## College of Education Vision

The College of Education at Texas Southern University will become the region’s leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities.

## College Of Education Mission

The mission of the College of Education at Texas Southern University is to provide competent career professionals for effective service in urban schools, utilizing research, collaboration, and application in seeking solutions to teaching, learning, social, physical and behavioral issues facing urban populations.

## College of Education Philosophy

The faculty members of the College of Education believe in the following: the dignity and worth of every student, a learner-centered philosophy, continuous professional growth is imperative for faculty as well as students, that faculty model current as well as effective teaching practices, education is a life-long learning process, and change for improvement is built on teamwork and collaborative planning.

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<table>
<thead>
<tr>
<th>COURSE/TITLE:</th>
<th>EDAS 800.01 Organization, Leadership, and Management (Spring 2015-ONLINE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE:</td>
<td>TEXAS SOUTHERN UNIVERSITY</td>
</tr>
<tr>
<td>DEPARTMENT:</td>
<td>EDUCATIONAL ADMINISTRATION AND FOUNDATIONS</td>
</tr>
<tr>
<td>PROFESSOR:</td>
<td>Dr. Bernnell Peltier-Glaze</td>
</tr>
<tr>
<td>E-MAIL:</td>
<td><a href="mailto:glazebm@tsu.edu">glazebm@tsu.edu</a></td>
</tr>
<tr>
<td>PHONE:</td>
<td>713-313-7496/6691</td>
</tr>
<tr>
<td>OFFICE HOURS:</td>
<td>Monday 12:00 p.m. – 4:00 p.m.</td>
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<tr>
<td></td>
<td>Tuesday By appointment</td>
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<td></td>
<td>Wednesday 12:00 p.m. - 4:00 p.m.</td>
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<tr>
<td></td>
<td>Thursday By appointment</td>
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<td>Friday By appointment</td>
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</tbody>
</table>
College of Education Conceptual Framework

The following graphic representation incorporates the College of Education’s Conceptual Framework into three components. One component focuses on the expectation held by the faculty that its graduates will be caring, committed, competent and culturally responsive urban educators. The second component focuses on practices designed to result in the realization of the faculty’s expectations. The final component focuses on outcomes—extents—to which the COE expectations have come to fruition. The faculty uses the acronym ExPO to refer to this three-component construction.

COURSE DESCRIPTION
This course addresses basic leadership and organizational structure for managing educational systems while acquiring the necessary resources for a sage, efficient, and effective learning environment.

COURSE RATIONALE
This course addresses each of the standards below as it relates to the course. This course is consistent with the mission of Texas Southern University, the College of Education, and the Department of Educational Administration and Foundations.
REQUIRED MATERIALS & TOOLS:

This will be an online class. Therefore, you must be able to access blackboard. TSU Blackboard site: [http://texsu.blackboard.com](http://texsu.blackboard.com)

All Blackboard users must login with the following username and password, as of January 2006:

username= last name + first initial + last 4 digits of T-number  
password= " MyWeb PIN"

Example: username: smithf1234  
password: 010277

Helpdesk: 713-313-4357

Required Textbook
- Please become familiar with the resources managed by the Robert James Terry (RJT) Library by visiting the website: http://www.tsu.edu/pages/2096.asp

Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word and Powerpoint.

1. Go to Blackboard and login. Locate EDAS 800.01 and select the link to the course website.
2. Become familiar with the Blackboard page. Review the announcements. Go to Course Documents and download and read the entire syllabus.
3. Purchase your textbooks. The University Bookstore telephone number is (713) 313-7030 or click on to their website at http://tsu.bncollege.com/
4. Site to use as a reference: http://www.apastyle.org/

The Department of Educational Administration and Foundations offers Masters and Doctoral degrees in Educational Administration. Also offered are programs leading to professional certification in Educational Administration at the Principal and Superintendency levels. The purpose of the Educational Administration and Foundations program in the College of Education is to prepare, on a continuing basis, individuals who are competent and capable, possess a strong awareness of their responsibility to organize, and lead and manage efficient and effective educational institutions.
DATES TO REMEMBER

- Friday, February 6, 2015: Last Day to file for December Graduation
- Wednesday, February 11, 2015: Last day to pay tuition and fees, with a late fee
- Purge of all unpaid course selections
- March 9 - 13, 2015- MID-SEMESTER EXAMS
- March 16 – 20, 2015 SPRING BREAK
- Thursday, April 2, 2015 HONORS DAY
- Friday, April 10, 2015: Last day to drop classes or withdraw from school, with grades of W
- Friday, May 8, 2015- Last day of classes
- May 11- 15, 2015- FINAL EXAMS
- Saturday, May 16, 2015: Graduation @ 9:30 a.m.

IMPORTANT INFORMATION

- Plagiarism will not be tolerated. If you use information from another source, you must give credit! See University Academic Honesty Policy.

*Late assignments* will not be accepted, unless extenuating circumstances exist (discretion of professor to determine extenuating circumstances based on the evidence presented by the student). Students are to discuss any issues with assignments prior to the assignment being due. If an assignment is missed by a student and the student did not have a previous conversation with the professor regarding the assignment, the student will receive a ZERO and will not be given permission to make up the assignment. If a student is given permission to make up an assignment, the student will only be able to earn partial credit, NOT full credit for the late assignment. Students may get approval from the professor to turn in late assignments. However, all late assignments will be reduced by 5% for each day late.

*Assignments will not be accepted via Email, unless instructed by the Professor. If an assignment is emailed instead of submitted to the designated Assignment Tab, without the professor’s permission, the assignment will not be graded and the student will receive a grade of ZERO.*

- Grade of (I)ncomplete will not be given. Students are expected to communicate with the professor, but most importantly turn in assignments on time.

  o **Incompletes:** A grade of “I” is given only in cases of documented emergencies or special circumstances late in the semester, *provided the student has been making satisfactory progress*. A grade contract must be completed which outlines what work must be completed and due dates of designated assignments.
All reading assignments.

COURSE REQUIREMENTS

Students will be required to turn in all assignments on time and participate in class discussions via Blackboard (Discussion Board).

ATTENDANCE POLICY

Regular attendance (via Blackboard) is an expected part of professional behavior and is essential to the comprehension and understanding of course material. Full credit will not be given to anyone who does not post a minimum of two/three times per week on Discussion Board (as outlined in the Discussion Board Rubric).

Class Policies

Class Attendance: Since this is an ONLINE course, class attendance is taken by student’s postings to Discussion Board. Students are required to post a minimum of three (3) times per week and a minimum of three posts are required- 1) respond to professor’s question(s); 2) respond to classmate; 3) respond to a different classmate. DISCUSSION THREAD/POSTS CANNOT BE MADE ON THE SAME DAY!!! FAILURE TO ADHERE TO THIS DISCUSSION BOARD/POSTING REQUIREMENTS WILL RESULT IN REDUCTION IN POINTS.

Changes in Syllabus: The professor reserves the right to make appropriate and/or necessary changes in the syllabus. Students will be notified of any syllabus changes. It is the student’s responsibility to keep updated on course information. Students are also responsible for checking their Email/Blackboard regularly for class announcements and materials.

Discussion: There will be weekly discussion topics. For each topic, an initial discussion post is to be submitted, as well as two or more responses to classmates. All discussion threads are to be based on accurate knowledge and application of concepts and information contained in the readings or other resources. Students will always be required to support his/her answers, provide specifics and show his/her thinking, as well as include citations (if applicable). Responses are a time to discuss, expand, enhance, question, apply -rather than evaluate -the contributions of others. Whether you agree or disagree, like or do not like is not the point; student’s thought process is what is important and what should be shared. It is expected that when students respond there is enough information shared/discussed so that the professor and classmates can really understand what is meant and the data the student’s reasoning is based upon. This will include using and referring to the textbook, as well as, personal experience.

Assignments: Assignments should be completed in Word format and should be submitted to the Assignments Tab by their assigned due dates.

Midterm and Final: There will be a Midterm and Final Exam
DISCUSSION BOARD RUBRIC

Weeks/Discussion boards will run each week from Mondays to Fridays, i.e. Monday, January 19, 2015 through Friday, January 23, 2015.

Students are responsible for a minimum of three (3) posts. The initial post/response must be to the question(s) posted by the professor. The other two (2) posts/responses are to classmates.

Posts must be made each week as follows:

- *First post must be made the Tuesday of each week; Second post must be made by the Thursday of each week; Final post must be made by Friday of each week*

- Posts should not be made all on the same day; if so, points will be deducted from Discussion Board/Participation grades.

- Students must post at least two/three times a week. Failure to do so will result in points deducted from Discussion Board/Participation grades.

