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|  FLORIDA ATLANTIC UNIVERSITY | COURSE CHANGE REQUEST Graduate Programs | UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____ |
| | Department Educational Leadership and Research Methodology College College of Education | |




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| Current Course Prefix and Number EDA 6207 | Current Course Title Managing School Operations |
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Syllabus must be attached for ANY changes to current course details. See [Guidelines](#). Please consult and list departments that may be affected by the changes; attach documentation.

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| <p>Change title to: School Operations</p> <p>Change prefix From: N/A To: N/A</p> <p>Change course number From: N/A To: N/A</p> <p>Change credits* From: N/A To: N/A</p> <p>Change grading From: N/A To: N/A</p> <p>*Review Provost Memorandum</p> | <p>Change description to: Course focuses on developing and analyzing school organizational systems for effective and continuous improvement and how they are interconnected to support student learning, understanding the impact of how other systems, developing systems for communications with school stakeholders and community, and a developing a comprehensive plan for improving their school's systems. An introductory professional knowledge course for aspiring K-12 administrators. This course focuses on the role of school administrators who are responsible for the day-to-day managerial tasks in accordance with state and national standards for school management.</p> <p>Course focuses on developing and analyzing school organizational systems for effective and continuous improvement and how they are interconnected to support student learning, understanding the impact of how other systems, developing systems for communications with school stakeholders and community, and a developing a comprehensive plan for improving their school's systems.</p> <p>Change prerequisites/minimum grades to Change corequisites to: EDA 6947 Summer Internship; EDA 6232 Law and Policy</p> <p>Change registration controls to: DP Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.</p> |
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| Effective Date (TERM & YEAR) Summer 2020 | Terminate course List final active term |
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Faculty Contact/Email/Phone Dr. Daniel Reyes-Guerra, dreyes@fau.edu, 561-297-2392

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| Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____ | Date 2/7/2020 2/10/2020 2/11/20 _____ _____ _____ _____ _____ |
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.
 FAUchangecourseGR, created Summer 2017

GRADUATE COLLEGE
 FEB 10 2020



COURSE NUMBER: EDA 6207

COURSE TITLE: School Operations

COREQUISITES

EDA 6232: Law and Policy

EDA 6947: Summer Internship

CATALOG DESCRIPTION

Course focuses on developing and analyzing school organizational systems for effective and continuous improvement and how they are interconnected to support student learning, understanding the impact of how other systems, developing systems for communications with school stakeholders and community, and a developing a comprehensive plan for improving their school's systems.

FULL COURSE DESCRIPTION

This course will have aspiring school leaders focus on a) developing and analyzing school organizational systems (e.g. budget, scheduling, personnel, HR, facilities, etc.) for effective and continuous improvement and how they are interconnected to support student learning; b) understanding the impact of how other systems (district, community, state, national, and international) influence schools; c) developing a system for communications with school stakeholders and community; and, d) developing a comprehensive plan for improving their school's systems

INSTRUCTOR INFORMATION

Name:

Office:

Phone Number:

Email Address:

Office Hours:

COURSE INFORMATION/LOGISTICS

Semester:

Dates:

Time: 8:30 am to 4:30pm

Location:

REQUIRED TEXTS/MATERIALS

No text is required for this course. All readings and other materials will be provided through Canvas.

RECOMMENDED TEXTS/MATERIALS

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.

REQUIRED WEBSITES AND ELECTRONIC SOURCES

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

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

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

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

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

APA Writing/Citing Style Requirements

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

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

THE CONCEPTUAL FRAMEWORKS

Florida Atlantic University Principal Partnership Programs

Vision

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

Mission

The Florida Atlantic University-School District Partnership includes multiple school districts in Florida, each individually partnered with FAU's School Leaders Program, who together develop, implement, and improve the professional learning of school leaders in their districts to provide the best public education for students, families, and the community.

School Leader Profile – Core Values and Beliefs

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

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

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

respect, and forthrightness while holding high expectations for everyone who contributes to the learning organization they strive to consistently improve. They build external relationships with families, community members, and community organizations to strengthen the school programs they lead.

- **Visionaries with High Expectations** - school leaders who communicate and create a shared vision that inspires high expectations for their own performance, as well as for the performance of all others in the school. They embrace accountability and give feedback as tools for continuous improvement while remaining focused on student learning as a priority. They are passionate leaders who persevere and challenge the status quo.

Department of Educational Leadership and Research Methodology

Vision

We strive for a transparent, caring, and ethical environment that cultivates educational leadership pioneers who through integrity, social justice and knowledge, shape a better world that promotes human dignity.

Mission

The Department of Educational Leadership and Research Methodology at Florida Atlantic University is a community of scholars engaged in four programs: Adult and Community Education, Higher Education Leadership, School Leaders, and Research Methodology. We focus on the preparation and support of practitioners, leaders, and researchers in Florida, the nation, and the international community through courses, undergraduate and graduate programs, professional learning, and community service.

Values

With our values, we strive to align our words and actions.

- **Integrity**
We strive to act with honesty, transparency, and respect.
- **Learning Community**
We strive to be an evolving community of learners grounded in collegiality, collaboration and mentorship.
- **Social Justice, Diversity, Equity and Inclusion**
We strive to promote a society where individuals and cultures are valued, where all have equitable opportunities, and where all inhabit an inclusive environment that is safe physically, emotionally, and socially.
- **Innovative Action**
We strive at both an individual and systemic level to engage continuously in discovery, reflection, and the creation and application of knowledge.
- **Excellence**
We strive for quality in everything we do individually and collectively.

PROGRAM OVERARCHING GOALS & COMPETENCIES

Curriculum Goals: Students will be able to:

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

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

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

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

As a reflective decision-maker, the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by documenting emergent interpersonal and intrapersonal leadership development and the application of researched-based management of school operations which utilize data-driven decision making to improve the functioning of educational organizations. The student will recognize that educational leadership is a transformative and political process to bring about positive change and develop skills to create high-performing, results-oriented organizations.

STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES

Florida Educational Leadership Exam (FELE): 1.2.1; 1.2.2; 1.2.4; 1.3.4; 2.1.1; 2.1.2; 2.2.2; 2.3.2; 2.3.3; 2.4.1; 3.1.1; 3.1.2; 3.1.4; 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.3.1; 3.3.2; 3.3.3; 3.3.4; 3.5.1; 3.5.3

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

COURSE OBJECTIVES

Principals manage schools' operational aspects in different ways at different times of year. Budget, personnel (both instructional and non-instructional), student activities, safety, and other strands of school management require a variety of strategies to ensure ethical operations of schools. When making decisions, school leaders will advocate for equity, social justice, inclusion, social emotional learning and act accordingly to implement or change operational practices as needed. Students will be able to identify and implement appropriate leadership actions based on the Seasons of Schooling, know and understand the nature of ethical principal behaviors, and follow appropriate steps in safety and crisis management. The student will:

- Identify and select appropriate adult learning strategies that assure faculty will work as a learning organization, that enhance the school climate, that support student learning, and that close achievement gaps.
- Identify appropriate and effective strategies to induct new faculty to the school's organizational culture including processes for assessments, safety, crisis planning, and professional learning.
- Analyze and prioritize decisions and actions to minimize negative situations, to delegate responsibilities, to ensure equity, and to lead change efforts.
- Analyze and evaluate strategies for organizing time, tasks, technologies, and projects including clear goals, objectives, and plans including role assignment, succession planning, and outcome evaluation.
- Identify and assess methods of maximizing the use of finances from state, federal and local sources including understanding the Florida Educational Finance Program and sources beyond.
- Identify appropriate, ethical, equitable, and socially just procedures to manage school fiscal resources including internal accounts (e.g. fundraisers, athletics, extracurricular activities).
- Analyze data and communicate orally and in writing, appropriate information to stakeholders and strategies that increase morale and promote collegial efforts.
- Apply reflective skills to evaluate and analyze decisions, actions, and plans for improvement of operational practices.

