Community Engagement**

| Culture of Family and Community Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | to perform at acceptable level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | little, if any, support/guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Plan needs to be grounded in research-based practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Plan is grounded in research-based practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Plan needs to be grounded in research-based practices</li> <li>How plan is consistent with the school vision and core values is unclear</li> <li>Rationale for plan minimally explains how the proposed strategies will increase family and community engagement, create a positive family and community involvement culture and contribute to improved student learning and social and emotional development, and narrow the achievement gap</li> <li>Plan minimally involves practices to develop relationships with parents/guardians and community through such things as home visits, innovative technology, visiting community groups, etc.</li> <li>Strategies need to differentiate to be culturally responsive to diverse groups</li> <li>Strategies minimally establish a feedback loop that is invitational and include such practices as open forums, focus groups and surveys</li> <li>Strategic marketing plan minimally engages and mobilizes families</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Aspects missing</li> </ul> | <ul style="list-style-type: none"> <li>Plan needs to be grounded in research-based practices</li> <li>How plan is consistent with the school vision and core values is unclear</li> <li>Rationale for plan minimally explains how the proposed strategies will increase family and community engagement, create a positive family and community involvement culture and contribute to improved student learning and social and emotional development, and narrow the achievement gap</li> <li>Plan minimally involves practices to develop relationships with parents/guardians and community through such things as home visits, innovative technology, visiting community groups, etc.</li> <li>Strategies need to differentiate to be culturally responsive to diverse groups</li> <li>Strategies minimally establish a feedback loop that is invitational and include such practices as open forums, focus groups and surveys</li> <li>Strategic marketing plan minimally engages and mobilizes families</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Aspects missing</li> </ul> | <ul style="list-style-type: none"> <li>Plan is grounded in research-based practices</li> <li>Plan is mostly consistent with the school vision and core values</li> <li>Rationale for plan adequately explains how the proposed strategies will increase family and community involvement culture and contribute to improved student learning and social and emotional development, and narrow the achievement gap</li> <li>Plan involves practices to proactively develop relationships with parents/guardians and community through such things as home visits, innovative technology, visiting community groups, etc.</li> <li>Strategies differentiate to be culturally responsive to diverse groups</li> <li>Strategies establish a feedback loop that is invitational and include such practices as open forums, focus groups and surveys</li> <li>Strategic marketing plan strongly engages and mobilizes families</li> </ul> | <ul style="list-style-type: none"> <li>Plan is strongly grounded in research-based practices</li> <li>Plan is consistent with the school vision and core values</li> <li>Rationale for plan comprehensively explains how the proposed strategies will increase family and community engagement, create a positive family and community involvement culture and contribute to improved student learning and social and emotional development, and narrow the achievement gap</li> <li>Plan involves practices to proactively and comprehensively develop relationships with parents/guardians and community through such things as home visits, innovative technology, visiting community groups, etc.</li> <li>Strategies masterfully differentiate to be culturally responsive to diverse groups</li> <li>Strategies establish a feedback loop that is invitational, transparent, and effective and include such practices as open forums, focus groups and surveys</li> <li>Strategic marketing plan comprehensively engages and mobilizes families and community</li> </ul> |