- Posts must be substantive.

Points will be deducted as follows:

1 point for each thread/response that is not done. (In other words, if you do not post, you do receive points)

1 point per day for each thread/response that is not completed by the due date.

1-3 points if thread/responses is not substantive, i.e. responses should be detailed and reflective. When originally responding to the question(s), reference the chapter/book. When responding to classmates, do not respond with "I agree," etc. If you agree or disagree, explain why, etc. Points will also be deducted for grammatical as well as punctuation errors.
Course Grades/Requirements

EDAS 800

ORGANIZATION, LEADERSHIP, AND MANAGEMENT

Spring 2015

Weeks One/Two- January 19 – 30, 2015
  • Post Introduction- DUE by Wednesday, January 21, 2015 (10 pts)
    o Students are to make at least 4 posts (The first post is your introduction; the other 3
      posts are to 3 different classmates)
    o Students need to make first response post no later than Thursday, January 22, 2015;
      second response post no later than Tuesday, January 27, 2015; and third response post
      no later than Thursday, January 29, 2015.

Weeks Three/Four/Five – February 2 – 20, 2015
  • Read Chapter 1- Cultivating Community, Culture, and Learning
    o Upload Assignment(s) to Assignment Tab(s)
      ▪ Complete Part I Case Study: A New Role (DUE 2/13/2015)
      ▪ Write a School Profile (DUE 2/13/2015)
  • Read Chapter 2- Create a Vision for Learning
    o Upload Assignment(s) to Assignment Tab(s)
      ▪ Complete Part II Case Study: Creating A Vision (DUE 2/20/2015)

  • Discussion Board Assignment: Discuss the importance of developing, implementing and
    stewarding a vision.
  • Assignment: Write a Vision and Mission Statement for Muskie Junior High School (DUE
    2/27/2015)
    o Upload Assignment(s) to Assignment Tab(s)

Week Seven - March 2 – 6, 2015
  • Read Chapter 8- The Principal as Decision Maker
  • Read Chapter 10- The Principal and Change
    ▪ Discussion Board Assignment

Week Eight- March 9 – 13, 2015 – MID-TERMS
  • Midterm is located under the Quizzes/Exams Tab.(50 pts)

Week Nine- March 16-20, 2015 (SPRING BREAK)

Weeks Ten/Eleven- March 23 – April 3, 2015
  • Read Chapter 7- Organizational Structures
  • Read Chapter 13- Human Resource Management
    ▪ Discussion Board Assignment

Weeks Twelve/Thirteen- April 6 – 17, 2015
  • Read Chapter 12- Creating Safe Schools
    o Complete School Safety Audit/Action Plan
      ▪ Upload Assignment(s) to Assignment Tab(s)

Weeks Fourteen/Fifteen – April 20 – May 1, 2015
  • Read Chapter 11- Budgeting and School Facilities
    o Develop a Needs Assessment
      ▪ Upload Assignments to Assignment Tab(s)

Week Sixteen- May 4 – 8, 2015
  • Read Chapter 9- Developing Effective Communications
    o Assignments located under Assignment Tab

Week Seventeen – May 11 – 15, 2015- FINALS WEEK
  • Final Exam is located under the Quizzes/Exams Tab. (100 pts)

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The professor reserves the right to alter course requirements/assignments and/or the class schedule to better address the learning needs of the students.

This course (EDAS 800) addresses each of the standards below as each of those is tested at the state level on the Principal TEExES test. However, for the objectives of this course, special emphasis is placed on TEExES Standards 3&5 and Competencies 7-9; ELCC Standards 1& 3). To accomplish these objectives, this course emphasizes readings, discussion, case study, applied research, and field-based experiences all in a classroom environment (with some online classes). All students are expected to make important contributions to the course by participating collaboratively and actively in all class discussions. Quality participation is expected in discussions, class presentations, and other written assignments.

