

# School Operations and Management

**EDAS 5424**



Version 1.0.1

Southern Wesleyan University

Central, Charleston, Columbia, Greenville, Greenwood, Spartanburg, North Augusta  
South Carolina

©2011 by Southern Wesleyan University, P.O. Box 1020, 907 Wesleyan Drive, Central, SC 29630-1020. All rights reserved. No part of this syllabus may be used or reproduced without the written permission of Southern Wesleyan University.

## **Mission**

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:

**To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, 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. Leadership candidates who demonstrate competence in meeting the requirements of the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) performance standards, as well as Interstate New Teacher Assessment and Support Consortium (INTASC) Principle 10 (constituent relations), and the Educational Leadership Constituent Council (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 leadership practices are aligned with the ELCC Standards and the School of Education’s dispositions Principle 11 (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 a Christian ethic of care to self, learners, colleagues, and community. As Southern Wesleyan prepares teacher 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 School Leaders Licensure Consortium (ISLLC) and ELCC Standards. A leadership candidate’s performance during internship is assessed using South Carolina’s assessment standards as found in PADEPP. These standards are aligned with the ELCC Principles.

## Teaching and Learning at Southern Wesleyan University

As educators, we view teaching and learning as a complex endeavor relying upon what we know about how the human brain functions, how students develop cognitively, and how to arrange learning experiences accordingly. However, teaching is not formulaic or unproblematic. Teachers cannot view the learning process solely as an applied science because it is also a social practice. Human beings bring all sorts of emotional, psychosocial, and spiritual issues with them into the learning experience, which often cannot easily be identified or understood. For that reason, teaching is much like a dance between the applied science and the social practice—it is an art form that requires preparation, reflection, adeptness, practice, and prayer. This syllabus will help faculty and candidates as they engage in the complex learning enterprise.

## Connection to the Mission of Southern Wesleyan University

This syllabus is designed to assist instructors as they create an “excellent learning experience that promotes intellectual inquiry, fosters spiritual growth, equips for service, and mobilizes leaders whose lives transform their world...” As such, it should target not only the important things for candidates to know and be able to do in their chosen fields, but it should be intentional about helping candidates to develop deep understandings that will endure and the ability to critique their own assumptions, beliefs, and values.

## Learning Teams

Learning Teams are often a valued strategy used in the syllabi. However, the instructor reserves the right to organize homogeneous groups based on similar subject area concentrations or certification levels. In such cases, the homogeneous groups would facilitate cooperative learning based on the assigned activities.

## 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](http://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.



# **School Operations and Management EDAS 5424**

## ***Course Description***

Candidates will learn how to manage the operations of a school and a school district. This course includes district procedures, human resources, facilities and space oversight, fiscal operations, as well as safety and security issues based on indicators of equity, effectiveness, and efficiency. A field experience (minimum of 9 hours per week) is a component of this course.

Candidates will understand that

- the school administrator has the primary responsibility for facilitating the school vision, mission and beliefs.
- in order to secure and manage successfully fiscal and human resources for one's school, the school administrator must understand operational policies and procedures as well as local, district, and state mandates.
- the safety of students is of utmost importance, and the school administrator has the primary responsibility for school safety and security. The school administrator must oversee the strict intentional adherence to safety procedures and must lead the development and use of a school-wide plan.
- before a school administrator can successfully manage instructional and technological programs and resources, he or she must understand the background and needs of the students.
- in addition to managing his or her schedule, the school administrator must integrate multiple schedules to meet the needs of diverse stakeholders and respond to competing demands on a continual basis.
- the school administrator has the responsibility for managing school facilities as a means of protecting the investment in school facilities.
- the use of preventive maintenance should be the cornerstone of effective and efficient management of the school plant.

## ***Course Prerequisites***

There are no prerequisites listed for this course.

## ***Course Learning Outcomes***

Upon successful completion of this course, candidates will be able to

- demonstrate a knowledge of learning, teaching and student development to inform management decisions.
- understand operational procedures designed and managed to maximize opportunities for successful learning.
- recognize emerging trends in school-based management.
- develop operational plans and procedures for achieving the vision and goals of a school.
- understand the importance of safe, efficient and effective operations of the school plant.
- understand time management as a means for maximizing attainment of organizational goals.
- align financial, human and material resources to the goals of the school.
- understand how human resource functions support the attainment of school goals.
- understand stakeholder involvement in decisions affecting schools.
- develop effective problem solving and conflict resolution skills.
- understand and apply effective communication skills.

- understand the importance of managing technology in the school.
- understand the importance of managing fiscal resources of the school in a manner that is responsible, efficient and effective.
- understand the importance of a safe, clean and aesthetically pleasing school environment
- organize and manage a school crisis response team
- develop a school crisis response plan for a school.
- understand the legalities of maintaining confidentiality and privacy of school records.