CONTENT OUTLINE

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| Module: 1 of 6 | Module Theme: Introduction to Seasons of Schooling and Budget |
| Standards for this Module: FELE 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.5.1 | |
| Learning Goals/Objectives for this Module: Students will: <ul style="list-style-type: none"> • Identify school operations that occur during the different Seasons of Schooling. • Understand the sources of funding for schools and the role of the principal in making allocation decisions that are ethical, equitable, and socially just. • Examine a sample school budget to identify elements of the Florida Educational Finance Program. • Analyze the District and School Vision and Mission Statements and the alignment to the District's Strategic Plan. • Use reflective skills to analyze elements of school operation related to finances for needed changes to priorities of the school, support for adult learning needs, and the interrelationship of financial systems. | |

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| Module: 2 of 6 | Model Theme: Seasons of Schooling: Winter - School finance, Marketing, and Choice |
| Standards for this Module: FELE 1.3.4; 2.1.2; 2.3.2; 2.4.1; 3.2.2; 3.2.3 | |
| Learning Goals/Objectives for this Module: | |
| <ul style="list-style-type: none"> • Understand the role of the principal in decision-making for ethical, equitable, and unbiased use of school funds. • Learn and apply basic functions of school internal accounts, using ethical, equitable, and socially just actions. • Identify appropriate, ethical, equitable, and socially just procedures to manage school fiscal resources including internal accounts (e.g. fundraisers, athletics, and extracurricular activities). • Understand the elements of internal accounts, auditing and the role of the principal during and after an audit. • Use reflective skills to analyze school funding practices, leadership decisions, equity, social justice, and the interconnection of financial systems. • Understand the importance of marketing a school and the key components of an effective marketing plan to communicate with the greater community. | |

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| Module: 3 of 6 | Model Theme: Seasons of Schooling: Spring |
| Standards for this Module: FELE: 1.2.1; 1.2.2;1.2.4;2.4.1 | |
| Learning Goals/Objectives for this Module: | |
| <p>Students will:</p> <ul style="list-style-type: none"> • Develop a list of administrative tasks consistent with a specific timeframe of the school year. • Using interview responses, create a graphic to depict the responsibilities, challenges, contributions, and inter-relationships of the role of non-instructional personnel in the operation of school and present their findings demonstrating an understanding of the interconnectedness of the organization. • Examine personal preconceptions and bias toward non-instructional personnel and reflect on the impact to a supportive environment for all staff members. • Develop a working understanding of contracts for non-instructional personnel to aid in decision making for a supportive environment. • Develop a comprehensive list of End of Year Responsibilities, including delegation of tasks. | |

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| Module: 4 of 6 | Model Theme: Seasons of Schooling: Summer |
| Standards for this Module: FELE: 1.3.4; 2.1.2; 2.3.2; 2.4.1; 3.2.2; 3.2.3 | |
| Learning Goals/Objectives for this Module: Students will: <ul style="list-style-type: none"> • Develop a list of administrative tasks consistent with a specific timeframe of the school year. • Use leadership actions and make decisions to ensure a safe school environment that supports a purposeful learning environment. • Analyze and prioritize decisions and actions to minimize negative situations, to delegate responsibilities, to ensure equity, and to lead change efforts. • Analyze a case to make decisions and take action in a crisis situation. • Apply reflective skills to evaluate and analyze decisions, actions, and plans for improvement of operational practices. • With a group and given a case, plan for the space utilization and teacher assignment that supports expertise and decision-making strategies to foster a dynamic learning organization. • Understand the interconnected organizational systems impacted by re-designing space and making changes in teacher assignments. | |

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| Module: 5 of 6 | Model Theme: Seasons of Schooling: Fall |
| Standards for this Module: FELE: 1.2.1; 1.2.4; 2.1.1; 2.1.2; 2.3.2; 2.3.3; 2.4.1; 3.1.2; 3.2.1; 3.2.2; 3.2.4; 3.1.1; 3.5.1; 3.5.3 | |
| Learning Goals/Objectives for this Module: Students will: <ul style="list-style-type: none"> • Create a list of items to be addressed during the beginning week of school. • Understand the needs of new staff members, the interconnectedness of school operation systems, processes for change, and develop an appropriate onboarding plan to address these needs using decision-making strategies to support adults new to the school. • Understand how to effectively interview and hire personnel using ethical and unbiased processes. • Understand how teacher shortages impact schools and students including social justice, equity, and bias issues when staffing. • Understand how to effectively communicate with stakeholders and parents using technology. • Apply reflective skills to analyze leadership actions impacting new employees to the school, decisions to support the adults in the school, and bias in hiring practices. | |

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| Module: 6 of 6 | Model Theme: Putting it all together |
| Standards for this Module: FELE: 2.4.1; 3.1.1; 3.1.2; 3.4.1; 3.2.3; 3.2.4; 3.5.1;3.5.3 | |
| Learning Goals/Objectives for this Module: Students will: <ul style="list-style-type: none"> • Understand and articulate the role of the principal throughout the entire school year across finance, safety, personnel, technology, student activities and other areas identified. • Understand and apply critical elements of ethical decision making, including bias, equity, and social justice. • Identify appropriate leadership behavior and actions, including decision-making, and changes needed when given a case study involving a school based ethical issue. • Using video clips, identify elements of ethical decision-making strategies for improved student learning, understanding of interconnected systems, elements of non-biased leadership, and sustainable change. • Apply reflective skills to analyze leadership actions across the school year, and assess personal growth as a leader for school operations. | |

COURSE REQUIREMENTS

Competency Assessment

There are three (3) required Competency Assessments in this course. All Competency Assessments submissions must be **uploaded to LiveText and Canvas**. The rubric for each assignment will be discussed in class by the instructor at the appropriate time. Students will be assessed on these assignments using a scale of Exemplary, Satisfactory, Emerging, Unsatisfactory and Did Not Attempt. All Competency Assessments will include an element for master level writing. (See the FAU PPI writing rubric). **All Competency Assessments must be rated at the Exemplary or Satisfactory for a student to pass the course.** Refer to the rubrics for assessment criteria.

Competency Assessments will also be scored as part of the grade for this course. All assignments will be turned in online in Canvas, and the critical assignments will be **posted in LiveText**. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course. **No final grade for the course will be posted until all competency assessments are posted in BOTH LiveText and Canvas.**

Competency Assessment 1: Budgeting: Plan for an ethical, equitable, instructionally-based and prioritized fiscal allocation of school resources. This competency assessment is worth 25 points.

Assignment Description: The student will use a sample budget from an elementary, middle, high or center school that is in his/her district or the budget documents from his/her school to analyze the sources of funding, further budget development and implementation implications. All aspects of the rubric will be scored based on the student's budget example. This competency assessment is worth 25 points.

Part A – Analysis and Development. Based on the budget and supporting data provided, the student will create a detailed analysis of the budget, including the impact on instructional,

maintenance, safety and extracurricular priorities. Following that analysis, the student will make specific recommendations and identify correct procedures that will include how federal, state, and local fiscal resources could be added or utilized to enhance or address the school's instructional, maintenance, safety and extracurricular priorities. These procedures should demonstrate the student's knowledge of state and district guidelines and approved accounting practices.