<table>
<thead>
<tr>
<th>COE Proficiencies</th>
<th>ELCC Standards</th>
<th>TEExES Standards</th>
<th>Student Learning Outcomes (SLOs)</th>
<th>Key Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,4,6,9,13</td>
<td>1&amp;3</td>
<td>3&amp;5</td>
<td>Students will demonstrate: -knowledge and ability to promote success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment - ability to design and implement an Action Plan encompassing leadership knowledge and skills across the “Professional Standards for Administrators”</td>
<td>School Improvement Plan</td>
</tr>
</tbody>
</table>

Description of Key Assessment: Each candidate is to select a school to study and develop a school improvement plan to address academic deficiencies. Candidates are required to develop a school improvement plan that is congruent with the vision and mission of the school. The plan must be comprehensive. In developing this plan each candidate must use the AEIS (Academic Educational Indicator System) as a basis for developing the plan. Candidates are required to include the following elements in the School Improvement Plan:

1. A school profile. The school profile provides a collection of information about student performance, school and community demographics, school programs, and student and adult perceptions of the school regarding the conditions for success.
2. Vision statement. The components of vision creation include: examining research-based factors related to student performance; determining beliefs; developing a shared vision to focus school improvement; and, determining expectations for student learning.
3. Mission statement. The mission is a precise written statement that identifies the priorities and educational beliefs of the school.
4. Data analysis using charts, graphs, and narratives. (Part of the school profile.)
5. Needs statements derived from data analysis.
6. Goals and indicators of goal accomplishment for each goal.
7. Strategies for goal accomplishment.
8. Resources and training necessary to accomplish the strategies.
9. Persons responsible for completing the strategies.

Candidates may determine the format but each of the above elements must be included. The data used must be the most current for the school. The plan must include at least one goal for each area (reading and math) and 4 objectives. Each objective should include 5-10 strategies.

Candidates are to submit the written school improvement plan and make an oral presentation in which procedures and content are described.
PROGRAM STANDARDS: TEXES PRINCIPAL

TEXES/PRINCIPAL STANDARDS/COMPETENCIES

While completing an approved preparation program, all candidates for school principal certification in Texas must demonstrate general knowledge and skill competency related to the seven standards areas established by the State Board of Educator Certification (SBEC): [http://www.sbec.state.tx.us]

1. Learner-Centered Values and Ethics of Leadership
2. Learner-Centered Leadership and Campus Culture
3. Learner-Centered Human Resources Leadership and Management
4. Learner-Centered Communications and Community Relations
5. Learner-Centered Organizational Leadership and Management
6. Learner-Centered Curriculum Planning and Development
7. Learner-Centered Instructional Leadership and Management.

These standards are assessed with the TEExES certification exam for Principals which includes questions around the following nine competencies:

Competency 1  The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 2  The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 3  The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Competency 4  The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 5  The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 6  The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 7  The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

Competency 8  The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Competency 9  The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

DOMAINS

[http://www.excet.nesinc.com/prepmanuals/PDFs/TEExES_fl068_prepmanual.pdf]
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

NCATE STANDARDS


Standard 1: Candidate Knowledge, Skills, and Professional Dispositions
Standard 2: Assessment System and Unit Evaluation
Standard 3: Field Experiences and Clinical Practice
Standard 4: Diversity
Standard 5: Faculty Qualifications, Performance, and Development
Standard 6: Unit Governance and Resources

Candidate Proficiencies

A competent educator:
1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;
2. demonstrates the capacity to problem solve, and to think critically and reflectively;
3. demonstrates an understanding of human development, and the ability to act on this understanding;
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;
6. demonstrates an understanding of effective communication and collaboration strategies;
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques;
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting.

A committed and culturally responsive educator:
10. acts on the belief that all children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities;
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding;
12. demonstrates a commitment to high moral and ethical values; and
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others.
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction.
A caring educator (dispositions)