**Rubric 5: Curriculum, Instruction, and Assessment**

| Component                                     | Does not Meet Standard<br>Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level                                                                                     | Acceptably Meets the Standard<br>Meets expectations for standard; needs occasional minimal support.                                                                                                              | Comprehensively Meets the Standard<br>Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance                                                 |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Curriculum, Instruction and Assessment</b> | <ul style="list-style-type: none"> <li>• “How” section is consistent with the mission/core values of the school needs to be clearer</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>• Section mostly consistent with the mission/core values of the school</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>• Section is clearly consistent with the mission/core values of the school</li> </ul>                                                                                        |
|                                               | <ul style="list-style-type: none"> <li>• Introductory overview of the curricular, instructional and assessment practices to be implemented needs to be clearer</li> </ul>                                                      | <ul style="list-style-type: none"> <li>• Brief introduction gives a clear overview of the curricular, instructional and assessment practices to be implemented</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Brief introduction gives a clear and comprehensive overview of the curricular, instructional and assessment practices to be implemented</li> </ul>                         |
|                                               | <ul style="list-style-type: none"> <li>• Plan includes a curriculum that is minimally engaging and provides pedagogy for teaching it that is minimally engaging</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• Plan includes an engaging curriculum and effective pedagogy for teaching it</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>• Plan includes a rich, rigorous, and engaging curriculum and a powerful pedagogy for teaching it</li> </ul>                                                                 |
|                                               | <ul style="list-style-type: none"> <li>• Overview of cross-curricular content and skills needs to be clearer</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• Includes a mostly clear overview of cross-curricular content and skills</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>• Includes a precise and clear overview of cross-curricular content and skills</li> </ul>                                                                                    |
|                                               | <ul style="list-style-type: none"> <li>• Cross-reference with Curriculum Framework of student’s state/district is inappropriate, minimal, or missing insightful</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• Cross-reference with student’s state/district Curriculum Framework is appropriate</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>▪ Cross-reference with student’s state/district Curriculum Framework is comprehensive, appropriate, and insightful</li> </ul>                                                |
|                                               | <ul style="list-style-type: none"> <li>• Few cross-curricular content and skills bulleted or listed as standards or objectives</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>• Most cross-curricular content and skills bulleted or listed as standards or objectives</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• Cross-curricular content and skills bulleted or listed as standards or objectives</li> </ul>                                                                               |
|                                               | <ul style="list-style-type: none"> <li>• Cross-reference with student’s state/district Curriculum Framework is inappropriate, minimal, or missing insightful</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• Cross-reference with student’s state/district Curriculum Framework is appropriate</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>• Cross-reference with student’s state/district Curriculum Framework is comprehensive, appropriate, and insightful</li> </ul>                                                |
|                                               | <ul style="list-style-type: none"> <li>• Overview of content specific essential content and skills, including specials content and skills, needs to be clearer</li> </ul>                                                      | <ul style="list-style-type: none"> <li>• Includes a mostly clear overview of content specific essential content and skills, including specials content and skills that are based in high expectations</li> </ul> | <ul style="list-style-type: none"> <li>• Includes precise and clear overview of content specific essential content and skills, including specials content and skills that are based in high expectations</li> </ul> |
|                                               | <ul style="list-style-type: none"> <li>• Few content specific knowledge and skills bulleted or listed as standards or objectives, including specials content and skills</li> </ul>                                             | <ul style="list-style-type: none"> <li>• Most content specific knowledge and skills bulleted or listed as standards or objectives, including specials content and skills</li> </ul>                              | <ul style="list-style-type: none"> <li>• Content specific knowledge and skills bulleted or listed as standards or objectives, including specials content and skills</li> </ul>                                      |
|                                               | <ul style="list-style-type: none"> <li>• How curriculum and instruction is connected to the diverse developmental needs, interests and community experiences of young adolescents needs to be clearer or is missing</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum and instruction somewhat connected to the diverse developmental needs, interests and community experiences of young adolescents</li> </ul>                   | <ul style="list-style-type: none"> <li>• Curriculum and instruction clearly connected to the diverse developmental needs, interests and community experiences of students</li> </ul>                                |
|                                               | <ul style="list-style-type: none"> <li>• Few or no aspects above focus on closing proficiency gaps</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>• Most aspects above focus on closing proficiency gaps</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>• All aspects above strongly focus on closing proficiency gaps</li> </ul>                                                                                                    |

**Rubric 6: Professional Style**

| Component                  | Does not Meet Standard<br>Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level                                                                                                                                                | Acceptably Meets the Standard<br>Meets expectations for standard; needs occasional minimal support.                                                                                                                                                                                                  | Comprehensively Meets the Standard<br>Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance                                                                                                               |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Citations</b>           | <ul style="list-style-type: none"> <li>Rarely integrates sources when appropriate</li> <li>Few sources appropriately cited within the text and in the reference list using appropriate APA format</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Integrates sources when appropriate</li> <li>Most sources appropriately cited within the text and in the reference list using appropriate APA format.</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Smoothly integrates sources when appropriate</li> <li>All sources appropriately cited within the text and in the reference list using appropriate APA format.</li> </ul>                                                                   |
| <b>Mechanics and Style</b> | <ul style="list-style-type: none"> <li>Disjointed without smooth transitions between ideas within and between paragraphs</li> <li>Sentence structure awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms</li> <li>Numerous mechanical errors</li> </ul> | <ul style="list-style-type: none"> <li>Competently organized, uses smooth transitions between ideas within and between paragraphs</li> <li>Sentence structure adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> <li>Few mechanical errors</li> </ul> | <ul style="list-style-type: none"> <li>Well organized, uses smooth transitions between ideas within and between paragraphs</li> <li>Sentence structure mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> <li>No mechanical errors</li> </ul> |