Part B – Communication Plan. The student will develop talking points to communicate the budget to SAC, staff and other stakeholders as required by Florida Statute 1008.385 (1)

| Competency Assessment I Rubric: Plan for School Budget | | | | | |
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| <i>Topic</i> | <i>Exemplary</i> | <i>Satisfactory</i> | <i>Emerging</i> | <i>Unsatisfactory</i> | <i>No Attempt</i> |
| Evaluation of Current School Fiscal Plan for Distribution of Resources | The student provides a detailed analysis of the school revenue including all local and state student allocations (basic, ESE, etc), class size, categorical, and capital funds. | The student provides an analysis of the school revenue including most local and state student allocations (basic, ESE, etc), class size, categorical, and capital funds. | The student provides an incomplete analysis. (4 pts.) | The student does not provide an analysis of the school revenue including most local and state student allocations (basic, ESE, etc), class size, categorical, and capital funds. | No attempt made (0 pts.) |
| | The student provides a detailed analysis of the school expenditures including staffing, supplements, materials and supplies, and instructional expenditures. (6 pts.) | The student provides an analysis of most school expenditures including staffing, supplements, materials and supplies, and instructional expenditures. (5 pts.) | | The student does not provide an analysis of most school expenditures including staffing, supplements, materials and supplies, and instructional expenditures. (3-1 pts.) | |
| Impact of the fiscal plan on Instructional Priorities | The student: Provides a detailed analysis of the fiscal plan for alignment to state and local laws and regulations. Provides at least five effective examples of the impact (either positive or negative) of the fiscal plan on instructional priorities. (6 pts.) | The student: Analyzes the fiscal plan for alignment to state and local laws and regulations. Provides at least four effective examples of the impact (either positive or negative) of the fiscal plan on instructional priorities. (5 pts.) | The student: Analyzes the fiscal plan for alignment to state and local laws and regulations incomplete ly or incorrectly. Provides fewer than four effective examples of the impact (either positive or negative) of the fiscal plan on instructional priorities. (4 pts.) | The student: Does not analyze the fiscal plan for alignment to state and local laws and regulations. Does not provide effective examples of the impact (either positive or negative) of the fiscal plan on instructional priorities. (3-1 pts.) | The student did not submit. (0 pts.) |

School Leaders Master's Program
EDA 6207 Course Syllabus

| Competency Assessment 1 Rubric: Plan for School Budget | | | | | |
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| <i>Topic</i> | <i>Exemplary</i> | <i>Satisfactory</i> | <i>Emerging</i> | <i>Unsatisfactory</i> | <i>No Attempt</i> |
| Effective Communication Plan | The student provides at least five effective talking points to communicate the budget to SAC, staff, and other stakeholders. (6 pts.) | The student provides at least four effective talking points to communicate the budget to SAC, staff, and other stakeholders. (5 pts.) | The student provides three effective talking points to communicate the budget to SAC, staff, and other stakeholders. (4 pts.) | The student provides fewer than three talking points to communicate the budget to SAC, staff, and other stakeholders. (3-1 pts.) | The student did not submit. (0 pts.) |
| 1. Content & Development <i>The student will use clear and persuasive communication</i> | <ul style="list-style-type: none"> - Exhibits a comprehensive, accurate, and persuasive understanding of the topic. - Major points are identified and clearly and fully supported. - External literature and research used are compelling, current and clearly address the topic. - Content and purpose are clear, consistent and compelling. (6 pts.) | <ul style="list-style-type: none"> - Exhibits an accurate and comprehensive understanding of the topic. - Major points are identified and adequately supported. - External literature and research used are current and address the topic. - Content and purpose are clear and consistent. (5 pts.) | <ul style="list-style-type: none"> - Exhibits a general understanding of the topic. - Major points are identified but not adequately supported. - External literature and research used is included but does not adequately address the topic. - Content and purpose are unclear and inconsistent. (4 pt.) | <ul style="list-style-type: none"> - Exhibits a limited understanding of the topic. - Major points are poorly identified and not supported. - External literature and research used are not adequately included. - Content vague and purpose is difficult to determine. (3-1 pts.) | No attempt made (0 pts.) |
| Organization & Structure <i>The student will provide organized and structured writing.</i> | <ul style="list-style-type: none"> - Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling. (6 pts.) | <ul style="list-style-type: none"> - Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow. (5 pts.) | <ul style="list-style-type: none"> - Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement. (4 pt.) | <ul style="list-style-type: none"> - Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions. (3-1 pts.) | No attempt made (0 pts.) |

| Competency Assessment 1 Rubric: Plan for School Budget | | | | | |
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| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| 3. Format and References <i>The student will use appropriate formatting following the APA style.</i> | - Introduction and conclusions are compelling and major points are concisely previewed or summarized. - Citations and references are provided and follow APA style with no errors. (6 pts.) | - Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. (5 pts.) | - Introduction and conclusions are present but major points are not previewed or summarized. - Citations and references are provided and follow APA style but not consistently. (4 pts.) | - Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. (3-1 pts.) | No attempt made (0 pts.) |
| 4. Mechanics (grammar, spelling, length) <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i> | - Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. - Language clear, precise, invoking interest and attention. - Length appropriate as described for the assignment. (6 pts.) | - Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. - Language appropriate and clear. - Length appropriate as described for the assignment. (5 pts.) | - Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. (4 pts.) | - Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. (3-1 pts.) | No attempt made (0 pts.) |
| Writing Grade Calculation | <i>Sum of column above:</i> | <i>Sum of column above:</i> | <i>Sum of column above:</i> | <i>Sum of column above:</i> | TOTAL OF WRITING GRADE (sum of all values to the left): |
| TOTAL POINTS FROM CONTENT GRADE (see final column in "Content Grade Calculation") * .75 | | | | | |
| TOTAL POINTS FROM WRITING GRADE (see final column of writing grade) / 8: | | | | | |
| TOTAL POINTS FOR COMPETENCY 1 (sum of previous two rows): | | | | | |
| FELE Skill 3.3.1 | The student clearly identifies and assesses multiple methods of maximizing the use of federal, state, and local fiscal resources (e.g. school budget, grant funding) for instructional priorities. | The student identifies and assesses some methods of maximizing the use of federal, state, and local fiscal resources (e.g. school budget, grant funding) for instructional priorities. | The student has flaws in the identification and assessment methods of maximizing the use of federal, state, and local fiscal resources (e.g. school budget, grant funding) for instructional priorities. | The student fails to identify and assesses methods of maximizing the use of federal, state, and local fiscal resources (e.g. school budget, grant funding) for instructional priorities. | The student did not submit. |

| Competency Assessment 1 Rubric: Plan for School Budget | | | | | |
|--|--|---|--|---|-----------------------------|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| FELE Skill 3.3.2 | The student identifies all appropriate procedures to manage school fiscal resources (e.g. fundraisers, extracurricular, athletics) and property consistent with state guidelines and accounting practices. | The student identifies some appropriate procedures to manage school fiscal resources (e.g. fundraisers, extracurricular, athletics) and property consistent with state guidelines and accounting practices. | The student identifies at least one appropriate procedure to manage school fiscal resources (e.g. fundraisers, extracurricular, athletics) and property consistent with state guidelines and accounting practices. | The student fails to identify appropriate procedures to manage school fiscal resources (e.g. fundraisers, extracurricular, athletics) and property consistent with state guidelines and accounting practices. | The student did not submit. |
| FELE Skill 3.3.3 | The student identifies and explains the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations. | The student identifies the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations but the explanation is incomplete. | The student identifies at least one of the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations but the identification and explanation is incomplete. | The student fails to identify the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations. | The student did not submit. |
| FELE Skill 3.3.4 | The student identifies multiple funding sources available to a school beyond Florida Education Finance Program allocations using various accurate examples. | The student identifies at least two funding sources available to a school beyond Florida Education Finance Program allocations. | The student identifies at least one funding sources available to a school beyond Florida Education Finance Program allocations. | The student fails to identify funding sources available to a school beyond Florida Education Finance Program allocations. | The student did not submit. |
| FELE Skill 3.5.1 | The student analyzes data and clearly communicates, in writing, appropriate information to stakeholders. | The student analyzes data and adequately communicates, in writing, information to stakeholders. | The student analyzes data and communicates, in writing, information to stakeholders, however the analysis and/or the communication needs revision. | The student fails to analyze data and communicates, in writing, appropriate information to stakeholders. | The student did not submit. |

Competency Assessment 2
Plan for New Teacher Orientation to School Operations

Assignment Description: The student will use the scenario below to develop a series of workshops/meetings for teachers new to the school. The student will also create the agenda for an initial meeting designed to develop aspiring leaders by allowing them to orient new teachers to the school discipline plan, safety plan, assessment calendar and other areas of operations (determined by the student) as well as the delegation of tasks.

Scenario: You are the assistant principal and the new school year is about to begin. This year, you have eight new teachers and three aspiring leaders on your staff. It is your responsibility to onboard the new teachers to both school and district policies as well as to provide training to them during the preservice week prior to the start of school. In order to assist with these tasks, you will need to work with the three aspiring teacher leaders on your campus.

To complete the Competency Assessment, you must include the following:

- Matching of the eight new teachers to the three aspiring include the rationale for the assignment.
- Complete plan for the onboarding of new teachers to include:
- Goals and objectives for each area of school operations included in the onboarding of new teachers: the school-wide discipline plan, the school safety and/or crisis plan, the year-long testing/assessment schedule and other areas of operations specific to your school.
- Work you will do with the aspiring leaders to ensure they appropriately orient the new teachers to the important aspects of school operations
- Method of monitoring and providing support to the three aspiring leaders
- Method of monitoring new teacher understanding of school-wide discipline plan, safety/crisis plan, testing/assessment schedule and other areas of operations specific to your school.
- Follow up for professional growth for both new teachers and aspiring leaders.
- Method of measuring outcomes for all learners.

| Competency Assessment 2: Rubric: Plan for Operations | | | | | |
|---|---|---|---|---|--|
| <i>Topic</i> | <i>Exemplary</i> | <i>Satisfactory</i> | <i>Emerging</i> | <i>Unsatisfactory</i> | <i>No Attempt</i> |
| Delegation of work | The student recognizes and capitalizes on the strengths of others through the rationalization of matching new teachers to aspiring leaders. (6 pts.) | The student recognizes and capitalizes on some of the strengths of others throughout the project. (5 pts.) | The student recognizes and capitalizes on some of the strengths of others; however, the analysis needs improvement. (4 pts.) | The student is unable to recognize the strengths of others and, therefore, does not capitalize on them. (3-1 pts.) | The student makes no attempt (0 pts.) |

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| Competency Assessment 2: Rubric: Plan for Operations | | | | | |
|--|---|--|---|---|---|
| <i>Topic</i> | <i>Exemplary</i> | <i>Satisfactory</i> | <i>Emerging</i> | <i>Unsatisfactory</i> | <i>No Attempt</i> |
| Follow Up and Monitoring | The student ensures that the new teachers demonstrate a thorough understanding of school operations including discipline plan, safety/crisis plan, assessment schedule and other areas of operations specific to the school. (6 pts.) | The student ensures new teachers demonstrate a moderate understanding of school operations in the areas of discipline, safety, assessment and other areas of operations specific to the school. (5 pts.) | The student ensures new teachers demonstrate a minimal understanding of school operations in the areas of discipline, safety, assessment and other areas of operations specific to the school. (4 pts.) | The student does not ensure new teachers demonstrate a minimal understanding of school operations in the areas of discipline, safety, assessment and other areas of operations specific to the school. (3-1 pts.) | The student does not submit. (0 pts.) |
| Evaluation | The student provides an effective means to determine new teacher mastery of school operations. (6 pts.) | The student provides a moderately effective means to determine new teacher mastery of school operations. (5 pts.) | The student provides a minimally effective means to determine new teacher mastery of school operations. (4 pts.) | The student does not provide the means to determine new teacher mastery of school operations. (3-1 pts.) | The student makes no attempt. (0 pts.) |
| Content & Development <i>The student will use clear and persuasive communication</i> | - Exhibits a comprehensive, accurate, and persuasive understanding of the topic. - Major points are identified and clearly and fully supported. - External literature and research used are compelling, current and clearly address the topic. - Content and purpose are clear, consistent and compelling. (6 pts.) | - Exhibits an accurate and comprehensive understanding of the topic. - Major points are identified and adequately supported. - External literature and research used are current and address the topic. - Content and purpose are clear and consistent. (5 pts.) | - Exhibits a general understanding of the topic. - Major points are identified but not adequately supported. - External literature and research used is included but does not adequately address the topic. - Content and purpose are unclear and inconsistent. (4 pt.) | - Exhibits a limited understanding of the topic. - Major points are poorly identified and not supported. - External literature and research used are not adequately included. - Content vague and purpose is difficult to determine. (3-1 pts.) | No attempt made (0 pts.) |

| Competency Assessment 2: Rubric: Plan for Operations | | | | | |
|---|--|--|--|---|--|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| Organization & Structure <i>The student will provide organized and structured writing.</i> | <ul style="list-style-type: none"> - Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling. (6 pts.) | <ul style="list-style-type: none"> - Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow. (5 pts.) | <ul style="list-style-type: none"> - Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement. (4 pt.) | <ul style="list-style-type: none"> - Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions. (3-1 pts.) | No attempt made (0 pts.) |
| Format and References <i>The student will use appropriate formatting following the APA style.</i> | <ul style="list-style-type: none"> - Introduction and conclusions are compelling and major points are concisely previewed or summarized. - Citations and references are provided and follow APA style with no errors. (6 pts.) | <ul style="list-style-type: none"> - Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. (5 pts.) | <ul style="list-style-type: none"> - Introduction and conclusions are present but major points are not previewed or summarized. - Citations and references are provided and follow APA style but not consistently. (4 pts.) | <ul style="list-style-type: none"> - Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. (3-1 pts.) | No attempt made (0 pts.) |
| Mechanics (grammar, spelling, length) <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i> | <ul style="list-style-type: none"> - Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. - Language clear, precise, invoking interest and attention. - Length appropriate as described for the assignment. (6 pts.) | <ul style="list-style-type: none"> - Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. - Language appropriate and clear. - Length appropriate as described for the assignment. (5 pts.) | <ul style="list-style-type: none"> - Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. (4 pts.) | <ul style="list-style-type: none"> - Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. (3-1 pts.) | No attempt made (0 pts.) |
| Writing Grade Calculation | <i>Sum of column above:</i> | <i>Sum of column above:</i> | <i>Sum of column above:</i> | <i>Sum of column above:</i> | TOTAL OF WRITING GRADE (sum of all values to the left): |
| TOTAL POINTS FROM CONTENT GRADE (see final column in "Content Grade Calculation") * .75 | | | | | |
| TOTAL POINTS FROM WRITING GRADE (see final column of writing grade) / 8: | | | | | |
| TOTAL POINTS FOR COMPETENCY 1 (sum of previous two rows): | | | | | |

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| Competency Assessment 2: Rubric: Plan for Operations | | | | | |
|---|--|---|---|---|-------------------------------|
| <i>Topic</i> | <i>Exemplary</i> | <i>Satisfactory</i> | <i>Emerging</i> | <i>Unsatisfactory</i> | <i>No Attempt</i> |
| FELE Skill 1.2.4 | The student clearly identifies effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula. | The student moderately identifies effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula. | The student somewhat identifies effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula. | The student fails to identify effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula. | The student does not submit. |
| FELE Skill 2.1.2 | The student identifies and analyzes multiple strategies to induct new faculty members into a school's culture. | The student identifies and analyzes two strategies to induct new faculty members into a school's culture. | The student identifies and analyzes one strategy to induct new faculty members into a school's culture. | The student fails to identify and analyze strategies to induct new faculty members into a school's culture. | The student does not submit. |
| FELE Skill 2.2.2 | The student clearly identifies appropriate allocations of resources necessary to engage faculty in ongoing, effective, individual and collaborative professional learning. | The student identifies appropriate allocations of resources necessary to engage faculty in ongoing, effective, individual and collaborative professional learning. | The student identifies one appropriate resource necessary to allocations of resources necessary to engage faculty in ongoing, effective, individual and collaborative professional learning. | The student fails to identify appropriate allocations of resources necessary to engage faculty in ongoing, effective, individual and collaborative professional learning. | The student does not submit. |
| FELE Skill 2.3.3 | The student clearly differentiates among strategies for successful management in key positions. | The student somewhat differentiates among strategies for successful management in key positions. | The student minimally differentiates among strategies for successful management in key positions. | The student fails to differentiate among strategies for successful management in key positions. | The student makes no attempt. |
| FELE Skill 2.4.1 | The student clearly identifies appropriate behavior as outlined in the Code of Ethics of the Educator Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006 | The student somewhat identifies appropriate behavior as outlined in the Code of Ethics of the Educator Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006 | The student minimally identifies appropriate behavior as outlined in the Code of Ethics of the Educator Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006 | The student does not identify appropriate behavior as outlined in the Code of Ethics of the Educator Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006 | The student does not submit. |

| Competency Assessment 2: Rubric: Plan for Operations | | | | | |
|--|--|---|--|---|------------------------------|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| FELE Skill 3.2.2 | The student clearly identifies appropriate roles, responsibilities, and practices that assure effective discipline and promotes a safe learning environment. | The student identifies somewhat appropriate roles, responsibilities, and practices that assure effective discipline and promotes a safe learning environment. | The student minimally identifies appropriate role, responsibility, and practice that assure effective discipline and promotes a safe learning environment. | The student does not identify appropriate roles, responsibilities, and practices that assure effective discipline and promotes a safe learning environment. | The student does not submit. |
| FELE Skill 3.2.3 | The student identifies and evaluates multiple appropriate actions to assure the health, safety, and welfare of all persons on campus. | The student identifies and evaluates two appropriate actions to assure the health, safety, and welfare of all persons on campus. | The student identifies and evaluates one appropriate action to assure the health, safety, and welfare of all persons on campus. | The student does not identify and evaluate appropriate actions to assure the health, safety, and welfare of all persons on campus. | The student does not submit. |

Competency Assessment

Assignment Description: After completing the analysis and critique of organizational and operating systems in the school, students will create an outline for a plan for improvement of one school-wide system using the template provided. The plan will demonstrate the student's understanding of the interconnection of systems and the processes needed to support student and adult learning in the school. This Competency Assessment is worth 25 points. The plan outline will include:

- The purpose of the implementation: What is the issue being addressed and why is it important?
- Measurable goals: What are the specific measurable goals for improvement?
- Measurable objectives: What are the specific objectives that align to each goal?
- Evaluation Plan: How will the plan be evaluated?

Actions: For each step that will be completed: who is responsible, when will the step begin and end, what resources (financial, time, human capital, space etc.) are needed to complete the step, what possible barriers to success are identified, and what is the desired outcome for the step.

| Competency Assessment 3 Rubric | | | | | |
|--------------------------------|---|---|--|---|---------------------------------------|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| Purpose | The student clearly defines the purpose for improving a system in the school, including a compelling rationale based on a thorough analysis. (6 pts.) | The student defines the purpose for the improvement including a brief rationale based on a basic analysis. (5 pts.) | The student provides a purpose and/or a rationale for improving a system in the school that is vague and needs improvement. (4 pts.) | The student does not define the purpose for the improvement and/or does not include a brief rationale based on a basic analysis. (3-1 pts.) | The student does not submit. (0 pts.) |

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| Competency Assessment 3 Rubric | | | | | |
|--------------------------------|--|---|--|--|---------------------------------------|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| Goals | The student establishes clear and appropriate goals for improvement of a system in the school that are clearly aligned with the rationale for improvement. (6 pts.) | The student establishes goals for improvement of a system in the school that are somewhat aligned with the rationale for improvement. (5 pts.) | The student establishes goals for improvement of a system in the school that are not aligned with the rationale for improvement and need revision. (4 pts.) | The student does not establish goals for improvement of a system in the school that are aligned with the rationale for improvement. (3-1 pts.) | The student does not submit. (0 pts.) |
| Objectives | The student establishes clear and appropriate objectives that align with the goals for improvement of a system in the school including specific, measurable, attainable, and time-bound elements. (6 pts.) | The student establishes somewhat appropriate objectives that align with the goals for improvement of a system in the school including specific, measurable, attainable, and time-bound elements. (5 pts.) | The student establishes objectives that do not align with the goals for improvement of a system in the school and need revision and/or the objectives are missing any part including specific, measurable, attainable, and time-bound elements. (4 pts.) | The student does not include appropriate objectives that align with the goals for improvement of a system in the school and/or the objectives are missing any part including specific, measurable, attainable, and time-bound elements. (3-1 pts.) | The student does not submit. (0 pts.) |
| Evaluation | The student establishes a clear evaluation of the system improvement plan based on specific outcomes that align to the goals and objectives. (6 pts.) | The student establishes a somewhat clear evaluation of the system improvement plan based on specific outcomes that align to the goals and objectives. (5 pts.) | The student establishes an evaluation of the system improvement plan; however, revision is necessary based on specific outcomes that align to the goals and objectives. (4 pts.) | The student does not establish a clear evaluation of the system improvement plan based on specific outcomes that align to the goals and objectives. (3-1 pts.) | The student does not submit. (0 pts.) |
| Action Steps | The student establishes a well-defined plan of action for implementation of the systems improvement plan including steps, responsibility, timeline, resources, barriers, and desired outcome. (6 pts.) | The student establishes a basic schedule for implementation of the systems improvement plan including steps, responsibility, timeline, resources, barriers, and desired outcome. (5 pts.) | The student establishes a basic schedule for implementation of the systems improvement plan but does not include all required elements including steps, responsibility, timeline, resources, barriers, and desired outcome. (4 pts.) | The student does not establish a basic schedule for implementation of the systems improvement plan including all required elements including steps, responsibility, timeline, resources, barriers, and desired outcome. (3-1 pts.) | The student does not submit. (0 pts.) |

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| Competency Assessment 3 Rubric | | | | | |
|---|--|---|--|--|---|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| Content Grade Calculation | Sum of column above: | Sum of column above: | Sum of column above: | Sum of column above: | TOTAL OF CONTENT GRADE (sum of all values to the left): |
| Content & Development <i>The student will use clear and persuasive communication</i> | <ul style="list-style-type: none"> - Exhibits a comprehensive, accurate, and persuasive understanding of the topic. - Major points are identified and clearly and fully supported. - External literature and research used are compelling, current and clearly address the topic. - Content and purpose are clear, consistent and compelling. (6 pts.) | <ul style="list-style-type: none"> - Exhibits an accurate and comprehensive understanding of the topic. - Major points are identified and adequately supported. - External literature and research used are current and address the topic. - Content and purpose are clear and consistent. (5 pts.) | <ul style="list-style-type: none"> - Exhibits a general understanding of the topic. - Major points are identified but not adequately supported. - External literature and research used is included but does not adequately address the topic. - Content and purpose are unclear and inconsistent. (4 pt.) | <ul style="list-style-type: none"> - Exhibits a limited understanding of the topic. - Major points are poorly identified and not supported. - External literature and research used are not adequately included. - Content vague and purpose is difficult to determine. (3-1 pts.) | No attempt made (0 pts.) |
| Organization & Structure <i>The student will provide organized and structured writing.</i> | <ul style="list-style-type: none"> - Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling. (6 pts.) | <ul style="list-style-type: none"> - Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow. (5 pts.) | <ul style="list-style-type: none"> - Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement. (4 pt.) | <ul style="list-style-type: none"> - Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions. (3-1 pts.) | No attempt made (0 pts.) |
| Format and References <i>The student will use appropriate formatting following the APA style.</i> | <ul style="list-style-type: none"> - Introduction and conclusions are compelling and major points are concisely previewed or summarized. - Citations and references are provided and follow APA style with no errors. (6 pts.) | <ul style="list-style-type: none"> - Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. (5 pts.) | <ul style="list-style-type: none"> - Introduction and conclusions are present but major points are not previewed or summarized. - Citations and references are provided and follow APA style but not consistently. (4 pts.) | <ul style="list-style-type: none"> - Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. (3-1 pts.) | No attempt made (0 pts.) |

| Competency Assessment 3 Rubric | | | | | |
|---|--|--|--|---|--|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| Mechanics (grammar, spelling, length) <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i> | - Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. - Language clear, precise, invoking interest and attention. - Length appropriate as described for the assignment. (6 pts.) | - Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. - Language appropriate and clear. - Length appropriate as described for the assignment. (5 pts.) | - Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. (4 pts.) | - Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. (3-1 pts.) | <i>No attempt made (0 pts.)</i> |
| Writing Grade Calculation | <i>Sum of column above:</i> | <i>Sum of column above:</i> | <i>Sum of column above:</i> | <i>Sum of column above:</i> | TOTAL OF WRITING GRADE (sum of all values to the left): |
| TOTAL POINTS FROM CONTENT GRADE (see final column in "Content Grade Calculation")*.75 | | | | | |
| TOTAL POINTS FROM WRITING GRADE (see final column of writing grade) / 8: | | | | | |
| TOTAL POINTS FOR COMPETENCY 1 (sum of previous two rows): | | | | | |
| FELE 2.3.2 | The student clearly identifies appropriate allocations of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning. | The student identifies some appropriate allocations of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning. | The student identifies some appropriate allocations of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning but the analysis is incomplete and needs revision. | The student does not identify appropriate allocations of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning but the analysis is incomplete and needs revision. | The student did not submit. |
| FELE 3.1.1 | The student clearly and completely analyzes and prioritizes decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance. | The student analyzes and prioritizes some decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance. | The student analyzes and prioritizes some decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance but the analysis and/or prioritization needs revision. | The student does not analyze and/or prioritizes decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance. | The student does not submit. |
| FELE 3.1.4 | The student selects clearly appropriate steps in a change process that effectively facilitate implementation of new policies or procedures. | The student selects moderately appropriate steps in a change process that facilitate implementation of new policies or procedures. | The student selects steps in a change process that need revision to facilitate implementation of new policies or procedures. | The student does not select steps in a change process that need revision to facilitate implementation of new policies or procedures. | The student does not submit. |

| Competency Assessment 3 Rubric | | | | | |
|--------------------------------|--|---|--|---|------------------------------|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| FELE 3.2.4 | The student assesses and analyzes effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development. | The student assesses and analyzes somewhat effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development. | The student assesses and analyzes somewhat effective strategies for managing schedules and delegating responsibilities but the strategies need revision in order to promote collegial efforts in school improvement and faculty development. | The student does not assess and/or analyze effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development. | The student does not submit. |
| FELE 3.1.2 | The student clearly analyzes and evaluates decisions for effectiveness. | The student somewhat analyzes and evaluates decisions for effectiveness. | The student analyzes and evaluates decisions for effectiveness but the analysis needs revision. | The student does not analyze and/or evaluate decisions for effectiveness. | The student does not submit. |
| FELE 3.2.1 | The student clearly analyzes and evaluates strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans. | The student analyzes and evaluates strategies for organizing time, tasks, technologies, and projects somewhat effectively with clear goals, objectives, and plans. | The student analyzes and evaluates strategies for organizing time, tasks, technologies, and projects somewhat effectively with clear goals, objectives, and plans but the goals and/or objectives need revision. | The student does not analyze and/or evaluate strategies for organizing time, tasks, technologies, and projects effectively and/or the goals, objectives, and plans are not clear. | The student does not submit. |
| FELE 3.5.3 | The student effectively analyzes data and clearly communicates, in writing, strategies that increase motivation and improve morale while promoting collegial efforts. | The student analyzes data and somewhat clearly communicates, in writing, strategies that increase motivation and improve morale while promoting collegial efforts. | The student analyzes data and somewhat clearly communicates, in writing, strategies that increase motivation and improve morale while promoting collegial efforts but the communication needs revision. | The student does not effectively analyze data and/or clearly communicate, in writing, strategies that increase motivation and improve morale while promoting collegial efforts. | The student does not submit. |
| FELE 1.2.2 | The student clearly analyzes and determines appropriate strategies that enhance a school's climate and support student engagement in learning. | The student somewhat clearly analyzes and determines somewhat appropriate strategies that enhance a school's climate and support student engagement in learning. | The student analyzes and determines somewhat appropriate strategies that enhance a school's climate and support student engagement in learning. | The student does not analyze and determine appropriate strategies that enhance a school's climate and support student engagement in learning. | |

| Competency Assessment 3 Rubric | | | | | |
|--------------------------------|---|--|---|--|------------------------------|
| <i>Topic</i> | <i>Exemplary</i> | <i>Satisfactory</i> | <i>Emerging</i> | <i>Unsatisfactory</i> | <i>No Attempt</i> |
| FELE 1.2.4 | The student clearly identifies and discriminates among effective strategies that engage faculty and staff. | The student somewhat clearly identifies and discriminates among effective strategies that engage faculty and staff. | The student identifies and discriminate among strategies that engage faculty and staff but the identification and/or discrimination is incomplete and needs revision. | The student does not identify and/or discriminate among effective strategies that engage faculty and staff. | The student does not submit. |
| FELE 1.2.1 | The student clearly identifies and selects appropriate strategies that assure faculty and staff will work as a learning organization. | The student identifies and selects somewhat appropriate strategies that assure faculty and staff will work as a learning organization. | The student partially identifies and selects somewhat appropriate strategies that assure faculty and staff will work as a learning organization. | The student does not identify and/or select appropriate strategies that assure faculty and staff will work as a learning organization. | The student does not submit. |

GRADED ASSIGNMENTS

| Assignments | Points |
|--|--------|
| Competency Assessment #1: Budget Analysis | 25 |
| Competency Assessment #2: Plan for New Teacher Orientation | 25 |
| Competency Assessment #3: Outline for the Plan for Improvement | 25 |
| Reflection #1 | 5 |
| Reflection #2 | 5 |
| Reflection #3 | 5 |
| Participation | 10 |
| Total Points | 100 |

Journals: Reflective Decision Making

A major goal of this course is to promote students' capacity as reflective decision makers. Students will meet this goal through reflective journal writing based on the learning in each module, class discussions, and the work they are conducting at their respective schools. This assignment will be assessed using the standard School Leaders Master's Program Reflective Writing Rubric.