15. understands the right of all and acts on the behalf that all children can learn;
16. demonstrates by appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive;
17. demonstrates respect for the profession;
18. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
19. maintains confidentiality;
20. demonstrates the ability to compromise and to respect others’ opinions during group work; and
21. participates in professional development activities that were recommended.
<table>
<thead>
<tr>
<th>Conceptual Framework Unit Learning Outcomes 4C’s COE Proficiencies</th>
<th>National ELCC Standards</th>
<th>TExES Domain Description</th>
<th>Alignment to TExES Competencies</th>
<th>Student Learning Outcomes</th>
<th>Key Assessments</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates an understanding of human development, and the ability to act on this understanding;</td>
<td>1.1 1.2 1.3 1.4</td>
<td>Domain 1 School Community Leadership (Culture, Climate and Vision)</td>
<td>Competency 001 Competency 002 Competency 003</td>
<td>Students will demonstrate:  - ability to develop facilitate the development, articulation, implementation, and stewardship of a shared school vision of learning</td>
<td>School Vision and Mission Development</td>
<td>Students are given data for a school and required to develop a school vision and mission statement.</td>
</tr>
<tr>
<td>demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;</td>
<td>3.1 3.2 3.3 3.4</td>
<td>Domain 3 Administrative Leadership (Resources, Facilities and Safety)</td>
<td>Competency 004 Competency 006 Competency 007</td>
<td>Students will demonstrate:  - knowledge and ability to promote success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates an understanding of effective communication and collaboration strategies;</td>
<td>1.1 1.2 1.2 1.4 4.1 4.2 6.1 6.2 6.3</td>
<td>Domain 1 School Community Leadership (Culture, Climate and Vision)</td>
<td>Competency 001 Competency 002</td>
<td>Students will demonstrate:  - ability to design and implement an Action Plan encompassing leadership knowledge and skills across the “Professional Standards for Administrators”</td>
<td>School Improvement Plan</td>
<td>Each candidate is to select a school to study and develop a school improvement plan to address academic deficiencies.</td>
</tr>
</tbody>
</table>
Key Assessment #2

Description of Key Assessment: Each candidate is to select a school to study and develop a school improvement plan to address academic deficiencies. Candidates are required to develop a school improvement plan that is congruent with the vision and mission of the school. The plan must be comprehensive. In developing this plan each candidate must use the AEIS (Academic Educational Indicator System) as a basis for developing the plan. Candidates are required to include the following elements in the School Improvement Plan:

1. **A school profile.** The school profile provides a collection of information about student performance, school and community demographics, school programs, and student and adult perceptions of the school regarding the conditions for success.
2. **Vision statement.** The components of vision creation include: examining research-based factors related to student performance; determining beliefs; developing a shared vision to focus school improvement; and, determining expectations for student learning.
3. **Mission statement.** The mission is a precise written statement that identifies the priorities and educational beliefs of the school.
4. **Data analysis using charts, graphs, and narratives.** (Part of the school profile.)
5. **Needs statements derived from data analysis.**
6. **Goals and indicators of goal accomplishment for each goal.**
7. **Strategies for goal accomplishment.**
8. **Resources and training necessary to accomplish the strategies.**
9. **Persons responsible for completing the strategies.**

