Organizational Development in Schools with Practicum Experience

EDAS 5224

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

Mission Statement

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual growth, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.

The School of Education Mission

"Educators who demonstrate scholarship within a Christian ethic of care"

Conceptual Framework

As scholars who demonstrate a Christian ethic of care through their actions, teachers (leaders) should exhibit a professional demeanor. As professional educators, they clarify objectives, ideas, and thoughts. They define the values that give direction to their lives and teaching. Individuals define themselves and their surroundings according to their attitudes, beliefs, and values (Rubin, 1985). As a consequence of living out what they know and what they believe, they instill confidence in others who may choose to follow. These individuals set the standards for the profession and give it direction. Guided by their attitudes, beliefs, and values, individuals with a clear sense of direction can change the climate of a school. Teachers and teacher candidates (leadership candidates) who demonstrate competence in meeting the requirements of the ADEPT Performance Standards, as well as INTASC Principle 10 (constituent relations), and ELCC Standards can impact the school environment in a way that demonstrates the belief in the worth of each individual, the belief that all children can learn, and the belief that effective teaching can impact learning outcomes. Those whose teaching (leadership) practices are aligned with INTASC Principles 1 through 9 (ELCC Standards) and the School of Education's dispositions (a Christian ethic of care) can similarly influence the field of education within the context of their unique positions.

These elements – service to others, sensitivity to learners, reflective practice, and professional leadership – also permeate the conceptual framework as specific dispositions relating to Christian ethic of care to self, learners, colleagues, community. As Southern Wesleyan prepares teacher (leadership) candidates to assume pivotal roles in America's public schools, the elements of the conceptual framework have been linked to the principles established by the Interstate New Teacher Assessment and Support Consortium (INTASC) and ELCC Standards. Teacher (leadership) candidates performance during clinical (internship) experience are assessed using South Carolina's assessment standards as found in ADEPT (Assisting, Developing, and Evaluating Professional Teaching). These standards are aligned with the INTASC (ELCC) Principles.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

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Course Description

The administrative/supervisory candidate will learn about the behavior of humans in schools and organizations. Case analyses, class discussions and skills-oriented activities will be applied to course topics, which will include: the context of educational leadership, schools as learning organizations, values, analysis and information, decision making, and implementation of systemic change. Class activities, assignments and the internship experience are designed to help the participants acquire the necessary skills to improve organizational effectiveness and relationships.

Enduring Understandings

Candidates will
- understand that there are social, political, economic and cultural contexts under which an administrator functions.
- know that understanding the underlying values, cultures and value hierarchies and their impact on the school setting is essential in leadership.
- understand that all stakeholders are valued and should have input in decision making.
- understand that the ethical responsibility of an administrator requires adherence to policy and compassionate discernment.
- understand that leadership has many dimensions.
- understand that it is essential for a leader of a school to understand the school's culture, traditions and values before he/she can lead change.
- Candid understand that in order to achieve the school's mission, an open system of communication among all stakeholders is essential.

At the end of the course, candidates will know
- various theories and models of leadership.
- the interactive, social and cultural systems within an organization.
- the importance of effective communication within an organization.
- how to use data research to develop strategic planning and bring systemic change.
- how to devise evaluations for strategic planning.

At the end of the course, candidates will be able to
- develop a vision of learning for a school or organization.
- analyze the social, cultural, and economic systems of a school or organization.
- use data-based research and strategic planning to focus on candidate learning.
- understand the theoretical foundations of organizational development.
- recognize factors relating to the need for organizational intervention.
- understand a variety of organizational skills, particularly those leading to change.
- recognize the role of specific values and ethics.
- gain practical experience and skills relating to leadership, team building, negotiation, and project management.

Course Prerequisites

There are no prerequisites for this course.

Course Learning Outcomes

Assessments that will be used
1. Personal Vision (This I Believe) with narrative (see Candidate Notes).
2. Improvement Plan
3. Participation in Practicum experience
   Candidates will complete a minimum of a 36-hour Practicum experience during this course. Administrative/supervisory Practicum experience will encompass assignments where the knowledge, skills and dispositions acquired through academic studies will be applied to real school situations and will focus on the school as an organization.
4. Class participation
   This course will have a strong focus on class discussions and applying material covered in class. Candidates should be prepared by reading required assignments prior to class. Grades will be based on each candidate's level of participation.
5. Candidates will have assignments to complete from the text and will discuss and/or present information as an individual or as a member of a learning team.
6. Organizational Development Theory Project
7. Individual paper describing leadership competencies
   - Candidates will follow specific guidelines in defining their personal leadership competencies.
8. Learning Team Organization Analysis Project
   - Learning teams will follow specific guidelines to analyze a real organization and present their findings to the class.

The Improvement Plan, Reflections, and Records will be uploaded and submitted using Chalk and Wire.

For a list of ELCC standards, consult http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

For a list of SC PADEPP standards, consult
http://ed.sc.gov/agency/Educator-Quality-and-Leadership/Leadership/old/pd/documents/adeppstandardsandcriteria.pdf

Southern Wesleyan University's Master in Education Leadership Standards

1. A school administrator is an educational leader who demonstrates scholarship within a Christian ethic of care.

2. A school administrator is an educational leader who promotes the success of all students by facilitating the development, communication, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

3. A school administrator is an educational leader who fosters the success of all students by leading the development and alignment of the organization, curriculum, instruction, and assessment that enhance teaching and learning.

4. A school administrator is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient and effective learning environment.

5. A school administrator is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.

6. A school administrator is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

7. A school administrator is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

8. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

9. A school administrator is an educational leader who fosters the success of all students by demonstrating interpersonal skills that encourage effective interaction with stakeholders and address their needs and concerns.

10. A school administrator is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

11. A school administrator is an educational leader who fosters the success of all students by using available resources and opportunities for his/her own professional growth.

Correlation Matrix

SWU Administration Standards 2	ELCC Standards and Sub-standards 1 & 7	PADEPP Standards and Sub-standards 1	SWU Learning Outcomes 10

Southern Wesleyan University Administration Standard #2

A school administrator is an educational leader who promotes the success of all students by facilitating the development, communication, implementation, and stewardship of a vision of learning that is shared and supported by the school community

ELCC Standards #1 and #7

ELCC #1 - An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

ELCC #7 - 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 authentic experiences that are field-based, standards-based, sustained, and guided by qualified on-site mentors for graduate credit.

PADEPP Standard #1

Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria

- Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.

- Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school.

- Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.

- Implements, evaluates, and refines the plan of action for achieving the school's vision.

Southern Wesleyan University Learning Outcome 10

Master professional or discipline-specific knowledge and skills sufficient to be productive in the field to which they are called.

Course Learning Assignments and Assessments

Grading Guidelines

Activities/Case Studies	15%
Personal Leadership Paper	15%
Organizational Development Theory Project	15%
Participation	10%
School Improvement Plan (Uploaded to Chalk and Wire)	20%
Practicum (Uploaded to Chalk and Wire)	
Interview	8%
Record and Reflection	9%
School Profile	8%
Total	**100%**

Activities/Case Studies – 15%
The case studies and activities address the ISLLC standards and provide insight into the daily responsibilities of administration. They encompass various forms of leadership and how that leadership deals with present day issues that schools and school district face on a daily basis. These activities and case studies are intended to help the students identify and prepare for situations they may face as administrators.

Personal Leadership Paper – 15%
Candidates will define their personal leadership style and values. This paper should be 2-3 pages in length. The paper should reflect at least one major theoretical approach to leadership.

Organizational Development Theory Project – 15%
Candidates should elect an organization to research. Due to the economic dilemmas in the present time, organizations have had to restructure, and some have even declared economic failure. Concentrate on the changes that have occurred in the organization. Research should include a history of the organization, the organizational structure, culture, leadership, communication policies, human resource policies, and any transformations. The group will relate to the class how the organization has dealt with changes, past experiences and its present existence. The group will have 20 minutes to present their project to the class. A written summary consisting of 3-4 pages should be submitted to the instructor. The group must use visuals (their choice) in their presentation and include a list of references in APA format as a part of the summary.

Participation – 10%
Students are expected to be present for each class session and participate in all class discussions, collaborative with classmates and be willing to debate critical issues raised in class.

School Improvement Plan – 20%
The team will create a school and pretend that the school is in need of organizational change. It has not been successful. Student achievement has not risen in the past five years, and it is viewed by the community as not desirable for their children. Many parents are choosing to homeschool or to send their children to private schools. Create a new vision for the school as well as a new mission statement. From there, devise an Improvement Plan to increase student achievement and to regain the trust and confidence of the stakeholders involved. Team members should represent the stakeholders, which would include the school, the community, parents, businesses, etc.

Practicum – 25%

The practicum will be conducted in a school setting with a minimum of 9 hours per week. During this experience, the Candidate will record the field experience activities and reflect on the activities weekly; conduct an interview with designated school personnel on specific school organization topics; and research the school profile. All these components will be uploaded to Chalk and Wire.

Grade Equivalency Table

The student's final grade will reflect the grading system adopted by Southern Wesleyan University. All grades are reported in a system of eleven letter grades designated as "A" thru "F" with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	New Designation	Numeric value for GPA
100-96	A	4.0 – 3.9
95-93	A-	3.7
92-90	B+	3.4
89-87	B	3.0
86-84	B-	2.7
83-81	C+	2.4
80-78	C	2.0
77-75	C-	1.7
74-73	D+	1.4
72-70	D	1.0
Below 70	F	0.0

WRITTEN REPORT GUIDELINES

The following guidelines should be used for written reports submitted by individuals or learning teams:

- The length of the report will be determined by the faculty member.
- The report should be typed, double-spaced, front side only, in Times New Roman 12-point font. Titles, etc., can be in a larger font size.
- Candidates must follow APA format for proper grammar, spelling, sentence/paragraph structure, and footnote or endnote structure. All cases are to be written in the third person as a professional paper.
- A cover sheet should include the candidate's name, course number, the report title, faculty member's name, and the date submitted. A hardback cover for the report is not required.
- Titles for each section may be used if the candidate desires.
- The learning team report is to
  - outline and discuss the relevant issues/problems underlying the topic, including historical comments if desired.
  - present opposing/alternative views concerning the issues.
  - generate creative solutions that are original, not someone else's.
  - present the learning team's synthesis or proposed position concerning the issue in a logical manner.
  - contain accurate and complete data.
- The report is not to consist of separate papers put together to make one larger report. Instead, it should represent the results of the learning team's research and thinking

together about the issue and coming to conclusions concerning possible solutions. Obviously, individuals in the team will be given specific tasks by the learning team.
- Each learning team member is to participate in the preparation and presentation of the report.