Class Participation

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

SCHOOL LEADERS MASTER'S PROGRAM COURSE GRADING SCALE

This grading scale will be used to determine the final grades given in the course.

| <i>Letter</i> | <i>Percent</i> | <i>Grade Points</i> | <i>Letter</i> | <i>Percent</i> | <i>Grade Points</i> |
|---------------|----------------|---------------------|---------------|----------------|---------------------|
| A | 93-100 | = 4.0 | C | 73-76 | = 2.0 |
| A- | 90-92 | = 3.67 | C- | 70-72 | = 1.67 |
| B+ | 87-89 | = 3.33 | D+ | 67-69 | = 1.33 |
| B | 83-86 | = 3.00 | D | 63-66 | = 1.00 |
| B- | 80-82 | = 2.67 | D- | 60-62 | = 0.67 |
| C+ | 77-79 | = 2.33 | F | Below 60 | = 0.00 |

SCHOOL LEADERS MASTER'S PROGRAM STANDARD RUBRICS

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

Reflective Writing Rubric

This rubric is for reflection assignments on readings, class discussions, presentations, and website information. Note that the self-reflection section is to be written in the first person.

- 1) Synthesis of Learning
 - a. Provides a clear synthesis of information related to the unit topic.
 - b. Includes appropriate citations for references
- 2) Personal reflections:
 - a. How does what you learned apply to your current leadership?
 - b. What challenges do you foresee as you grow in your leadership?

| School Leaders Master's Program Reflective Writing Rubric | | | | | |
|---|---|--|--|--|--------------------------------------|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| Synthesis of Learning <i>Synthesis of information related to the topic.</i> | Provides a thorough synthesis of information related to the concepts presented in class. (6 pts.) | Provides a basic synthesis of information related to the concepts presented in class. (5 pts.) | Provides a limited synthesis of information related to the concepts presented in class. (4 pts.) | Does not synthesize the information related to the concepts presented in class. (2 pts.) | The student did not submit. (0 pts.) |

| School Leaders Master's Program Reflective Writing Rubric | | | | | |
|---|--|--|--|---|---|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| Personal Reflection <i>First Person writing</i> | Provides a meaningful personal connection to the readings, presentations, learning activities and demonstrates a deep personal understanding of the topic. (6 pts.) | Provides a basic personal connection to the readings, presentations, learning activities and demonstrates a basic personal understanding of the topic. (5 pts.) | Provides a limited personal connection to the readings, presentations, learning activities and demonstrates a limited personal understanding of the topic. (4 pts.) | Does not make a personal connection to the readings, presentations, learning activities and does not demonstrate a personal understanding of the topic. (2 pts.) | The student did not submit. (0 pts.) |

School Leaders Master's Program Writing Rubric

This rubric is for all non-reflection written assignments. All written assignments should follow APA style. This rubric will be incorporated within the specific rubric of each written assignment.

| School Leaders Master's Program Writing Rubric | | | | | |
|---|--|---|--|--|------------------------------------|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| Content & Development* <i>The student will use clear and persuasive communication</i> | <ul style="list-style-type: none"> - Exhibits a comprehensive, accurate, and persuasive understanding of the topic. - Major points are identified and clearly and fully supported. - External literature and research used are compelling, current and clearly address the topic. - Content and purpose are clear, consistent and compelling. (6 pts.) | <ul style="list-style-type: none"> - Exhibits an accurate and comprehensive understanding of the topic. - Major points are identified and adequately supported. - External literature and research used are current and address the topic. - Content and purpose are clear and consistent. (5 pts.) | <ul style="list-style-type: none"> - Exhibits a general understanding of the topic. - Major points are identified but not adequately supported. - External literature and research used is included but does not adequately address the topic. - Content and purpose are unclear and inconsistent. (4 pt.) | <ul style="list-style-type: none"> - Exhibits a limited understanding of the topic. - Major points are poorly identified and not supported. - External literature and research used are not adequately included. - Content vague and purpose is difficult to determine. (2 pts.) | <i>No attempt made</i> (0 pts.) |

| School Leaders Master's Program Writing Rubric | | | | | |
|--|--|--|--|---|--|
| Topic | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| <p>Organization & Structure* <i>The student will provide organized and structured writing.</i></p> <p>*See Content and Development NOTE above.</p> | <ul style="list-style-type: none"> - Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling. (6 pts.) | <ul style="list-style-type: none"> - Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow. (5 pts.) | <ul style="list-style-type: none"> - Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement. (4 pt.) | <ul style="list-style-type: none"> - Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions. (2 pts.) | <p><i>No attempt made (0 pts.)</i></p> |
| <p>Format and References <i>The student will use appropriate formatting following the APA style.</i></p> <p>*See Content and Development NOTE above.</p> | <ul style="list-style-type: none"> - Introduction and conclusions are compelling and major points are concisely previewed or summarized. - Citations and references are provided and follow APA style with no errors. (6 pts.) | <ul style="list-style-type: none"> - Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. (5 pts.) | <ul style="list-style-type: none"> - Introduction and conclusions are present but major points are not previewed or summarized. - Citations and references are provided and follow APA style but not consistently. (4 pts.) | <ul style="list-style-type: none"> - Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. (2 pts.) | <p><i>No attempt made (0 pts.)</i></p> |
| <p>Mechanics (grammar, spelling, length) <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i></p> <p>*See Content and Development NOTE above.</p> | <ul style="list-style-type: none"> - Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. - Language clear, precise, invoking interest and attention. - Length appropriate as described for the assignment. (6 pts.) | <ul style="list-style-type: none"> - Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. - Language appropriate and clear. - Length appropriate as described for the assignment. (5 pts.) | <ul style="list-style-type: none"> - Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. (4 pts.) | <ul style="list-style-type: none"> - Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. (2 pts.) | <p><i>No attempt made (0 pts.)</i></p> |
| <p>*NOTE: When incorporated within an assessment rubric, the total points from this Master's Program Writing Rubric will be divided by 4, 6, or 8 to make the maximum value of the writing either 6, 4, or 3 points towards the total value of the written assignment.</p> | | | | | |

| School Leaders Master's Program Class Participation Rubric | | | | | |
|---|--|---|---|--|---|
| | Exemplary | Satisfactory | Emerging | Unsatisfactory | No Attempt |
| Preparation | Fully prepared shows evidence of readings and presentations. (6 pts.) | Mostly prepared, shows evidence of some readings and presentations. (5 pts.) | Minimally prepared, shows little evidence of readings and presentations. (4 pts.) | Not prepared, does not show evidence of readings and presentations. (2 pts.) | The student did not participate. (0 pts.) |
| Group Activities | Fully engaged in group activity, works with team to produce a high-quality product, supports all team members in the work. (6 pts.) | Somewhat engaged in group activity, works with team, the group product is satisfactory, supports some team members in the work. (5 pts.) | Minimally engaged in group activity, works with team some of the time, the group product is minimally acceptable, supports some team members in the work. (4 pts.) | Not engaged in group activity, works with team only some of the time, the group product is not acceptable, hinders the work of the group. (2 pts.) | The student did not participate. (0 pts.) |
| Class Discussions | Actively and respectfully listens to others and builds on comments, without dominating the conversation. Using references to readings, presentations, as well as makes connections to experience. (6 pts.) | Listens to others respectfully and sometimes builds on comments. Sometimes is quiet or dominates conversation. Sometimes uses references to readings, presentations, as well as makes connections to experience. (5 pts.) | Listens to others respectfully and sometimes but does not builds on comments. Overly quiet or overly dominant in conversation. Uses limited references to readings, presentations, as well as makes connections to experience. (4 pts.) | Does not listens to others respectfully and does not builds on comments. Overly quiet or overly dominant in conversation. Does not use references to readings, presentations, or connections to experience. (2 pts.) | The student did not participate. (0 pts.) |
| Punctuality | On time and ready to work prior to the beginning of class and at the termination of all breaks, always in attendance at class. (6 pts.) | On time and ready to work prior to the beginning of class but is sometimes late at the termination of all breaks, always in attendance at class. (5 pts.) | Late to class at least once and sometimes late at the termination of breaks, always in attendance at class. (4 pts.) | Late to class more than once and sometimes late at the termination of breaks, Misses a day of class. (2 pts.) | The student did not participate. (0 pts.) |
| *NOTE: This rubric will be used to calculate the student's participation grade. The total points from this Participation Rubric will be divided by 2 to make the maximum point value 12 points for class participation. | | | | | |

END OF COURSE SURVEY

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

To begin the SPOT process:

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

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

SCHOOL LEADERS MASTER'S PROGRAM POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES:

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

ATTENDANCE POLICY

According to FAU, the Department of Educational Leadership and Research Methodology, and the School Leaders Master's Program protocols and Attendance Policy, "Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor." Refer to the School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. Students must attend **ALL** classes. Students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor and the School Leaders Master's Program Coordinator responsible for that student's cohort. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. The School Leaders Master's Program Coordinator responsible for that student's cohort reserves the right to approve or disapprove any absence. It is the student's responsibility to make up all assignments missed during his or her absence.

CLASSROOM ETIQUETTE / BEHAVIOR POLICY

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

CODE OF ACADEMIC INTEGRITY (4.001)

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

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

SPECIAL LEARNING NEEDS

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

STUDENT CODE OF CONDUCT (4.007)

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

A humanistic approach is employed. The University's Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University's mission."

For the complete code, please see:

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

RELIGIOUS HOLIDAYS

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

CONTRACTUAL OBLIGATIONS

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

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provide FAU students a range of services—individual, counseling, support meetings, and psychiatric services, to name a few—offered to help improve and maintain emotional well-being. For more information, go to <http://fau.edu/counseling>.

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Mikaela Kursell

From: Michael Brady
Sent: Thursday, November 14, 2019 4:51 PM
To: Robert Shockley
Subject: RE: Graduate Program Proposals from EDLRM

Bob – I've reviewed the changes to your program descriptions and syllabi. I do not see any conflict or overlap with the courses or curriculum in the ESE Department. Good luck with the changes!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Thursday, November 7, 2019 5:33 PM
To: Barbara Ridener <BRIDENER@fau.edu>; Dale Williams <dwilliams@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Stephen Silverman <silverman@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Valerie Bryan <bryan@fau.edu>; Maysaa Barakat <barakatm@fau.edu>; Sunny Gross <sgross20@fau.edu>
Subject: Graduate Program Proposals from EDLRM

For your information I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

- Catalog changes for the EDL Adult and Community Education Specialist Degree
- Catalog changes for proposed changes to the EDL Masters School Leaders Degree reflecting new course proposals, as well as course change proposals included in attached materials. These changes are as a result of Wallace Grant partnership initiatives with area school districts.
- Catalog changes to for proposed changes to the EDL Specialist (School Leaders) with Certification Degree reflecting new course proposals, as well as course change proposals that are included in attached materials. Again, these changes are the result of partnership initiatives with area school districts.
- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

Robert Shockley, Chair
Educational Leadership and Research Methodology
ED 47 Room 260A
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Boca Raton, FL 33431

GRADUATE COLLEGE

FEB 10 2020

Mikaela Kursell

From: Barbara Ridener
Sent: Monday, November 18, 2019 10:10 AM
To: Robert Shockley
Subject: RE: Graduate Program Proposals from EDLRM

No conflict for Teaching and Learning.

Sorry for the delay.

Barbara

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Thursday, November 7, 2019 5:33 PM
To: Barbara Ridener <BRIDENER@fau.edu>; Dale Williams <dwilliams@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Stephen Silverman <silverman@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Valerie Bryan <bryan@fau.edu>; Maysaa Barakat <barakatm@fau.edu>; Sunny Gross <sgross20@fau.edu>
Subject: Graduate Program Proposals from EDLRM

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Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

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GRADUATE COLLEGE

FEB 10 2020

Mikaela Kursell

From: Robert Shockley
Sent: Tuesday, November 26, 2019 1:09 PM
To: Daniel Reyes-Guerra
Subject: FW: Graduate Program Proposals from EDLRM

FYII RS

From: Hanizah Zainuddin <zainuddi@fau.edu>
Sent: Tuesday, November 26, 2019 11:39 AM
To: Robert Shockley <SHOCKLEY@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Sunny Gross <sgross20@fau.edu>
Subject: RE: Graduate Program Proposals from EDLRM

Hi Bob:

I'm terribly sorry for this delay. I hope it's not too late. While my department doesn't see a conflict, it looks like both EDF 6918 (Action Research) and an EEX course were removed from the prior requirements. Perhaps this has to do with your grant requirements.

As I've said, my department sees no conflict, but we do want to express some our thoughts resulting from these proposals. Many of the topics in your curriculum proposals are also those that we address in our current courses, and are likely to address in our future courses as social justice is central to CCEI department's mission. While we agree that this work should be done across departments as they pertain to their field, we notice that questions about equity, race and class in instruction are being raised in the classroom context which directly overlaps with the work of my department. We hope that the presence of these topics on the syllabus does not become the basis by which our department's efforts towards the same goals will be objected to in future courses that we develop.

Additionally, as we accept new MEd in C & I students starting spring 2020, who will be needing the ELDRM courses in the Teacher Leadership Certificate, we would also like to know if your department would be open to including courses in our department on your list of program requirements in the future. We would really love to have this conversation with your department or relevant faculty to explore this possibility going forward.

All the best in the curriculum proposals!

Take care,

Best regards,
Hani

Hanizah Zainuddin, Ph.D
Interim Chair and Associate Professor
Dept. of Curriculum, Culture, and Educational Inquiry
Rm. 347, Education Bldg
777 Glades Rd,

GRADUATE COLLEGE

FEB 10 2020

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Visit our Department Website:
<http://www.coe.fau.edu/academicdepartments/ccei>
Visit our Facebook Page:
<https://www.facebook.com/fauCCEI>



"Helping the underprivileged is justice, not charity"

Mikaela Kursell

From: Dale Williams
Sent: Tuesday, November 12, 2019 8:33 AM
To: Robert Shockley
Subject: RE: Graduate Program Proposals from EDLRM

Follow Up Flag: Flag for follow up
Flag Status: Flagged

No conflicts or concerns.
Dale

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Friday, November 8, 2019 9:31 AM
To: Dale Williams <DWILLIAM@fau.edu>
Subject: FW: Graduate Program Proposals from EDLRM

For your information I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

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- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

Robert Shockley, Chair
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GRADUATE COLLEGE

FEB 10 2020

From: Robert Shockley <SHOCKLEY@fau.edu>

Sent: Tuesday, January 7, 2020 12:46 PM

To: Paul Peluso <ppeluso@fau.edu>

Cc: Maysaa Barakat <barakatm@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Sunny Gross <sgross20@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>

Subject: FW: Graduate Program Proposals from EDLRM

Paul,

I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

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- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

I am attaching statements of no conflict from all of the departments except for Counselor Education. I know you had verbally indicated to me that there was no conflict from your department but I could not locate a written response. Please get back to me at your earliest convenience if there are concerns or problems with this proposal. Bob

Robert Shockley, Chair
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(561)297-3551

GRADUATE COLLEGE

FEB 10 2020