Candidates may determine the format but each of the above elements must be included. The data used must be the most current for the school. The plan must include at least one goal for each area (reading and math) and 4 objectives. Each objective should include 5-10 strategies. Candidates are to submit the written school improvement plan.
<table>
<thead>
<tr>
<th>Element</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision (1.2, 1.3, 1.4, 1.5)</td>
<td>Candidate communicated and discussed vision throughout the school.</td>
<td>Candidate engages staff in developing plans to achieve the communicated vision and inform other stakeholders.</td>
<td>Candidate engaged staff, parents and community in achieving the communicated vision and it is regularly reviewed and updated.</td>
</tr>
<tr>
<td>Mission</td>
<td>Candidate familiarizes staff with the mission and how it relates to the overall vision.</td>
<td>Candidate and staff have designed steps to achieve the mission and have made adaptations to achieve the mission.</td>
<td>Candidate and staff, parents and community have researched and acquired resources/strategies to achieve the mission and demonstrate identified actions that help to fulfill the vision.</td>
</tr>
<tr>
<td>School Climate (2.1, 2.2, 2.3, 2.4)</td>
<td>Candidate includes few or inconsistent processes to develop a positive school climate.</td>
<td>Candidate involves staff, parents and community members in the process of creating a positive school climate through trust and respect.</td>
<td>Candidate demonstrates that staff, parents and community are valued and collaboratively involved in a continuous assessment process of climate/culture, instruction and best practices, and professional growth to create and implement a positive school climate.</td>
</tr>
<tr>
<td>Data Collection and Analysis (3.2)</td>
<td>Candidate provides a summative analysis of limited data collected used to develop the action plan.</td>
<td>Candidate utilizes data from multiple measures and it is regularly used to implement the action plan.</td>
<td>Candidate utilizes data from multiple measures and it is analyzed continuously to identify trends and diagnose areas for action planning.</td>
</tr>
<tr>
<td>Manage Resources (3.3)</td>
<td>Candidate seldom uses problem solving skills and operational planning in determining the use of fiscal and human resources allocation and alignment that focuses on teaching and learning.</td>
<td>Candidate often demonstrates problem solving skills in operational planning and aligns resources with teaching and learning strategies. Applied appropriate models for all students.</td>
<td>Candidate consistently demonstrates problem solving skills in operational planning, aligns resources with teaching and learning activities and creatively seeks new resources Uses appropriate resource data based on needs assessments</td>
</tr>
<tr>
<td>Element</td>
<td>Unacceptable (1)</td>
<td>Acceptable (2)</td>
<td>Target (3)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Use of Research Data for Decision Making (2.2)</td>
<td>Candidate generally uses research data. To make school improvement decisions and develop action planning.</td>
<td>Candidate consistently uses research and data to make school improvement decisions and develop action planning.</td>
<td>Candidate uses multiple measures of data through in-depth analysis to make school improvement decisions and develop action planning.</td>
</tr>
<tr>
<td>Action Plan Areas of Focus (2.3)</td>
<td>Candidate’s area(s) of focus generally relates to the goal, data, and student/staff needs.</td>
<td>Candidate’s area(s) of focus consistently relates to the goal, data, and student/staff needs.</td>
<td>Candidate’s area(s) of focus consistently relates to and supports the goal, data, and student/staff needs.</td>
</tr>
<tr>
<td>Professional Development Planning and Implementation (2.4)</td>
<td>Candidate plans professional development with some alignment to school improvement plan. Staff obtains some knowledge and skills necessary to reach the action plan goals.</td>
<td>Candidate plans varied professional development that is aligned to the action plan. Staff generally applies the knowledge and skills necessary to reach the goals.</td>
<td>Candidate plans professional development which is purposeful, job embedded and clearly aligned to the action plan. Staff consistently applies the knowledge and skills necessary to reach the goals.</td>
</tr>
<tr>
<td>Collaboration with Families and the Outer Community (4.1, 4.2, 4.3)</td>
<td>Candidate seldom demonstrates ability to collaborate with families and other community members, respond to community interests and needs, and mobilize community resources.</td>
<td>Candidate often demonstrates ability to collaborate with families and other community members, respond to community interests and needs, and mobilize community resources.</td>
<td>Candidate consistently demonstrates ability to collaborate with families and other community members, respond to community interests and needs, and mobilize community resources.</td>
</tr>
<tr>
<td>Acts Fairly, Ethically, and with Integrity (5.1, 5.2, 5.3)</td>
<td>Candidate seldom demonstrates ability to act fairly ethically, and with integrity.</td>
<td>Candidate often demonstrates ability to act fairly ethically, and with integrity.</td>
<td>Candidate consistently demonstrates ability to act fairly ethically, and with integrity.</td>
</tr>
<tr>
<td>Understands, Responds, and Influences the Larger Educational Context (6.1, 6.2, 6.3)</td>
<td>Candidate seldom demonstrates ability to understand, responds, and influences the larger educational context.</td>
<td>Candidate often demonstrates ability to understand, responds, and influences the larger educational context.</td>
<td>Candidate consistently demonstrates ability to understand, responds, and influences the larger educational context.</td>
</tr>
</tbody>
</table>
KEY ASSESSMENT #1

School Vision and Mission

As an educational leader, you will need to be able to promote the success of all students by developing a vision and mission supported by the school community.

Write School Vision and Mission, then discuss how you will do the following:

- facilitate the development of the vision (must include how stakeholders are involved in the process).
- articulate the vision and mission
- implement the vision and mission
- steward the vision and mission

Rubric for Key Assessment #1

<table>
<thead>
<tr>
<th>Element</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision (1.2, 1.3, 1.4, 1.5)</td>
<td>Candidate communicated and discussed vision throughout the school.</td>
<td>Candidate engages staff in developing plans to achieve the communicated vision and inform other stakeholders.</td>
<td>Candidate engaged staff, parents and community in achieving the communicated vision and it is regularly reviewed and updated.</td>
</tr>
<tr>
<td>Mission</td>
<td>Candidate familiarizes staff with the mission and how it relates to the overall vision.</td>
<td>Candidate and staff have designed steps to achieve the mission and have made adaptations to achieve the mission.</td>
<td>Candidate and staff, parents and community have researched and acquired resources/strategies to achieve the mission and demonstrate identified actions that help to fulfill the vision.</td>
</tr>
</tbody>
</table>