ORAL PRESENTATION GUIDELINES

The following guidelines should be used for oral presentations by learning teams or individuals:

- The length of the presentation(s) will be determined by the faculty member. For learning team presentations, each member of the team will participate. The team will always ask for questions when the full presentation is complete and allow additional time for questions. One mark of a good presentation is that it adheres to the allocated time.
- Individual portions of the learning team presentations will vary in length. Each member should complete his/her individual part of the presentation within the allotted time.
- Presentations should not be read to the audience. Candidates should use key words as an outline of the subject and then present key words on transparencies, the class chalkboard, flip charts, or PowerPoint.
- Charts, graphs, and drawings get attention and are usually better understood than text or text-style printed material.
- In this course (and all others), oral presentations are used to sell the audience on the report.
- The following is a list of factors that are important when making a presentation.
  1. Quality of presentation
     a. Eye contact
     b. Expression
     c. Use of notes
     d. Proper diction
     e. Clear and audible speech
  2. Quality of argument
     a. Validity of the arguments
     b. Evidence of research/knowledge
     c. Forcefulness
  3. Appearance
  4. Enthusiasm

TEXTBOOK
Razik T. A., & Swanson A. D. (2010). *Fundamental concepts of educational leadership and management*. (3rd ed.). Boston, MA: Allyn & Bacon.

Additional Text
Gallos, J. V. (Ed.). (2006). *Organizational development*. San Francisco, CA: Jossey-Bass.

Additional Materials
Membership in ASCD

TECHNOLOGY REQUIREMENTS
Students must have a Chalk and Wire account.

EDAS 5224 – SESSION ONE

Enduring Understandings/Objectives	Assignments/Assessments

Enduring Understandings addressed in Session One
Each candidate will
 	
• understand that there are social, political, economic and cultural contexts under which an administrator functions.
• know that understanding the underlying values, cultures and value hierarchies and their impact on the school setting is essential in leadership.
• understand that all stakeholders are valued and should have input in decision making.
 	
As a result of this session, each candidate will be able to
• define the global, social, economic, and political forces that impact educational institutions.
• describe the persistent academic achievement gaps among ethnic and economic groups.
• analyze the level of academic achievement by students in the United States as compared to students internationally.
• discuss the educational reform movement and the historical roots of current dilemmas.
• analyze the many facets of leadership and explain how they are interrelated.
• describe organizational theory and practice relating to educational activity.
• define the history of systems theory and what this means for schools and school districts.
• use metaphors to examine how educators use and evaluate organizational performance.
• apply knowledge and skills of leadership in an Practicum experience as it relates to a structured, sustained and standard-based experience in an authentic setting.
 	
Essential Question
    What is a leader?
 	
Reflective Questions
1. Have you ever been in the role of a leader?
2. What were some of the obstacles you faced in that role?
3. Have you ever had conflicts with other people?
	Prior to Session One, each candidate will
	1. read Ch. 1-3 in the Razik text.
	2. complete the following activities found in Ch. 2:
	    Activity 2.1 "The Workplace as a System"
	    Activity 2.2 "Organizational Change"
	    Activity 2.3 "Organizational Future"
	3. read the case study "Systems Thinking: The Case of Karen Avery". Answer the questions at the end of the case and be prepared to present responses in class.
	
	During Session One, each candidate will
	1. discuss activities assigned prior to class.
	2. using Ch. 1, complete the following activities:
	    Activity 1.4 "Assessing School Reform Proposals"
	    Activity 1.5 "Impact of Alternative Reforms on Expanding Diversity in Schools"
	3. analyze the vision and mission statements of individual schools and school districts.
	4. focus on the school as an organization.
	5. bring the signed Practicum experience form for Session Two.
	
	During Session One, the instructor will
	1. discuss the requirements for the Practicum Experience.
	2. go over the assignments for Session Two.

EDAS 5224 – SESSION TWO

Enduring Understandings/Objectives	Assignments/Assessments

Enduring Understandings addressed in Session Two
Each candidate will
• understand that there are social, political, economic and cultural contexts under which an administrator functions.
• know that understanding the underlying values, cultures and value hierarchies and their impact on the school setting is essential in leadership.
• understand that all stakeholders are valued and should have input in decision making.
• understand that the ethical responsibility of an administrator requires adherence to policy and compassionate discernment.
• understand that leadership has many dimensions
• understand that it is essential for a leader of a school to understand the school's culture, traditions and values before he/she can lead change.
• understand that in order to achieve the school's mission, an open system of communication among all stakeholders is essential.
 	
As a result of this session, each candidate will be able to
• describe theories of leadership and analyze theoretical leadership models.
• identify ways to bring people together in order to work productively and cooperatively.
• develop communication conduits within and across environments.
 	
Essential Question:
What is the relationship between communication and leadership?
 	
James Humes said, "The art of communication is the language of leadership." Lee Iacocca said that you can have brilliant ideas, but if you can't get them across, your ideas won't get you anywhere. How important is communication to leadership?
	<u>Prior</u> **to Session Two, each candidate will**
	1. read Ch. 4-6 in the Razik text.
	2. complete the following activities found in Ch. 4-6:
	    Activity 4.1 "Power and Authority"
	    Activity 4.2 "Choice of Leadership Model"
	    Activity 4.3 "Leadership for Sustainable Change"
	    Activity 5.1 "Maintaining Motivation"
	    Activity 6.2 "Informal Communication Systems"
	3. turn in the signed Practicum Experience form
	4. read the case studies entitled "The Case of the New Hire" and "Communication for Accountability". Answer the questions following each case and be prepared to present responses in class.
	5. complete the school profile. **Upload and submit the school profile in Chalk and Wire.**
	
	During Session Two, each candidate will
	imagine he/she has just been hired as the new principal of Resurrection High School with a faculty of 30 teachers. Since he/she wants to be successful in his/her first year as principal, he/she sets goals.
	answer these questions: What would be three short-term goals and three long-term goals that would be good to accomplish? Why select these specific goals?
	
	During Session Two, the instructor will
	go over the assignments for Session Three.
	
	Following Session Two, each candidate will
	1. interview his/her supervising administrator and determine that administrator's short-term and long-term goals. The interview should be uploaded to Chalk and Wire by Session Six.
	2. incorporate these goals into his/her reflection journal in Chalk and Wire. A scoring rubric is included in the appendix.
	3. Upload and submit the Activity Record Form and reflection (1-2 pages) on the Intern Experience in Chalk and Wire.

EDAS 5224 – SESSION THREE

Enduring Understandings/Objectives	Assignments/Assessments

Enduring Understandings addressed in Session Three
Each candidate will
• understand that there are social, political, economic and cultural contexts under which an administrator functions.
• know that understanding the underlying values, cultures and value hierarchies and their impact on the school setting is essential in leadership.
• understand that all stakeholders are valued and should have input in decision making.
• understand that the ethical responsibility of an administrator requires adherence to policy and compassionate discernment.
• understand that leadership has many dimensions.
• understand that it is essential for a leader of a school to understand the school's culture, traditions and values before he/she can lead change.
• understand that in order to achieve the school's mission, an open system of communication among all stakeholders is essential.
 	
As a result of this session, each candidate will be able to
• define the ethical aspects of decision making.
• describe what is meant by values and value hierarchies within an organization.
• discuss the effects of monitoring outcomes and measuring them against established goals and objectives.
• examine the standards movement and how it relates to program evaluation.
• analyze the importance of information systems and communication
	Prior to Session Three, each candidate will
	1. read Ch. 7-9 in the Razik text.
	2. interview five teachers and the principal from his/her school in an effort to determine the culture of the school in terms of core values and beliefs.
	3. complete the following activities found in Ch. 7-8:
	    Activity 7.1 "Articulating Your Personal Philosophy"
	    Activity 7.4 "Building a Professional Platform"
	    Activity 8.3 "Program Evaluation"
	4. complete the Organizational Development (OD) Theory Project. This project will have three pages to be turned in to the instructor, and a copy will be given to each class member. Each candidate will
	    • read an assigned chapter from the Gallos text.
	    • write a one-page summary of the seminal contribution of the OD theorist.
	    • use the ERIC database to locate an article in a scholarly educational journal that uses that seminal writer's work for a K-12 setting; write a one-page summary of how the authors used the OD principles or ideas.
	    • write a one-page reflection on how this OD theory or idea applies to his/her particular school and how he/she would use the information as an administrator.
	    • bring to class one copy of his/her three-page report for each member of the class. Be prepared to present a summary of the project to the class.
	5. read the case study entitled "Standardized Test Scores: A Potential Scandal" in the Razik text. Answer the questions at the end of the case and be ready to present responses to the class.
	
	During Session Three, each candidate will
	    begin presentations on the Organizational Development Theory Project. Three to four candidates will give a 10-minute presentation. Presentations will continue in Session Four.
	
	    Students will share interviews with class and discuss thoughts regarding the culture in his/her school.
	
	During Session Three, the instructor will
	    go over the assignments for Session Four.

technologies.

Essential Question:
How does a leader motivate and influence people?

The task of the leader is to get his people from where they are to where they have not been.
-Henry Kissinger

Dwight Eisenhower once said, "You do not lead by beating people over the head----that is assault---not leadership." Have you ever tried to get a two-year old to do something that he/she didn't want to do? However, when you did the task first (lead by example) or did the task with them (joint effort), he/she usually did what you asked. Do you think that this is true for leadership as well?

The behavior of a group cannot be predicted solely from an understanding of the personality of each of its members. Various social processes intervene….the group develops a "mood," and "atmosphere." In the context of the organization, we talk about a "style," a "culture," a "character." -
Henry Mintzberg,

After Session Three, each candidate will complete the following assignment in the Practicum Experience and upload the assignment to Chalk and Wire by Session Six:

Each candidate will incorporate aspects of his/her interview with the principal and the five teachers in a reflection, in an effort to determine the culture of his/her school in terms of core values and beliefs into his/her reflection journal in Chalk and Wire. Do these individual core values adequately reflect the core values of the school? Why or why not?

Upload and submit the Activity Record Form and reflection (1-2 pages) on the Intern Experience in Chalk and Wire.

EDAS 5224 – SESSION FOUR

Enduring Understandings/Objectives	Assignments/Assessments
Enduring Understandings addressed in Session Four Each candidate will • understand that there are social, political, economic and cultural contexts under which an administrator functions. • know that understanding the underlying values, cultures and value hierarchies and their impact on the school setting is essential in leadership. • understand that all stakeholders are valued and should have input in decision making. • understand that leadership has many dimensions. • understand that in order to achieve the school's mission, an open system of communication among all stakeholders is essential. **As a result of this session, each candidate will be able to** • explain that policy formulation is collective decision making through the market and through the government. • describe the economic processes that determine how many and what kind of resources will be used for educational purposes, how those resources will be used and who the beneficiaries will be. • describe the role of the courts in policy formulation. **Essential Question:** Have you ever heard someone say, "That sounds like a plan"? Ronald Reagan once said, "Surround yourself	**Prior to Session Four, each candidate will** 1. read Ch. 10-11 in the Razik text. 2. create a personal vision and identify core beliefs about education. Creating a shared vision within an organization starts with the leader. As a means of determining personal vision, each candidate will use the guide "Creating Your Personal Vision." After completing the questions, each candidate will formulate his/her personal vision. Candidates must write in first person and make statements about what they hope to do in the future. 6. bring the vision and mission statements for his/her individual school and school district to class. 7. continue preparing the Organizational Development reports posted in Session Three. **Prior to Session Four, each learning team will complete the following assignment:** (This is not an optional assignment and should be completed as a major assessment of learning.) This assignment will culminate in a learning team presentation that should last approximately 20 minutes. See Candidate Notes Session Six for complete details on the assignment. Each learning team will create an imaginary school and imagine that the school is in need of organizational change. Attempts at change have not been successful. Student achievement has not risen in the past five years, and the community views the school as not being desirable for their children. Many parents are choosing to home school or send their children to private schools. The learning team's job is to create a new vision for the school as well as a new mission statement. Next, the team will devise an Improvement Plan to increase student achievement and to regain the trust and confidence of the stakeholders involved. The team members should represent the stakeholders which would include the school, the community, parents, businesses, etc. The Improvement Plan must be uploaded to Chalk and Wire. **During Session Four, the following assignments are to be completed:** Presentations will continue on the Organizational Development Theory Project. Three or four candidates will each give a 10-minute presentation and upload the presentations to Chalk and Wire. Presentations will continue in Session Five.

with the best people you can find, delegate authority, and don't interfere as long as the policy you have decided upon is being carried out." As an educator, have you ever really thought about all of the decisions that have been made in your schools and in your districts? Who decides how much money you get and how it is to be spent? Ever feel like someone else may have gotten some of your share?	**During Session Four, the instructor will** go over the assignments for Session Five. **During the Practicum Experience, each candidate will complete the following assignments and then upload them to Chalk and Wire:** 1. talk to the supervising administrator and determine his/her short-term and long-term goals. 2. incorporate these goals into his/her record and reflection for Chalk and Wire.

EDAS 5224 – SESSION FIVE

Enduring Understandings/Objectives	Assignments/Assessments

Enduring Understandings addressed in Session Five
Each candidate will
• understand that there are social, political, economic and cultural contexts under which an administrator functions.
• understand that all stakeholders are valued and should have input in decision making.
• understand that the ethical responsibility of an administrator requires adherence to policy and compassionate discernment.
• understand that leadership has many dimensions.
• understand that it is essential for a leader of a school to understand the school's culture, traditions and values before he/she can lead change.
 	
As a result of this session, each candidate will be able to
• analyze decision making, formulation of strategies and planning within small organizations.
• analyze how to use available resources to maximize productivity within the context of organizational priorities based on adequacy, equity, and efficiency.
• determine the principles required for a leader to bring fruition to an educational system that will meet the societal demands for flexibility and quality.
 	
Essential Question:
 	
Winston Churchill once said that there is nothing wrong with change as long as it is in the right direction. Change is probably the most resistant force that we face….whether it is in our jobs, our families, or in our personal lives. Educational leaders see themselves as agents of change. As leaders consider the allocation of
	Prior to Session Five, each candidate will
	1. read Ch. 12-13 in the Razik textbook.
	2. continue preparing the Organizational Development reports posted in Session Three.
	3. complete the following activities found in Ch. 12-13:
	    Activity 12.1 "Comparing Financial Data among Peer Districts"
	    Activity 13.1 "Resistance to Change"
	    Activity 13.2 "Strategies for Change"
	4. read the case study entitled "The New Principal". Answer the questions at the end of the study and be prepared to discuss answers in class.
	
	During Session Five, the candidates will
	1. complete the following activities found in Ch. 12:
	    Activity 12.2 "Qualitative Evidence of Inequities among Schools and School Districts"
	    Activity 12.4 "Selecting a Whole-School Reform Model"
	    Activity 12.5 "Small is Beautiful"
	2. continue presentations of the Organizational Development Theory Project.
	
	During the Practicum Experience, each candidate will complete the following assignments and then upload them to Chalk and Wire:
	
	1. reflect and answer: Does the case study, "The New Principal," reflect any of the characteristics of his/her cooperating school? Why or why not? Candidates must incorporate these characteristics into the record and reflection for Chalk and Wire.
	2. interview the supervising administrator and determine his/her short-term and long-term goals. This interview should be turned in to Chalk and Wire by Session Six. Candidates must incorporate these goals into the reflection journal in Chalk and Wire. A rubric for this assignment is in the appendix.
	
	During Session Five, the instructor will
	    go over the assignments for Session Six.

human and economic resources to the educational system, how can leaders handle that system and those resources in unstable conditions?	

EDAS 5224 – SESSION SIX

Enduring Understandings/Objectives	Assignments/Assessments

Enduring Understandings that are addressed in Session Six
 	
Each candidate will
 	
• understand that there are social, political, economic and cultural contexts under which an administrator functions.
• know that understanding the underlying values, cultures and value hierarchies and their impact on the school setting is essential in leadership.
• understand that all stakeholders are valued and should have input in decision making.
• understand that the ethical responsibility of an administrator requires adherence to policy and compassionate discernment.
• understand that leadership has many dimensions
• understand that it is essential for a leader of a school to understand the school's culture, traditions and values before he/she can lead change.
• understand that in order to achieve the school's mission, an open system of communication among all stakeholders is essential.
 	
As a result of this session, each candidate will be able to
 	
discuss the projection of the emerging structure of education and conclude how the implications of the projected structure affect the role of future school leaders.
 	
This session will present highlights of all the chapters covered in the text as well as any additional notes and information.
 	
Essential Question
 	
How does the content of this course relate to the role of the principal?
	Prior to Session Six, each candidate will
	Read Ch. 14 in the Razik textbook.
	
	During Session Six, learning teams will
	(This assignment is not optional.)
	1. finalize and be prepared to present their Improvement Plans to the class. Improvement Plans will be uploaded to Chalk and Wire and then submitted in writing to the instructor.
	2. complete the following activities found in Ch. 14:
	    Activity 14.1 "Scoping the Future of Public Education"
	    Activity 14.2 "Agree or Disagree"
	
	During the Practicum Experience, each candidate will complete the following assignment and upload it to Chalk and Wire:
	
	1. incorporate into his/her reflection journal in Chalk and Wire a reflection on the necessity of a school having a strategic plan and involving all the stakeholders.
	2. interview his/her supervising administrator and determine his/her short-term and long-term goals. This interview should be uploaded to Chalk and Wire by Session Six. Each candidate will incorporate these goals into his/her reflection journal in Chalk and Wire. See the appendix for the rubric for this assignment.
	
	Practicum experience records are due during this session! All records should be uploaded to Chalk and Wire and submitted in writing to the instructor.
	
	During Session Six, the instructor will
	
	go over the assignments for Session Seven.

EDAS 5224 – SESSION SEVEN

Enduring Understandings/Objectives	Assignments/Assessments
Enduring Understandings that are addressed in Session Seven Each candidate will • understand that there are social, political, economic and cultural contexts under which an administrator functions. • know that understanding the underlying values, cultures and value hierarchies and their impact on the school setting is essential in leadership. • understand that all stakeholders are valued and should have input in decision making. • understand that the ethical responsibility of an administrator requires adherence to policy and compassionate discernment. • understand that leadership has many dimensions • understand that it is essential for a leader of a school to understand the school's culture, traditions and values before he/she can lead change. • understand that in order to achieve the school's mission, an open system of communication among all stakeholders is essential. **As a result of this session, each candidate will be able to** • examine their own behavior and beliefs about organizations and align them with the theories and principles of organization development. • apply organizational development to analyze a real organization that has undergone organizational transformation. **Essential Question** How does the framework of organizational development define the role of a future school leader personally?	**Prior to Session Seven, each candidate will** 1. use the information learned in this course to write a brief two-page paper defining his/her leadership plan. 2. complete the Self-Assessment and submit it in Chalk and Wire. 3. submit the Cooperating Administrator Assessment to your administrator in Chalk and Wire. This is required to pass the course. The Coordinator of Field Experiences will make sure this assessment is submitted for each candidate. **During Session Seven, each learning team will** (This assignment is not optional.) 1. choose an existing organization and apply his/her knowledge of theories and principles of organizational development to analyze the organization and make suggestions about transformational change. 2. give a 10-minute presentation about an existing organization. Describe how the team analyzed the organization, and discuss what suggestions the team made for transformational change. **During Session Seven, each candidate will** give a five-minute presentation describing his/her personal leadership plan.

Course Policies and Miscellaneous Information

Attendance Policy

Face to face sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office.

Attendance in distance learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit**.** Any student who misses more than 25% of the sessions for any course shall receive a grade of F or No Credit for that course and shall be required to repeat the course at their expense.

Academic Integrity

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of F on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of F on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or F for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the Modern Language Association (MLA) or the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of F as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

Accommodations for Students with Disabilities

Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," at http://mycampus.swu.edu . Any student desiring accommodations must send the request and all documentation to the Student Services Coordinator at the learning center where he/she attends classes. The Student Services Coordinator will forward the materials to Martha Mishoe (mmishoe@swu.edu), Coordinator of Student Learning Services for Southern Wesleyan University.

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Appendix A

Practicum/Internship Experiences

Introduction

The administrator/supervisor internship experiences are intended to provide administrator/supervisor candidates with opportunities to test and to apply the knowledge, skills, and dispositions acquired in conjunction with their academic experiences. Under the guidance and supervision of an experienced Coordinator of Field Experiences for Administrator Candidates (CFE)—one for the Upstate area and one for the Low Country area—the professor for the corresponding course, and the Cooperating Administrator (CA), administrator candidates further develop and refine their skills in real administration and supervision situations within the guidelines established by the South Carolina Department of Education.

In brief, the administration and supervision internship experiences represent real-world interaction that enhances academic scholarship. The administration and supervision internship experiences are designed to provide the candidate with the following:

- an opportunity to apply administration/supervision theories in practical situations;
- an opportunity for additional observation and study of leadership in school conditions;
- an opportunity to participate in actual school situations for extended periods to refine understanding of the many complexities of an administrator/supervisor's role;
- a laboratory for the testing of ideas and for the gaining of a perception of the real world of administration/supervision;
- a time for personal self-assessment, reflection and objective evaluation;
- a time of transition from the role of candidate to that of a professional in which the professional becomes responsible for the educational growth of the students;
- the overall confidence necessary to be successful as an administrator/supervisor;
- an opportunity to refine the essential knowledge, skills and dispositions a candidate will need as an administrator/supervisor;
- an opportunity to become familiar with the SC PADEPP standards, the ADEPT standards, and the ELCC standards and their corresponding assessments;
- an opportunity to become familiar with South Carolina K-12 Academic Standards and their importance.

Goals of the Administrator Program

Administrator and supervisory internship experiences encompass activities where the knowledge, skills, and dispositions acquired through academic studies are applied in school situations. The goal is to provide administrator/supervisor candidates with the opportunity for personal self-assessment, reflection, and the achievement of professional competence in administration/supervision.

Internship experiences are designed to provide the candidate with the following experience and information:

- Planning and implementing curriculum and instruction;
- Managing the school learning environment;
- Interacting with the school community using a variety of teaching methodologies;
- Learning authentic assessment strategies, and opportunities to evaluate students' cognitive, affective and psychomotor growth;
- Using South Carolina PADEPP, ELCC, the ADEPT standards, and corresponding assessments;
- Examining South Carolina academic standards for K-12;

- Investigating opportunities for involvement in the community and in the professional and extracurricular life of the school;
- Exploring diversity in the school settings;
- Developing a program of self-reflection for continuing professional growth.

Assignments, Site Selection, Internship Experience Team

Assignments:
1- The candidate is required to obtain approval from the school district(s) or other sponsoring institution(s) to do an internship experience in these settings. This step requires two endorsements: 1) the endorsement of a cooperating administrator who will become the intern's supervising site administrator and, 2) the endorsement of the appropriate school administrator who authorizes the internship to take place within the particular organizational framework.

2- The Internship Experience Portfolio- The candidate should, in cooperation with the school administrator, complete and submit an internship portfolio for each internship experience, which should include the following:

Reflections – Candidates should maintain an electronic journal in which they reflect on tasks/activities completed for the ELCC standards addressed in the course. In the reflection, candidates should explain the task, how they went about completing the task, and the importance of the task as it relates to the day-to-day management/operations of the school. Each week of the internship experience the candidate will submit a reflection for one of the ELCC standards addressed in the particular course.

School Profile – Candidates should compile and submit a one-page school profile that explains the demographics of the school.

Interview school administrator(s) – Candidates should arrange to interview a school administrator paying particularly close attention to the daily operations/management issues encountered. The interview should be summarized in an APA-formatted paper with a length of no more than two to three double-spaced typed pages. This paper should be uploaded and submitted to the instructor. Candidates are encouraged to include photographs in the portfolio.

Internship activity record – Candidates will complete the Principal Intern Activities Record and submit it at the conclusion of the internship experience.

Site Selection
In selecting internship experience sites, the CFE (Coordinator of Field Experiences) and the course professor in cooperation with the candidate place considerable importance on the availability and cooperation of a certified principal who is qualified to assume the role of cooperating administrator. One criterion in approving an internship experience is the quality of the cooperating administrator and his/her commitment to providing a quality experience. Other criteria include the area of concentration that the candidate desires (elementary or secondary) and the diversity in the school and the CA. Each cooperating administrator is expected to provide regular feedback to the candidate. The candidate is also encouraged to seek feedback from school site faculty and staff personnel.

Diversity

In selecting internship experience sites, the CFE and the course professor, in cooperation with the candidate, place considerable importance on diversity. **The candidate should plan to shadow in a Title 1 school for at least 6 hours during each internship experience and for at least 6 hours during the final internship.** The CA and the course professor must approve the school setting.

Internship Experience Team

There are numerous people involved in a successful internship experience. These include the candidate, Cooperating Administrators (CA), the course professor, and others such as mentors, peers within the course sessions, and those with whom the candidate is working at the intern sites. Below is a description of the responsibilities for the candidate, CA, and the course professor.

The Internship Team

The team is comprised of three members: the administrative/supervisory candidate, the cooperating administrator, and the course professor.

The Administrative/Supervisor Candidate

The administrative candidate is responsible for gaining experience and competency in a variety of administrative areas. These areas derive from standards set by the Educational Leadership Constituency Council (ELCC) and the South Carolina PADEPP. The particular tasks undertaken in each administrative area are reviewed by the cooperating administrator, the course professor, and the university supervisor to ensure a broad base of intern experience

The Cooperating Administrator (CA)

The role of the cooperating administrator is critical for a successful internship experience. The CA should work closely with the candidate in establishing goals, planning for diverse and valuable experiences, and discussing growth and needed areas of development throughout the course of the field experience. In addition to assessing the internship, the CA is crucial for providing access, resources, supporting accomplishments, and offering recommendations. Two areas in which the CA will assist are in setting a regularly scheduled time for discussion and feedback and in providing time for the intern to reflect meaningfully upon the experiences. The role of cooperating administrator goes beyond the boundaries of teaching, leading, and supervising. It is also one of mentoring. Mentors offer the candidate a collegial long-term commitment to personal and professional growth.

Course Professor

The university course professor is responsible for assessing the quality of the candidate's internship experiences, in conjunction with the CA. The university professor teaches the course content with those courses that have an internship experience and assists the intern in strategies to apply the content to the real-world applications.

INTERNSHIP REQUIREMENTS

1. The candidate must secure approval from the local district for assignment. An agreement form with the appropriate signatures must be returned to the course professor supervisor. No internship can officially begin until this form is signed by the appropriate school official(s) and returned to the course professor.
2. The candidate must attend ALL scheduled course meetings.

3. The candidate must achieve an overall GPA of 3.0.
4. The candidate will keep a record of his/her activities that entails a brief description of the task involved, the date, the beginning and ending time, the amount of time involved (expressed in fractions of an hour, ex. 2.25). The record is to be turned in to the course professor no later than the last course meeting. This record of activities must also be included in the e-portfolio. The cooperating school administrator must certify the record of activities.
5. The internship experience activities shall be completed during the coordinating course unless approval is received from the university professor for additional time to complete the requirements.
6. The candidate shall complete any additional requirements outlined by his or her university supervisor.
7. Internship activities should focus on ELCC elements 1 through 7. Candidates are required to develop and complete activities and reflections that demonstrate competency in EACH of these elements.

Administrative/Supervisory Candidate Responsibilities

1. Prior to the internship experience, the candidate is required to contact the Cooperating Administrator (CA) and the course professor. The candidate needs to schedule a meeting with the CA before the beginning of each internship experience. The requirements are in place to
   o open lines of communication between candidate, professor, and CA before the start of the candidate administrative experience.
   o help establish a common understanding of the roles and responsibilities.
   o cooperatively establish professional goals for the candidate administrative experiences that are clearly understood by the supervisors and the candidate.
   o have a solid understanding of the CA's school, administrative style, the school district, community, and the students.
   During the initial meeting, the candidate should
   o be professional, courteous, and sensitive to the time constraints faced by the CA.
   o obtain the CA's number and the number of the school office.
2. View administrative internship as a temporary experience as an administrative staff member whose role and conduct are guided by the rules, policies, and professional code of conduct of full-time staff members. Administrative candidates are expected to meet assigned responsibilities in a manner consistent with building/district staff and faculty. Lateness, unexcused or excessive absence, failure to observe safety procedures, lack of initiative, inappropriate dress or conduct, poor human relation skills, and negligence will be viewed as grounds for withdrawing and/or failing the administrative/supervisory program.
3. Provide evidence of willingness to work, enthusiasm for the assignment, and basic knowledge of administrative/supervisory techniques.
4. Strive for open communication. Regular meetings should be arranged and set aside for this purpose.
5. Participate in school functions, faculty and PTO meetings, parent-teacher conferences, open house activities, site-based committee meetings, new assessments, new graduation requirements, etc.
6. Remember internship experiences are for 9-12 hours per week during EDAS 5224, 5424, or 5714. The final internship experiences will also be 9-12 hours for a total of 90-100 hours during EDAS 5906 or 5916.

7. Remember that an administrator/supervision candidate must achieve an overall rating of 3.0 on the internship experience. Failure to achieve an overall rating of a 3.0 will result in the candidate having to complete a plan of action with the School of Education and being placed on academic probation.

Supervision and Evaluation

Supervision of administrator/supervisor candidates is an important part of the internship experience. The candidate is observed by the CA on a regular, ongoing basis. To this end, the CA and the candidate should meet and discuss the manner in which the candidate will be supervised and, as importantly, discuss the criteria which will be considered during the evaluation.

The Pre-Conference

The purpose of the pre-conference is to set the stage for the observation. The professor and CA work with the candidate in identifying the variables to be assessed and the instruments to be used.

The Observation

The observation is the arranged time when the CA observes the candidate. The reflections and the activities records will be uploaded and submitted in Chalk and Wire to be assessed by the professor. The results of these written comments will form the basis for the post-conference.

The Post-Conference

The CA and the professor assess the candidate and will discuss evidence of the candidate's strengths and/or areas for continued growth with the candidate.

Administrator Candidate Self-Evaluation

Self-evaluation and reflection are essential for a successful administrative career.
Administrator/supervisor candidates are required to incorporate checklists, Principal Intern Activities Record, SC PADEPP and ELCC standards, and audio or videotaping as effective means of data collection, and subsequent self-evaluation and reflection. In addition, administrator candidates are required to evaluate and provide evidence of their impact on student learning. This evidence will be placed on Chalk and Wire in an e-portfolio.

Appendix B

On-Site Administrative Approval Form
Administrator/Supervisor Practicum/Internship

Academic Year: Semester:

Practicum/Internship experience Information:

Candidate Name: Practicum/Internship Position:

Home Phone: E-Mail Address:

School Name: School Phone:

School Address: City, Zip:

Statement of Confidentiality: I understand that during the course of events associated with the intern experiences, I may be privy to confidential information. I understand that such information may not be shared and further communicated without permission. Any breech of laws and regulations concerning issues of confidentiality may result in my receiving a failing grade in the internship experience.