## ***Course Learning Assignments and Assessments***

### **Grading Guidelines**

| <b>Individual Assessments</b>  |             |
|--|-------------|
| Analysis and Critique of the School and District Mission with Suggestions for Improvement  | 10%         |
| Analysis of Sample School Budget with Written Explanation for Budget Items   | 5%          |
| Analysis of Various Crisis Intervention Plans (minimum of three) and Creation of a Sample Crisis Team and Plan for Action for the Candidate's School | 10%         |
| Legal Issues Reflection  | 10%         |
| Reflection Paper – School Facilities   | 10%         |
| Journal Responses  | 10%         |
| Field Experience Portfolio (Interview, School Profile, and Activity Record and Reflection)   | 25%         |
| <b>Learning Team Assessments</b>   |             |
| PowerPoint Presentation, Highlighting District Interviews with Finance, Nutrition, Transportation, Human Resources, and Student Services             | 10%         |
| Interview Protocol for Both Certified and Classified Employees   | 10%         |
| <b>Total</b>   | <b>100%</b> |

#### **Analysis and Critique of the School and District Mission - 10%**

This paper should be between 1000-1200 words in length and should analyze the present district and school vision statement. Candidates should explore areas in which the school operations align well with the vision and where they do not. What are some deterrents to implementing the school vision? How was the vision established?

#### **Analysis of Sample School Budget – 5%**

This paper should be between 500-1000 words in length and should analyze the present school budget. Candidates should provide a written explanation of each budget item. What are some deterrents to implementing the school budget? How was the budget established?

#### **Analysis of Crisis Intervention Plans and Creation of School Crisis Team and Plan – 10%**

This paper should be between 1000-1500 words in length. The paper should include an analysis of at least three samples of a School Crisis Intervention Plan and one sample of a Crisis Team and Intervention Plan that the candidate has created. The plan should include the major components of a crisis plan for the candidate's school.

#### **Legal Issues Reflection – 10%**

Each candidate will write reflections on various legal issues during this course. The reflections should be at least 400 words in length and based on research.

**Reflection Paper – School Facilities – 10%**

Each candidate should prepare an APA style analysis/critique of his/her school's school facilities. The two-three page analysis/critique should include a reflection of strengths and areas of weakness. The candidate should offer suggestions for improving the facilities.

**Journal Responses – 10%**

Each candidate will write a reflection on required journal articles and observations of operational issues in a journal. Part of the journal can be used for the reflection in the Time Log.

**Field Experience Portfolio – 25%**

The practicum (internship) will be conducted in a school setting for 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. The Cooperating Administrator's evaluation is required as a component of the practicum. All these components will be uploaded to Chalk and Wire.

**Learning Team Assessments – 20%**

The learning team will present a PowerPoint in which the team discusses their interviews with individuals responsible for finance, nutrition, transportation, human resources, and student services.

**USING THE LIBRARY WEBSITE TO ACCESS SCHOLARLY JOURNAL ARTICLES**

**The Rickman Library** subscribes to many databases that allow you, as a student of Southern Wesleyan, to access thousands of scholarly articles, often in full-text.

**ERIC** (Educational Resource Information Center) contains citations for education and education-related journals and documents.

**To access ERIC:**

1. Go to the library website: [www.swu.edu/library](http://www.swu.edu/library).
2. Under Find Articles and E-Journals, click on "Databases A-Z."
3. Scroll down to find the link for ERIC and click on it.
4. If you are off-campus, when prompted you will need to enter your SWU username <firstname.lastname> and password <Last 5 digits of your social security number>.
5. When the search screen comes up, enter your search terms to find articles.
  - a. Note that you can use the thesaurus (the link is located at the top left-hand side of the screen) to find specific subjects to search. This will maximize your results.
  - b. For further instruction, go to the library webpage and click on the section "Library Services and Resources for AGS Students" or contact a SWU librarian.

Other databases for doing searches related to the subject of education are Academic Search Premier, SocIndex, and the Psychology and Behavioral Sciences Collection. All of these can be accessed off-campus in the same manner with the same passwords as above.

If you ever have questions about these databases or other library-related materials, contact your reference librarians [Erin Washington ([ewashington@swu.edu](mailto:ewashington@swu.edu)) and Anita Gray ([agray@swu.edu](mailto:agray@swu.edu))] or call the library at 864-644-5060.

## Correlation Matrix

|                              |                                     |                                       |                       |
|------------------------------|-------------------------------------|---------------------------------------|-----------------------|
| SWU Administration Standards | ELCC Standards<br>And Sub-standards | PADEPP Standards<br>And Sub-standards | SWU Learning Outcomes |
| 2                            | 1, 3 & 7                            | 1                                     | 10                    |

For a list of SWU Administration Standards, consult Appendix N

For a list of all the ELCC standards, consult [http://www.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf)

For a list of all the ISLLC standards, consult [http://www.ccsso.org/content/pdfs/elps\\_isllc2008.pdf](http://www.ccsso.org/content/pdfs/elps_isllc2008.pdf)

For a list of all the SC PADEPP standards, consult

<http://ed.sc.gov/agency/Educator-Quality-and-Leadership/Leadership/old/pd/documents/adeppstandardsandcriteria.pdf>

For a list of all SWULOs, please refer to the graduate student catalog.

### 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. Students 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**

*Educational Leadership*, ASCD

Lunenburg, F. & Ornstein, A. (2008). *Educational administration: concepts and practices*. (5<sup>th</sup> ed.). Belmont, CA: Thompson-Wadsworth.

Lerner, M., Volpe, J. & Lindell B. (2003). *A practical guide for crisis response in our schools*. Commack, NY: The American Academy of Experts in Traumatic Stress.

Dodd, P. & Sundheim, D. (2005). *The 25 best time management tools and techniques: how to get more done without driving yourself crazy*. