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.
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.

![College of Education's Conceptual Framework](image)

**COURSE DESCRIPTION**
This course addresses the principal’s responsibility for utilizing effective school leadership in shaping the school/community learning vision, campus culture and responding to diverse needs of all populations.

**COURSE RATIONALE**
This course addresses each of the standards below as each of those 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 course will be a web-based/ONLINE via Blackboard, ONLY! Therefore, you must be able to access blackboard. TSU Blackboard site: [http://texasu.blackboard.com](http://texasu.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: smithf12342/Password: 010277

- 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](http://www.tsu.edu/pages/2096.asp)

1. Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word and Powerpoint.
2. Go to Blackboard and login. Locate EDAS 850.01 and select the link to the course website.
3. Become familiar with the Blackboard page. Review the announcements. Go to Course Documents and download and read the entire syllabus.
4. Purchase your textbooks. The University Bookstore telephone number is (713) 313-7030 or click on to their website at [http://www.efollett.com](http://www.efollett.com).

PROGRAM STANDARDS: TEXES PRINCIPAL

TEXES/PRINCIPAL STANDARDS/COMPETENCIES


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 TEXES certification exam for Principals which includes questions around the following nine competencies:

**Competency 1 (ELCC 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 (ELCC 4 & 6)** 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 (ELCC 5)** The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
**Competency 4 (ELCC 2)** 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 (ELCC 2)** 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 (ELCC 2)** 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 (ELCC 3)** The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

**Competency 8 (ELCC 3)** 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 (ELCC 3)** 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**


**DOMAIN I: SCHOOL COMMUNITY LEADERSHIP (33%)**

Competency 001: SCHOOL AND COMMUNITY

Competency 002: COLLABORATION/COMMUNICATION/MOBILIZING RESOURCES

Competency 003: ETHICAL AND LEGAL PRACTICES

**DOMAIN II: INSTRUCTIONAL LEADERSHIP (44%)**

Competency 004: DESIGNING, IMPLEMENTING CURRICULUM THROUGH STRATEGIC PLANNING

Competency 005: NURTURING AND SUSTAINING THE INSTRUCTIONAL PROGRAM

Competency 006: IMPLEMENTING A STAFF EVALUATION AND DEVELOPMENT SYSTEM

Competency 007: ORGANIZING AND MAINTAINING AN EFFECTIVE LEARNING ENVIRONMENT

**DOMAIN III: ADMINISTRATIVE LEADERSHIP (22%)**

Competency 008: CAMPUS BUDGETING/EFFECTIVE USE OF TECHNOLOGY AND INFORMATION SYSTEMS

Competency 009: PHYSICAL PLANTS AND SUPPORT SYSTEMS-SAFE AND EFFECTIVE LEARNING ENVIRONMENTS

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ELCC STANDARDS

Standard 1.0: 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.

Standard 2.0: 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.

Standard 3.0: 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.

Standard 4.0: 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.

Standard 5.0: 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.

Standard 6.0: 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
DATES TO REMEMBER

- Friday, February 6, 2015: Last Day to file for May Graduation
- Wednesday, February 11, 2015: Last day to pay tuition and fees, with a late fee
- Purge of all unpaid course selections
- March 14-20, 2015 - MID-SEMESTER EXAMS
- 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 9-15, 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.
  - 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 developed which outlines what work must be completed and due dates of designated assignments.

REQUIRED READING
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 850

CAMPUS CULTURE & LEADERSHIP

Spring 2015

Weeks One/Two- January 19 – 30, 2015
- Post Introduction- DUE by Wednesday, January 21, 2015 (10 pts)
  - Students are to make at least 4 posts (The first post is your introduction; the other 3 posts are to 3 different classmates)
  - 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 – February 2 - 13, 2015
- Read Chapter 1- Culture Frames Achievement Gaps
- Read Chapter 2- The Importance of Culturally Proficient Leadership
  - Complete the Cultural Proficiency Receptivity Scale/Discuss at least two (2) of the items in Discussion Board
    - Upload Assignment(s) to Assignment tab(s)

Weeks Five/Six- February 16 - 27, 2015
- Read Chapter 3- Overcoming Self-Imposed Barriers to Moral Leadership
- Read Chapter 4- Cultural Proficiency in Practice: The Guiding Principles
  - Complete Reflective Activities
    - Upload Assignment(s) to Assignment tab(s)

Week Seven – March 2-6, 2015
- Read Chapter 5- The Cultural Proficiency Continuum: Changing the Conversation
  - Complete Reflective Activities
    - Upload Assignment(s) to Assignment tab(s)

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 6- The Essential Elements as Standards for Leadership Behavior
  - Complete Reflective Activities
    - Upload Assignment(s) to Assignment tab(s)

Weeks Twelve/Thirteen- April 6 – April 17, 2015
- Chapter 7- Conversation: A Skill for the Culturally Proficient Leader
  - Complete Reflective Activities
    - Upload Assignment(s) to Assignment tab(s)

Weeks Fourteen/Fifteen- April 20 – May 1, 2015
- Chapter 8- Leading in a Culture of Learning and Transformative Change
  - Complete Reflective Activities
    - Upload Assignment(s) to Assignment tab(s)

Week Sixteen – May 4 – 8, 2015
  - Complete Reflective Activities
    - Upload Assignment(s) to Assignment tab(s)

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

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COE Proficiencies | ELCC Standards | TExES Standards | Student Learning Outcomes (SLOs) | Key Assessment(s)
--- | --- | --- | --- | ---
1,2,6,8,9, 10,11,13,14 | 1,2,4 | 2&4 | Students will demonstrate: -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. -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. | The School Leadership Culture/Climate Plan

Description of the Assessment and its use in the Program

The School Leadership is one of the many performance assessments required in the Master of Educational Administration program and provides candidates an opportunity to integrate content and professional knowledge and skills relative to both the organizational effectiveness and school and community collaboration. This assessment is aligned to ELCC standards (1.1, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, and 6.3). This project requires candidates to gain increased knowledge and demonstrate an understanding of how to accomplish the following: develop a school vision, promote a positive school culture, develop and manage the school organization, collaborate and communicate with families and community members, act fairly, ethically and with integrity, and respond to and influence the larger educational context. In order to successfully complete the project, the candidates must conduct an activity aligned with each standard stated above. A rubric is used to score the project and the rating scale is as follows: 4-Proficient, 3-Apprentice, 2-Novice, 1-Unacceptable.

Alignment of Assessment with SPA Standards

While the candidate’s overall performance on this project is used as part of a course grade, the project provides an assessment of each candidate’s proficiency relative to ELCC Standards 1.1, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, and 6.3. Through this project, students must demonstrate the following:
1. Ability to develop a school vision of learning supported by the school community.
2. Ability to promote a positive school culture.
3. Ability to manage the organization, operations, and resources of a school.
4. Ability to collaborate with families and other community members, respond to community interests and needs, and mobilize community resources.
5. Ability to act with integrity, fairly and ethically.
6. Ability to respond and influence the larger educational context.
The professor reserves the right to alter course requirements/assignments and/or the class schedule to better address the learning needs of the students.

**Assessment and Summative Evaluation of Learning Objectives**

The instructor will assign the final grade based on the student’s demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in syllabus).

Course objectives will be assessed through various assessment projects.

**Written work should:**
- be clear, well organized, and concise.
- be free from grammatical and spelling errors.
- be typed (12 point) and double space with 1 inch margins on left and right, with name, date, course, and assignment #. Paginate with page number in upper right hand corner.
- demonstrate a thorough analysis.
- include supporting evidence from course readings and additional resources (citations must be provided).
- adhere to the conventions delineated in the 5th Edition of the APA Manual, including the use of bias-free language.

Written assignments will be based on the readings and the instructions from the professor. Written assignments must be grammatically correct and written at a graduate level according to the APA manual.

**EXPECTATIONS:**
- Students will participate in online class through discussion board via Blackboard.
- No make-up assignments will be given and no late work will be accepted. *(If late assignments are approved by the professor, points will still be deducted from that assignment grade as well as the course participation grade).* All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in online discussions.
- Students should practice self-discipline when posting on Blackboard. Courtesy should be extended to all students. Thought should be given to the value of all conversation and how it affects all students in the class. Discussions will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.
- The class may require students to meet outside of class, develop mini-presentations on assigned topics, to make off-campus school visit(s), and to read additional references.
- Students are expected to become familiar with the library at TSU to supplement their readings on the various methodologies.

**COURSE REQUIREMENTS:**
- **PARTICIPATION:** Attendance is required on a weekly basis or as assigned on blackboard. Participation in all discussions is required.
- **ATTENDANCE POLICY:** Absences (based on non-participation in Blackboard Discussions) will result in reduction of course grade.

**PERFORMANCE AND ASSESSMENT:** The students’ performance of knowledge and skills as set forth in the attached schedule must be at an **80% (B)** level or better to assure successful completion of the course.

**BLACKBOARD ASSIGNMENTS**

Assignments are due by the due date and will be considered late if placed in the designated assignment folder after the due date. No late assignments will be accepted and no make-up work will be given. All assignments must be submitted to the designated Assignment folder (unless otherwise specified). **DO NOT EMAIL ASSIGNMENTS!!** You must be able to access Blackboard to participate in this class. To successfully complete this course, students must use Blackboard. If students fail to do so points will not be given for the assignment. Students will make postings on blackboard as assigned. This posting should be related to what you are learning in the course or what we have discussed. You may post questions for
responses. Some of the postings will result from group-led discussions. All responses must have a citation from the textbook.

- **BLACKBOARD DISCUSSION OBJECTIVES:**
  - Opportunity for students to share ideas and experiences with others whose background and viewpoints differ from their own
  - Opportunity for peer assistance to help each other understand ideas or concepts
  - Use professional language during discussions

**ASSIGNMENTS OBJECTIVES**

- Opportunity to stay up to date in their work by using a variety of resources (Field-based assignments, interviews, internet research, analyzing curriculum, etc)
- Opportunity for students to extend their intellectual effort.
- Related to real life situations (Major project, weekly assignments, class and online discussions).

**STUDENT/INSTRUCTOR INTERACTION/COMMUNICATION OBJECTIVES:**

- Display a personal interest in students and their learning
- Assist students in ways to find answers to their own questions
- Provide feedback of academic performance
- Clarify course material
- Share ideas about the course content
- Provide timely and frequent feedback
- Provide student-faculty interaction via email, phone calls, etc.

Please adhere to proper protocol. As listed on the first page of this syllabus, my office hours are Wednesdays and Fridays (12:00 p.m. to 4:00 p.m.); M/T/TH- By Appointment. Any questions or concerns relating to this course need to be directly addressed with me through an office visit, email or telephone. When leaving a message or sending an email, unless it is an emergency, I will respond to you within 48 hours.

**Instructional Strategies/Methods**

The method of instructional strategies/methods will be ONLINE.
<table>
<thead>
<tr>
<th>Conceptual Framework Unit Learning Outcomes</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>1,2,6,8,9,10,11,13,14</td>
<td>1.1</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 Development</td>
<td>Students are given data for a school and required to develop a school vision statement.</td>
</tr>
<tr>
<td>1,2,6,8,9,10,11,13,14</td>
<td>1.1</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>The School Leadership Culture/Climate Plan</td>
<td>Each candidate is to select a school to study and develop a school culture/climate plan to promote a positive school culture, develop and manage the school organization, collaborate and communicate with families and community members, act fairly, ethically and with integrity, and respond to and influence the larger educational context.</td>
</tr>
</tbody>
</table>
Description of the Assessment and its use in the Program- Key Assessment #2

The School Leadership is one of the many performance assessments required in the Master of Educational Administration program and provides candidates an opportunity to integrate content and professional knowledge and skills relative to both the organizational effectiveness and school and community collaboration. This assessment is aligned to ELCC standards (1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 6.2, and 6.3). This project requires candidates to gain increased knowledge and demonstrate an understanding of how to accomplish the following: develop a school vision, promote a positive school culture, develop and manage the school organization, collaborate and communicate with families and community members, act fairly, ethically and with integrity, and respond to and influence the larger educational context. In order to successfully complete the project, the candidates must conduct an activity aligned with each standard stated above. A rubric is used to score the project and the rating scale is as follows: 3-Target, 2-Acceptable, 1-Unacceptable.

Alignment of Assessment with SPA Standards

While the candidate’s overall performance on this project is used as part of a course grade, the project provides an assessment of each candidate’s proficiency relative to ELCC Standards 1.1, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, and 6.3. Through this project, students must demonstrate the following:

Ability to develop a school vision of learning supported by the school community
1. Ability to promote a positive school culture.
2. Ability to manage the organization, operations, and resources of a school.
3. Ability to collaborate with families and other community members, respond to community interests and needs, and mobilize community resources.
4. Ability to act with integrity, fairly and ethically.
5. Ability to respond and influence the larger educational context.
Description of the Assessment and its use in the Program

School Vision Development is one of the many performance assessments required in the Master of Educational Administration program and provides candidates an opportunity to integrate content and professional knowledge and skills relative to both the organizational effectiveness and school and community collaboration. This assessment is aligned to ELCC standards (1.1, 1.2, 1.3, 1.4). This project requires candidates to gain increased knowledge and demonstrate an understanding of how to accomplish the following: develop a school vision, and promote a positive school culture. In order to successfully complete the project, the candidates must conduct an activity aligned with the standard stated above. A rubric is used to score the project and the rating scale is as follows: 4-Proficient, 3-Apprentice, 2- Novice, 1- Unacceptable.