_____
Signature of Candidate   Date

I have reviewed the requirements for completion of the internship and will provide the candidate with opportunities and assistance necessary to fulfill those requirements.

_____
School / District Cooperating Administrator   Date

The applicant is granted permission to do the internship under the supervision of Southern Wesleyan University and the Administrator designated above.

_____
School / District Official   Date

Upon completion, the candidate will scan and save this form as a .pdf file. This will allow them to upload this form to their electronic portfolio in Chalk and Wire and submit it to the Course Instructor and the Field Experience Coordinator.

Appendix C   **Practicum/INTERNSHIP RECORD**

NAME:
DATE:
ADMINISTRATION LEVEL:
COOPERATING ADMINISTRATOR:
UNIVERSITY PROFESSOR:

This form may be used as a draft to record administrative and supervisory activities and time spent on activities completed during the internship. All activities must be uploaded and submitted in Chalk and Wire weekly with a reflection.

All activities must directly relate to the content of EDAS 5224 Organizational Development in Schools.

All the elements must be addressed during the field experience. Some activities may satisfy more than one standard. In such events, list them in both places. At the end of the experience, reflect on your field experience and submit the reflection in Chalk and Wire.

ELCC Standard 1 Vision	Activity	E=Elementary M=Middle H=High School Indicate One	Total time spent in hours
1.1 Shared Vision ♦design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements..			

1.2 Collect and Use Data ♦ develop and use evidence-centered research strategies and strategic planning processes; ♦ create school-based strategic and tactical goals; ♦ collaboratively develop implementation plans to achieve those goals; ♦ develop a school improvement plan that aligns to district improvement plans			
1.3 Continuous Improvement ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional development program			
1.4 Understand and evaluate school progress ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.			

Appendix D
**ADMINISTRATION AND SUPERVISION CANDIDATE
DISPOSITIONS SELF-ASSESSMENT**

"Educators who demonstrate scholarship within a Christian ethic of care"

Student Name: _____ Student ID #: _____

Student Signature _____ Date _____

DISPOSITION 1: The candidate exhibits a biblical approach to life that is demonstrated by a passion for learning.

	Poor/ Fair	Good	Very Good	Excellent
How would you judge your expectations for yourself?				
How would you describe your initiative?				
How would you describe your professional work ethic?				
How would you describe your biblical view of life?				
How would you judge your habits of moral and ethical integrity?				
How would you rate your feelings about your health?				
How would you judge your lifestyle habits?				
How would you describe your initiative?				
How would you describe your professional work ethic?				

DISPOSITION 2: The candidate is enthusiastic about education as demonstrated by compassionate and respectful interactions with learners.

	Poor/ Fair	Good	Very Good	Excellent
How would you judge your ability to take what you've learned in your courses and apply it to your teaching in classrooms?				
How would you judge your ability to adapt your teaching so that it accommodates diverse learning styles and abilities among learners?				
How would you judge your ability to encourage your learners to use what they've learned in situations outside the classroom?				
How would you rate yourself as an encourager of your learners being high achievers?				
How would you rate your ability to motivate learners?				
How would you rate yourself as an advocate of learning as a valuable asset for one's life?				
How would you rate yourself in showing a caring and encouraging attitude?				

	Poor/Fair	Good	Very Good	Excellent
When you interact with learners, how would you rate your ability to treat everyone equally?				
How would you rate your sensitivity to your learners' needs that are not related to academics?				
How would you rate your ability to encourage learners to take responsibility for their actions?				

DISPOSITION 3: The candidate engages in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.

	Poor/Fair	Good	Very Good	Excellent
How would you rate yourself as a promoter of cooperative learning?				
How do you think you respond to constructive criticism?				
How would you rate your ability to work cooperatively and professionally with others?				
How would you judge your ability to make positive comments about your peers and colleagues?				
How would you judge your ability to display sensitivity to the needs of your peers and colleagues?				
How would you judge your ability to foster professional relationships?				

DISPOSITION 4: The candidate recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

	Poor/Fair	Good	Very Good	Excellent
How would you judge your ability to use the community as a resource for your teaching and your students' learning?				
How would you judge your ability to involve community members in your school and classroom?				
How would you judge your ability to communicate with community members about educational practices in your school and classroom?				
How well do you respect the diversity of people in the community?				
How would you rate your involvement in the community?				
How would you rate your ability to act without prejudice toward members of the community?				

Appendix E

Creating a Personal Vision

1. What is my story?
2. What is my purpose in life?
3. How do I live?
4. What I do I possess?
5. What do I really enjoy doing?
6. What do I consider my deepest values and beliefs?
7. What do I do to manifest my values and beliefs?
8. If I could do something over, what would it be?
9. What are my proudest accomplishments?
10. If I were to die, what would I want my friends and family to say about me?
11. What would I consider the perfect profession?
12. Do I procrastinate?
13. What gets "under my skin"?
14. What are my most important relationships?
15. What does community mean to me?

Appendix F   <u>**How to Write a Personal Vision Statement**</u>

When writing a vision statement, consider these three parts: Why? What? How?

1. Why am I here?
2. What do I do?
3. How do I do it?
4. Where do I want to go in the future? In 3-5 years I will _____.

<u>Personal vision statements can include any of the following:</u>

Reading

Watching television

Being a positive role model

Being more active in church or in the community

Being a better spouse or parent

Placing more value on family relationships

Traveling

Writing

Listening to a wide genre of music

Spending more time with pets

Cooking

Spending less time worrying about things one cannot change or affect

Valuing what one has

Making lasting memories

Organizing

Appendix G

<u>Core Value Interview Questions for Teachers and Principal</u>

1. Why did you want to become a teacher/principal?
2. What enjoyment or satisfaction do you get from your work?
3. What do you consider the ideal school to be?
4. In what environment do you prefer to work?
5. Have you ever had a job that you did not like? Why?
6. What is the biggest challenge you have ever faced in working with a team?
7. What is your favorite part of your job?
8. If you could choose between making more money and having greater job satisfaction, which would you choose?
9. What is one thing that you accomplished on the job that no one else knew about?
10. What gives you the most satisfaction in your job?
11. Do you feel that you are a fairly objective person?
12. Do you consider yourself a risk-taker?
13. What are two goals you would set for yourself if you were asked where you would like to be in five years?
14. Do you work hard to make others look good even though you know that you will not receive the credit?
15. How important is tradition?
16. What instantly makes you angry enough to "blow your top"?
17. What type or kind of people drive you crazy?
18. What is the greatest challenge in your job?
19. How do you demand respect?
20. Would you lie for someone if it meant saving his/her job?

Appendix H

How to Identify One's Core Beliefs about Education

I believe that…

1. a school that is labeled as "good" is one that

    _____.

2. a student who experiences academic success is able to

    _____.

3. a quality faculty is one that exhibits the following characteristics

    _____.

4. classrooms are effective learning environments if they

    _____.

5. besides academics, schools are responsible for teaching

    _____.

6. an effective instructional program is one that encompasses

    _____.

7. a good leader is one who chooses to

    _____.

(Based on the School Improvement Plan in Maryland

for identifying core beliefs, 1997-2009)

Appendix I

Learning Team Project Guidelines

Select an organization that you would like to research. Due to the economic dilemmas in the present time, organizations have had to restructure, and some have even declared economic failure. Concentrate on the changes that have occurred in the organization. Your research should include a history of the organization, the organizational structure, culture, leadership, communication policies, human resource policies, and any transformations. The group will relate to the class how the organization has dealt with changes, past experiences and its present existence. The group will have 20 minutes to present their project to the class. A written summary consisting of 3-4 pages should be submitted to the instructor. The group must use visuals (their choice) in their presentation and include a list of references in APA format as a part of the summary.

Appendix J

Improvement Plan Assignment

This assignment will be a learning team presentation that should last for approximately 20 minutes. The presentation should include visuals of the team's choice. Upload the completed plan to Chalk and Wire for assessment.

The team will create a school and pretend that the school is in need of organizational change. It has not been successful. Student achievement has not risen in the past five years, and it is viewed by the community as not desirable for their children. Many parents are choosing to homeschool or to send their children to private schools. Create a new vision for the school as well as a new mission statement. From there, devise an Improvement Plan to increase student achievement and to regain the trust and confidence of the stakeholders involved. Team members should represent the stakeholders which would include the school, the community, parents, businesses, etc.

Use the following to develop your plan:

Questions: Where are we right now? Where do we want to go? How do we get there?
1. Discuss the history of the school.
2. What is its current vision and mission?
3. Complete a value scan of the school population (What are the core values and beliefs of the school?)
4. State a vision – where do you see the school in the next five years?
5. State what you believe – what drives the school as an organization?
6. State a mission – what are we all about? Why does the school exist?
7. Complete a SWOT check.
8. Establish strategic objectives. They should include
    - Connecting the mission statement to the vision statement
    - Goal setting (specific performance goals that are measureable)
    - Budget
    - Operation
    - Stakeholders
    - Action plans to implement performance goals
    - Evaluation plan – How will you determine if goals are being met
    - How will the plan be communicated?

Keep in mind SMART goals in establishing the plan:

Specific	Goals are specific.
Measureable	Establish concrete criteria for measuring progress.
Attainable	How are your goals attainable?
Realistic	Be realistic that goals you set are reachable.
Timely	Consider your timeframe.

Suggestion: To complete this assignment, obtain copies of the improvement plans for the team members' individual schools. After reviewing the plans, choose one school as a guide for writing an Improvement Plan for the imaginary school.

SMART Goals are:

Specific – Specific goals should answer the "six" W questions:

- Who is involved?
- What do I want to accomplish?
- Where: The location
- When: What is the timeframe?
- Which requirements and constraints will be used?
- Why am I completing this goal(s)?

Measurable – Establish concrete criteria for measuring progress toward the attainment of the goal(s) you have set. Stay on track. Reach your target dates.

Attainable – Figure out ways to make your goals reachable. How can you attain them? You must be able to assess your strengths and weaknesses. Make plans.

Realistic – Be realistic about the goals you set. Can you really reach them? Are they practical, yet reasonably high? Do you believe that you can do what you set out to do?

Timely – You should have a timeframe that is reasonable. Set your plan in motion to accomplish the goal within the timeframe you have set. When you set a deadline, you unconsciously start movement toward that date.

Appendix K

RUBRIC
INTERNSHIP RECORD

ELCC 7

Criteria	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
Detailed field experience records are kept corresponding to the appropriate ELCC sub-standard.	Activities record is detailed, complete, and corresponds to the required ELCC standard. The record is error free. Candidate spends 11-12 hours per week on the experience.	Activities record is detailed, complete, and mostly corresponds to the required ELCC standard. The record has 1-2 errors. Candidate spends 10 hours per week on the experience.	Activities record is detailed, complete, but does not always correspond to the required ELCC standard. The record has 3-4 errors. Candidate spends 9 hours per week on the experience.	Activities record is not detailed or complete. The experience does not correspond to the required ELCC standard. The record has multiple errors. Candidate spends less than 9 hours per week on the experience.

Appendix L

Rubric

Interview

Interview administrators to discuss different aspects of administration and supervision. Explain that all personal identifying information is confidential and that if at any time they would like to stop the interview or ask you to not use any part of their response that you will stop the interview and delete from your records their response in accordance with their request. Change the name before the work is turned in or shared with the class. Demographic information you should collect is their age, gender, and level of education.

Sample Interview Questions for Vision and School Improvement Plan. **These are only sample questions. Please construct your own that meet your needs.**

- What is the vision statement of the school? How does the vision affect the Improvement Plan?
  Did you consider any different vision statement? What options did you consider?
- What were the steps used to develop the vision statement? the School Improvement Plan?
- What groups were involved in developing the vision for the school and the Improvement Plan? If multiple groups were used, what were the factors that made it difficult for you – both internal and external forces?
- Did you modify the vision statement once you began actually implementing it? Did you modify the School Improvement Plan? If so, how and why?

When you have completed the interview, you should prepare a report that first documents the interview transcript and then provides a 2-3 page report of common threads or differences you found in your visionary leadership and school improvement interview. Compare and contrast the barriers and strategies.

ELCC Standards	Advanced	Proficient	Basic	Below Basic
Description and documentation of workplace	Workplace and vision is clearly described & documented; evidence of thoughtful interview; ongoing, insightful analysis provided	Workplace and vision is described and documented; evidence of interview as support; analysis provided	Workplace and vision somewhat described/and or documented; some evidence of interview present; some analysis provided	Workplace and vision are neither described or documented; little or no evidence of interview; little or no analysis provided
Insightful and ongoing analysis of vision and interview provided. Connections made to course text, readings, class discussions **ELCC 1.0**	Vision and interview are insightfully analyzed; strong connections made to course text, readings, class	Vision and interview are analyzed; connections made to course text, readings, class discussion	Vision and interview are somewhat analyzed; some connections made to course text, readings, class	No analysis provided; little or no connections made to course text, readings, class discussions
Demonstrates ability to apply leadership skills learned from authentic workplace **ELCC 1.0**	Analysis of interview makes thoughtful connections to visionary leadership and lessons about leadership	Analysis of interview makes connections to visionary leadership and lessons about leadership	Analysis of interview is connected to visionary leadership and lessons about leadership	No connections are made to visionary leadership and lessons about leadership
Topic presented with clarity interactive discussion on topic with peers **ELCC 1.0**	Visionary topic is presented thoroughly in the interview; excellent discussion is fostered	Visionary topic is presented in the interview; good discussion is fostered	Visionary topic is somewhat presented; some discussion on topic is evident	Presentation only is present with no discussion
Mechanics	Error free; clearly & professionally written	Error free for the most part with only 1 or 2 errors; clearly written for the most part	Three to four spelling, grammar and mechanical errors	Some spelling, grammar and mechanical errors

Appendix M

Rubric
Reflection

Competency	Advanced 4 Points	Proficient 3 Points	Basic 2 Points	Unsatisfactory 1 Point	Score
Competency 1 ELCC 1.1. Collaboratively develop and implement a shared vision and mission	Reflection provides excellent context for collaboratively developing and implementing a shared vision and mission.	Reflection provides good context for collaboratively developing and implementing a shared vision and mission.	Reflection provides adequate context for collaboratively developing and implementing a shared vision and mission.	Reflection does not provide context for collaboratively developing and implementing a shared vision and mission.	
Competency 2 ELCC 1.2. Create and implement plans to achieve goals	Reflection provides excellent context for activities representing knowledge & skills to create and implement plans to achieve goals.	Reflection provides good context for activities representing knowledge & skills to create and implement plans to achieve goals.	Reflection provides adequate context for activities representing knowledge & skills to create and implement plans to achieve goals.	Reflection does not provide context for activities representing knowledge & skills to create and implement plans to achieve goals.	
Competency 3 ELCC 1.3. Promote continuous and sustainable improvement	Reflection provides excellent context for promoting continuous and sustainable improvement.	Reflection provides good context for promoting continuous and sustainable improvement.	Reflection provides adequate context for promoting continuous and sustainable improvement	Reflection does not provide context for promoting continuous and sustainable improvement.	
Competency 4 ELCC 1.4. Monitor and evaluate progress and revise plans	Reflection provides excellent context for monitoring and evaluating progress and revising plans.	Reflection provides good context for monitoring and evaluating progress and revising plans.	Reflection provides adequate context for monitoring and evaluating progress and revising plans.	Reflection does not provide context for monitoring and evaluating progress and revising plans.	
Written Presentation	Well written in a very organized fashion. It contains correct grammar, punctuation, and spelling and has a quality professional appearance.	Written in an organized fashion. It contains correct grammar, punctuation, and spelling and has a professional appearance.	Written in an unorganized fashion. It contains correct grammar, punctuation, and spelling.	Written in an unorganized fashion. It contains incorrect grammar, punctuation, and spelling.	

Appendix N

RUBRIC
WRITTEN REPONSES AND LEARNING TEAM PROJECT

The following rubric will be used for all written assignments for
Organizational Development with Practicum/Internship Experience.

POINTS	CRITERIA FOR SCORING
0 **DEFICIENT**	There is no evidence of any work and/or assignment is not completed.
1 **BELOW** **BASIC**	• The assignment is poorly organized and lacks planning. • Most components of the assignment are <u>not</u> included. • Assignment shows no connections to reading and class discussions. • Poor writing and/or speaking skills are exhibited with major grammatical errors. • If a group project, work was completed primarily by one member of the learning team.
2 **BASIC**	• The assignment is adequately organized with some planning. • Some the components of the assignment are included. • Assignment shows adequate connections to reading and class discussions. • Basic writing and/or speaking skills are exhibited with some grammatical errors. • If a group project, work was completed primarily by one or two members of the learning team.
3 **PROFICIENT**	• The assignment is organized with good planning. • Most of the components of the assignment are included. • Assignment shows good connections to reading and class discussions. • Good writing and/or speaking skills are exhibited with minor grammatical errors. • If a group project, work was shared among most of the learning team.
4 **ADVANCED**	• The assignment is organized and well planned. • All components of the assignment are included. • The answers/written assignment is fully developed with examples and/or facts. • Assignment shows strong connections to reading and class discussions. • Strong writing and/or speaking skills • If a group project, work was shared equally among the learning team.

Rating Scale:
1 Below Basic – There is little or less than adequate evidence of the principles.
2 Basic – There is adequate evidence of the principles.
3 Proficient – There is more than adequate evidence of the principles.
4 Advanced – There is strong evidence of the principles.

Appendix O

Rubric
Oral Presentation

Assessment Criteria	1 Below Basic	2 Basic	3 Proficient	4 Advanced
Organization	Somewhat organized. Introduces the purpose of the presentation. Includes some transitions to connect key points but there is difficulty in following presentation. Student jumps from topic to topics. Several points are confusing.	Organized for the most part. Introduces the purpose of the presentation. Includes some transitions to connect key points. There is only minor difficulty in following presentation. Some of the information was presented in logical sequence; some points are confusing.	Generally well organized. Introduces the purpose of the presentation clearly. Includes transitions to connect key points, but better transitions from idea to idea are noted. Most information was presented in logical sequence; a few minor points may be confusing.	Extremely well organized. The purpose of the presentation clearly and creatively introduced. Effectively includes smooth, clever transitions, which are succinct but not choppy in order to connect key points. Student presents information in logical, interesting sequence, which the audience can clearly follow.
Depth and Accuracy of the Content	Explanations of concepts are inaccurate or incomplete. There is a great deal of information that is not connected to the presentation thesis. Evidence is derived from few sources. Enough errors are made to distract a knowledgeable listener, but some information is accurate. Portions of presentation are too elementary or too sophisticated for audience.	Explanations of concepts are somewhat accurate and complete. Presents evidence of research with a limited, but adequate number of sources. Some significant errors are made with a number inconsistencies or errors in information, but not to significantly distract a knowledgeable listener. Level of presentation is generally appropriate.	For the most part, explanations of concepts are accurate and complete. Presents evidence of valid research with multiple sources. No significant errors are made; a few inconsistencies or errors in information. Level of presentation is generally appropriate.	Speaker provides an accurate and complete explanation of key concepts. Provides evidence of extensive and valid research with multiple and varied sources. Information completely accurate; all names and facts were precise and explicit. Level of presentation is appropriate for the audience.
Research Effort	Used the material provided in an unacceptable manner and did not conduct sufficient research.	Used the material provided in an acceptable manner, but research was limited.	Did a very good job of researching; utilized materials provided to their full potential; at times took the initiative to find information outside of school.	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project.

Use of Communication Aids (e.g., Transparencies, Slides, Posters, Handouts, Computer-Generated Materials)	Student uses superfluous graphics, no graphics, or graphics that are so poorly prepared that they detract from the presentation. The font used is too small to be easily seen.	The graphics aid in the presentation and support the thesis in only a limited manner. The graphics are not varied and are not as colorful or attractive as they could have been. The font utilized, while it can be read, is not always clear. For the most part, the information included is appropriate.	While graphics relate to and aid presentation thesis, these media are not as varied and not as well connected to presentation thesis. Font size is appropriate for reading. Appropriate information is prepared. Some material is not supported by visual aids.	Graphics served to reinforce the presentation thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use. Visual aids were colorful and large enough to be seen by all - even those behind the class. Media are prepared in a professional manner. Details are minimized so that main points stand out.
Language and Eye Contact Grammar, Word Choice, Voice as well as Eye Contact	The audience has trouble hearing the presentation a majority of the time. Words are used inappropriately and/or out of context. There are numerous misspelling and/or grammatical errors. The presentation is difficult to follow. The presenter makes only limited eye contact, but it is not maintained. At least ¾ of the time, the presenter reads the report. Not all members of the group contributed to the presentation.	Audience occasionally has trouble hearing the presentation; seems uncomfortable. Student incorrectly pronounces terms. Selects words inappropriate for context; uses incorrect grammar. Presentation has three misspellings and/or grammatical errors. Can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/halting, and/or vocabulary is somewhat limited or inappropriate. Some eye contact, but not maintained and at least half the time reads most of report. Each member of the group contributed to the presentation.	Clear articulation but not as polished; slightly uncomfortable at times. Most can hear presentation. Presenter pronounces most words correctly. Selects words appropriate for context and uses correct grammar. Presentation has no more than two misspellings and/or grammatical errors. For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning. Student maintains eye contact most of the time but frequently returns to notes. Each member of the group contributed to the presentation.	Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group. Correct, precise pronunciation of terms. Selects rich and varied words for context and uses correct grammar. Presentation has no misspellings or grammatical errors. Sentences are complete, and they flow together easily. Words are chosen for their precise meaning. Maintains eye contact; seldom returning to notes; presentation is like a planned conversation. Each member of the group contributed to the presentation.

Appendix P

RUBRIC
IMPROVEMENT PLAN

The candidate will	1 Below Basic	2 Basic	3 Proficient	4 Advanced
Develop a Vision Standard 1.1 Knowledge Indicator	There is little evidence through this project that the candidate understands ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.	There is adequate evidence with two essential components through this project that the candidate understands ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.	There is good evidence with three essential components through this project that the candidate understands ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.	There is excellent evidence with all essential components through this project that the candidate understands ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.

The candidate will	1 Below Basic	2 Basic	3 Proficient	4 Advanced
Create and Implement Plan Standard 1.~~3~~ 2 Knowledge Indicator	There is little evidence through this project that the candidate understands ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional development program.	There is adequate evidence with two essential components through this project that the candidate understands ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional program.	There is good evidence with three essential components through this project that the candidate understands ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional program.	There is excellent evidence with all essential components through this project that the candidate understands ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional program.~~.~~
~~The candidate will~~	~~1~~ ~~Below Basic~~	~~2~~ ~~Basic~~	~~3~~ ~~Proficient~~	~~4~~ ~~Advanced~~

The candidate will	1 Below Basic	2 Basic	3 Proficient	4 Advanced
Promote Continuous Improvement Standard 1. 3 Knowledge Indicators	There is little evidence through this project that the candidate understands ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.	There is adequate evidence with two essential components through this project that the candidate understands ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.	There is good evidence with three essential components through this project that the candidate understands ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.	There is excellent evidence with all essential components through this project that the candidate understands ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.

Monitor, Evaluate, and Revise Knowledge Indicator	There is little evidence through this project that the candidate understands ♦effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ♦program evaluation models.	There is adequate evidence with two-three essential components through this project that the candidate understands ♦effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ♦program evaluation models.	There is good evidence with four-five essential components through this project that the candidate understands ♦effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ♦program evaluation models.	There is excellent evidence with six or more essential components through this project that the candidate understands ♦effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ♦program evaluation models.
~~The candidate will~~	~~1~~ ~~Below Basic~~	~~2~~ ~~Basic~~	~~3~~ ~~Proficient~~	~~4~~ ~~Advanced~~
Monitor, Evaluate, and Revise Skills Indicator 1.4	There is little evidence through this project that the candidate is able to ♦develop plans to monitor program development and implementation to achieve school goals. ♦construct evaluation processes to assess the effectiveness of school plans and programs.	There is adequate evidence with two-three essential components through this project that the candidate is able to ♦ develop plans to monitor program development and implementation to achieve school goals. ♦construct evaluation processes to assess the effectiveness of school plans and programs.	There is good evidence with four-five essential components through this project that the candidate is able to ♦develop plans to monitor program development and implementation to achieve school goals. ♦construct evaluation processes to assess the effectiveness of school plans and programs.	There is excellent evidence with six or more essential components through this project that the candidate is able to ♦develop plans to monitor program development and implementation to achieve school goals. ♦construct evaluation processes to assess the effectiveness of school plans and programs.

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Presentation	Presentation is not clear and more than two major components are not covered. Only one member of the learning team presents the project. Audience has difficulty following the presentation. No visuals are used.	Presentation is fairly clear, but two major components are not covered. Only a few members of the learning team present the project. Basic visuals are used.	Presentation is clear, but one major component is not covered. Most of the members of the learning team present the project. Good visuals are used.	Presentation is clear and all major components are covered. All members of the learning team present the project. Creative visuals are used.

Rating Scale
1 Below Basic – There is little or less than adequate evidence of the principles.
2 Basic – There is adequate evidence of the principles.
3 Proficient – There is more than adequate evidence of the principles.
4 Advanced – There is strong evidence of the principles.

Appendix Q

SCHOOL OF EDUCATION _____ **FOR EDUC 5224 STUDENT**

"Educators who demonstrate scholarship within a Christian ethic of care"

Administrator Candidate _____ ID # _____ School _____

Assessor _____ Instructional Level/Subject _____

Assessor's Signature _____ Date _____ Total Field Hours _____

ELCC 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.

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
ELCC 1.1 Develop a vision **PADEPP 1 Vision** **SWU Leadership LO 2**	There is excellent evidence through this internship that the candidates understands: ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.	There is good evidence through this internship that the candidates understands: ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.	There is adequate evidence through this internship that the candidates: ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.	There is little evidence through this internship that the candidates: ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements.
	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
ELCC 1.2 Create and Implement Plan **PADEPP 1 Vision** **SWU Leadership LO 2**	There is excellent evidence through this internship that the candidates understands: ♦ develop and use evidence-centered research strategies and strategic planning processes; ♦ create school-based strategic and tactical goals; ♦ collaboratively develop implementation plans to achieve those goals; ♦ develop a school improvement plan that aligns to district improvement plans..	There is good evidence through this internship that the candidates understands: ♦ develop and use evidence-centered research strategies and strategic planning processes; ♦ create school-based strategic and tactical goals; ♦ collaboratively develop implementation plans to achieve those goals; ♦ develop a school improvement plan that aligns to district improvement plans	There is adequate evidence through this internship that the candidates: ♦ develop and use evidence-centered research strategies and strategic planning processes; ♦ create school-based strategic and tactical goals; ♦ collaboratively develop implementation plans to achieve those goals; ♦ develop a school improvement plan that aligns to district improvement plans	There is little evidence through this internship that the candidates: ♦ develop and use evidence-centered research strategies and strategic planning processes; ♦ create school-based strategic and tactical goals; ♦ collaboratively develop implementation plans to achieve those goals; ♦ develop a school improvement plan that aligns to district improvement plans

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
ELCC 1.3 Continuous Improvement **PADEPP 1 Vision SWU Leadership LO 2**	There is excellent evidence through this internship that the candidates understands: ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional development program.	There is good evidence through this internship that the candidates understands: ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional development program.	There is adequate evidence through this internship that the candidates: ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional development program	There is little evidence through this internship that the candidates: ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional development program
	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
ELCC 1.4 Monitor, Evaluate, and Revise **PADEPP 1 Vision SWU Leadership LO 2**	There is excellent evidence through this internship that the candidates understands how to: ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.	There is good evidence through this internship that the candidates understands how to: ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders	There is adequate evidence through this internship that the candidates how to: ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders	There is little evidence through this internship that the candidates how to: ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.

ELCC STANDARD 7.0 A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
ELCC 7 Substantial Experiences **PADEPP 9**	Candidate demonstrated at a high level of proficiency the ability to: -participate in planned and authentic field experiences embedded within courses during the entire duration of the program as assigned by institution faculty and approved by the on-site mentor. -document all field experiences. -participate in field experiences that occur in a variety of school leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills. -participate in field experiences that provide opportunities for candidates to work with appropriate community organizations such as social service groups and local businesses.	Candidate demonstrated the explicit ability to: -participate in planned and authentic field experiences embedded within courses during the entire duration of the program as assigned by institution faculty and approved by the on-site mentor. -document all field experiences. -participate in field experiences that occur in a variety of school leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills. -participate in field experiences that provide opportunities for candidates to work with appropriate community organizations such as social service groups and local businesses.	Candidate demonstrated the basic ability: -participate in planned and authentic field experiences embedded within courses during the entire duration of the program as assigned by institution faculty and approved by the on-site mentor. -document all field experiences. -participate in field experiences that occur in a variety of school leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills. -participate in field experiences that provide opportunities for candidates to work with appropriate community organizations such as social service groups and local businesses.	Candidate failed to demonstrate the ability to: -participate in planned and authentic field experiences embedded within courses during the entire duration of the program as assigned by institution faculty and approved by the on-site mentor. -document all field experiences. -participate in field experiences that occur in a variety of school leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills. -participate in field experiences that provide opportunities for candidates to work with appropriate community organizations such as social service groups and local businesses.

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
ELCC 7.2 Sustained Experiences **PADEPP 9**	Candidate demonstrated at a high level of proficiency the ability to bring all elements of the field experience in a sustained period of 5-7 weeks. Candidates submit an internship plan that is approved by both the on-site mentor and institution faculty.	Candidate demonstrated the explicit ability to bring to bring all elements of the field experience in a sustained period of 5-7 weeks. Candidates submit an internship plan that is approved by both the on-site mentor and institution faculty.	Candidate demonstrated the basic ability to bring to bring all elements of the field experience in a sustained period of 5-7 weeks. Candidates submit an internship plan that is approved by both the on-site mentor and institution faculty.	Candidate failed to demonstrate the ability to bring all elements of the field experience in a sustained period of 5-7 weeks. Candidates submit an internship plan that is approved by both the on-site mentor and institution faculty.

Southern Wesleyan Disposition: The candidate demonstrates an ethic of care.				
	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
The candidate demonstrates an ethic of care towards self: exhibits an approach to life that is demonstrated by a passion for learning.	Candidate established a high level of ability to demonstrate an ethic of care towards self: exhibits an approach to life that is demonstrated by a passion for learning	Candidate established explicit ability to demonstrate an ethic of care towards self: exhibits an approach to life that is demonstrated by a passion for learning	Candidate established basic ability to demonstrate an ethic of care towards self: exhibits an approach to life that is demonstrated by a passion for learning	Candidate established no ability to demonstrate an ethic of care towards self: exhibits an approach to life that is demonstrated by a passion for learning.
	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
The candidate demonstrates an ethic of care towards learners: enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners.	Candidate established a high level of ability to demonstrate an ethic of care towards learners: enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners.	Candidate established explicit ability to demonstrate an ethic of care towards self: enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners.	Candidate established basic ability to demonstrate an ethic of care towards self: enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners.	Candidate established no ability to demonstrate an ethic of care towards self: enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners.
	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
The candidate demonstrates an ethic of care towards colleagues: engages in collaborative work practices as demonstrated by compassionate and respectful interactions with peers/colleagues.	Candidate established a high level of ability to demonstrate an ethic of care towards learners: engages in collaborative work practices as demonstrated by compassionate and respectful interactions with peers/colleagues.	Candidate established explicit ability to demonstrate an ethic of care towards self: engages in collaborative work practices as demonstrated by compassionate and respectful interactions with peers/colleagues.	Candidate established basic ability to demonstrate an ethic of care towards self: engages in collaborative work practices as demonstrated by compassionate and respectful interactions with peers/colleagues.	Candidate established no ability to demonstrate an ethic of care towards self: engages in collaborative work practices as demonstrated by compassionate and respectful interactions with peers/colleagues.

The candidate demonstrates an ethic of care towards the community: recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
	Candidate established a high level of ability to demonstrate an ethic of care towards community: recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.	Candidate established explicit ability to demonstrate an ethic of care towards community: recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.	Candidate established basic ability to demonstrate an ethic of care towards community: recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.	Candidate established no ability to demonstrate an ethic of care towards community: recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

Please comment on the strength(s) of this Administrator Candidate

Please comment on the area(s) that need(s) immediate improvement in order for the Administrator Candidate to succeed as an educator

Appendix R   **Rubric**
                          Participation/Activity

	Advanced (4)	**Proficient (3)**	**Basic (2)**	**Below Basic (1)**
Degree to which student integrates course readings into classroom participation	often cites from readings; uses readings to support points; always articulates "fit" of readings with topic at hand	occasionally cites from readings; sometimes uses readings to support points; often articulates "fit" of readings with topic at hand	rarely able to cite from readings; rarely uses readings to support points; occasionally articulates "fit" of readings with topic at hand	unable to cite from readings; cannot use readings to support points; cannot articulate "fit" of readings with topic at hand
Interaction/participation in classroom discussions	always a willing participant, responds frequently to questions; routinely volunteers point of view	often a willing participant, responds occasionally to questions; occasionally volunteers point of view	occasionally a willing participant, able to respond to direct questions; rarely volunteers point of view	never a willing participant, never able to respond to questions; never volunteers point of view
Interaction/participation in classroom learning activities	always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view	often a willing participant; acts appropriately during role plays, etc.; responds occasionally to questions; occasionally volunteers point of view	a willing participant, but occasionally acts inappropriately during role plays, etc.; able to respond to direct questions; but rarely volunteers point of view	never a willing participant, often acts inappropriately during role plays, etc.; never able to respond to direct questions; never volunteers point of view
Demonstration of professional attitude and demeanor	always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructor's perspective outside class	rarely unprepared; rarely arrives late; occasionally solicits instructor's perspective outside class	sometimes unprepared; occasionally arrives late; rarely solicits instructor's perspective outside class	rarely prepared; often arrives late; never solicits instructor's perspective outside class

Appendix S   **Rubric**
                              Personal Leadership Paper

	Advanced (4)	**Proficient (3)**	**Basic (2)**	**Below Basic (1)**
Awareness and consideration of at least one major theoretical approach to leadership.	Author provides accurate descriptions of several key leadership concepts and theories. Readers gain insights.	Accurate description(s) of at least one key leadership concept/theory is/are discernible.	Description of concept(s) and theory(ies) is inaccurate or incomplete. Readers gain little impression.	No reference is made to any key leadership concept/theory. Readers gain no new insights.
Connection with personal values	Statement is clearly values based. Personal values are driving force for author's statement.	Some personal values are evident in statement. Connection to values is somewhat apparent.	Language contains values-related terminology, but connection between statement and values is vague.	No discernible connection is made between values and leadership.
Incorporation of personal best experience	Several personal applications are included to illuminate points.	At least one personal example is utilized as an illustration.	Basic attempt is made to tie theory to practice	No personal application/best practice is discernible.
Organization of thoughts is clear and logical	Statement is clear, logical and organized. Reader can follow line of reasoning.	Statement is generally clear and well organized. A few minor points may be confusing.	Reader can follow statement with effort. Some sentences are not clear. Organization seems haphazard.	Logic of arguments is not made clear. Readers are confused.
Appropriate language, grammar, flow, and word choice	Sentences are complete and grammatically correct and flow together easily. Words are chosen for their precise meaning.	For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning.	Readers can follow the statement, but some grammatical errors and use of slang are evident. Some sentences are incomplete/halting, and/or vocabulary is somewhat limited or inappropriate.	Readers are so distracted by the author's apparent difficulty with grammar and appropriate vocabulary that they cannot focus on the ideas presented.

Appendix T

Welcome to Rickman Library

Need help? Please contact us! We are always happy to assist you in finding whatever information you need.

Our website will help you

1. learn about the Rickman Library and library services.
2. locate and request the materials you need.
3. access research materials such as books, periodicals, etc.
4. evaluate the materials that you find both through the library and on the web.

FIND BOOKS, SCORES, DVDs, & MORE

SWUcat
Items in Rickman Library

PASCALcat
Items in SC Academic Libraries

FIND ARTICLES AND E-JOURNALS

Databases A-Z
Databases by Subject
Full text journal finder

REFERENCE & RESEARCH

Research Guides
Video: Intro to Rickman Library
Interlibrary Loan (ILL)
Citing Sources
Evaluating Websites

AGS STUDENTS

Library Services & Resources for AGS Students

AIM ASK A SWU LIBRARIAN

SWU Librarian is online.

Hi! Can we help you? Note: if the light is green, we are here. If you do not get a response right away, be patient, as we may be assisting another patron. You may also email questions to library@swu.edu.

Your Name: aimguest53316693

Get your own WIMZI widget

SPECIAL COLLECTIONS

Evatt Heritage Center & Archives
Faith Clayton Genealogy Room

QUICK LINKS

► About Us   ► Contact us
► Hours   ► Community
► Renew Items   Members
► My SWUcat   ► For Faculty

FIND BOOKS, DVDs AND MORE

Click on SWUcat to search the Rickman Library catalog, then request books to be mailed to your home. Click on PASCALcat to search the statewide catalog, then request books to be sent to an academic library near you for pick up and return.

FIND ARTICLES AND E-JOURNALS

Use the tools here to search our databases for scholarly, magazine, and newspaper articles, and more.

REFERENCE AND RESEARCH

Explore tools created by SWU librarians to familiarize you with the library and help you with your research.

LIBRARY SERVICES & RESOURCES FOR AGS STUDENTS

Find information about the library specifically related to your degree program and/or courses.

ASK A SWU LIBRARIAN

We are generally open until 11PM Monday-Thursdays, 1-6PM Saturdays, and 6-10PM Sundays. (hours will be subject to change in the summer—see our website for the most up-to-date info) During our open hours, you can call us at 864-644-5060 or chat live with us on our website. Email us at library@swu.edu anytime!

Updated January 2012

Appendix U

Instructions for Using Smarthinking

Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

Note: To create your FREE account in Smarthinking, you must access MyCampus and follow the steps below.

Getting Started

1. Log on to https://mycampus.swu.edu.
2. Click on the **Tutoring** icon under Student Links to go to the Center for Transformational Learning (**CTL**) page.
3. Click the **Smarthinking** link in the blue sidebar on the left-hand side of the page.
4. Click on **New Smarthinking Web link** in the box on the bottom right-hand side of the screen.
5. When the Smarthinking page opens, create a personal account with your own login and password.
6. Use this login and password whenever you want to access Smarthinking.
7. Once you have created your own account, you may go directly to www.smarthinking.com.

Additional Information

There are many tutoring options available on the Smarthinking Website. Each option has a "Tell Me How" feature. Use the dropdown menu next to each option to choose what you would like to do.

The "Submit your writing" option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5036.

January 2011

Appendix V

Turnitin.com Directions

Turnitin is the world's leading academic plagiarism prevention solution & digital assessment tool. It helps educators and students take full advantage of the internet's educational potential.

Students should follow the steps listed below to access and submit an assignment.
1) Go to **www.turnitin.com**.

2) Click "create a user profile" in the upper right-hand corner of the screen.
   You will need to provide the following information:
   * a valid email address
   * a 6-12 digit password
   * your name, country, and state
   * type of user (student)
   * your agreement to the user license

3) Once profile is set, click "start class enrollment wizard" in the lower right-hand corner of the screen.

4) When enrollment wizard begins, you will need to enter a **Class ID** number and **Class Enrollment Password**. This information is different for each specific class and should be obtained from your instructor.

5) When the class information opens, find the appropriate assignment and press the submit button adjacent to it. Next, you will browse your hard drive or portable memory device for the file to submit. Select the file and submit.

   (Note: Assignments must be submitted by the day they are due or you lose your ability to submit the assignment.)

If you have any problems with using Turnitin, you can access a student tutorial using the **Student Help** button at the top of the page or contact **Martha Mishoe** at **644-5036**.

February 2011

SOUTHERN WESLEYAN UNIVERSITY

Appendix W
LEARNING TEAM EVALUATION FORM

NOTE: This form is to be completed by each team member in confidence. The instructor should also maintain confidentiality.

Date:_____ Cohort:_____

EVALUATION SCALE

5 – EXCELLENT   4 – GOOD   3 – SATISFACTORY   2 – FAIR   1- POOR

Please use the scale above to record the most appropriate number for the criteria below that best represents the extent to which each Learning Team member:

(2) Actively participated in and contributed to the activities of outlining and completing the team project. This includes but is not limited to participating in the initial discussion of launching the project, contributing creative ideas to enhance the project, and staying on task to complete the project.

(3) Prepared materials as assigned and in a timely manner.

(4) Participated in a positive manner with other team members while displaying a cooperative team spirit and providing support to ensure their success.

(5) Participated in class with all responsibilities fulfilled in regard to Learning Team activities/project.

(6) How would you evaluate the overall contribution of each team member?

(1) Name	(2) Actively Participated in and Contributed to Learning Team Activities	(3) Prepared Materials	(4) Demonstrated Voluntary Cooperation	(5) Fulfilled Responsibility in Class	(6) Overall Evaluation
1.					
2.					
3.					
4.					
5.					
Your name:					

Criteria	Add any comments you may have regarding the evaluations in the appropriate section.
2	
3	
4	
5	
6	

(These forms should be collected by the instructor and used in student evaluations.)   January 2010