Alignment of Assessment with SPA Standards

While the candidate’s overall performance on this project is used as part of a course grade, the project provides an assessment of each candidate’s proficiency relative to ELCC Standard 1; Elements 1.1, 1.2, 1.3, 1.4. Through this project, students must demonstrate the following: Ability to develop a school vision of learning supported by the school community.

KEY ASSESSMENT #1

School Vision

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

Write School Vision and 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
- implement the vision
- steward the vision

Rubric for Key Assessment #2

<table>
<thead>
<tr>
<th>Proficiency of Standards</th>
<th>4- Proficient</th>
<th>3-Apprentice</th>
<th>2-Novice</th>
<th>1-Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1.1, 1.2,1.3,1.4)</td>
<td>Clear and convincing evidence candidate can develop a vision; promote positive school culture.</td>
<td>Clear evidence candidate can develop a vision; promote positive school culture.</td>
<td>Limited evidence candidate can develop a vision; promote positive school culture.</td>
<td>Little or no evidence candidate can develop a vision; promote positive school culture.</td>
<td></td>
</tr>
<tr>
<td>Proficiency of Standards</td>
<td>4- Proficient</td>
<td>3-Apprentice</td>
<td>2-Novice</td>
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<td>Score</td>
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<tr>
<td>(1.1, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3)</td>
<td>Clear and convincing evidence candidate can develop a vision; promote positive school culture; manage the organization, operations, and resources of a school; communicate and collaborate with families and community and develop strategies for involvement and mobilization of resources; act fairly, ethically and with integrity; respond to and influence the larger educational context.</td>
<td>Clear evidence candidate can develop a vision; promote positive school culture; manage the organization, operations, and resources of a school; communicate and collaborate with families and community and develop strategies for involvement and mobilization of resources; act fairly, ethically and with integrity; respond to and influence the larger educational context.</td>
<td>Limited evidence candidate can develop a vision; promote positive school culture; manage the organization, operations, and resources of a school; communicate and collaborate with families and community and develop strategies for involvement and mobilization of resources; act fairly, ethically and with integrity; respond to and influence the larger educational context.</td>
<td>Little or no evidence candidate can develop a vision; promote positive school culture; manage the organization, operations, and resources of a school; communicate and collaborate with families and community and develop strategies for involvement and mobilization of resources; act fairly, ethically and with integrity; respond to and influence the larger educational context.</td>
<td></td>
</tr>
<tr>
<td>Sections</td>
<td>Includes narrative with all components/artifacts</td>
<td>Includes some of the components/artifacts</td>
<td>Minimal components</td>
<td>Limited components</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Well structured, synthesized and presented; components of project are easily identified; information is relevant and presented clearly and in logical sequence</td>
<td>Less well structured &amp; synthesized; components are presented but more difficult to identify; ideas are logical and clearly presented</td>
<td>Limited structure &amp; synthesis of ideas; components are difficult to identify and/or not presented in logical sequence; lacks clarity and focus</td>
<td>Organization is haphazard; ideas are extremely unclear and unfocused</td>
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<tr>
<td>Proficiency of Standards</td>
<td>4- Proficient</td>
<td>3-Apprentice</td>
<td>2-Novice</td>
<td>1-Unacceptable</td>
<td>Score</td>
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<tr>
<td>Mechanics</td>
<td>Errors in spelling, capitalization punctuation, grammar, and usage are rare; word selection is precise &amp; appropriate; no use of colloquialisms, run-on sentences, fragments, etc.</td>
<td>Few errors in spelling, capitalization punctuation, grammar, and usage; word selection usually appropriate; occasional use of colloquialisms; run-on sentences or fragments are rare</td>
<td>Occasional errors in spelling, capitalization punctuation, grammar, and usage; word selection often inappropriate or inaccurate; frequent use of colloquialisms; run-on sentences or fragments are frequent</td>
<td>Errors in aspects of mechanics make written product unacceptable for graduate level</td>
<td></td>
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</tbody>
</table>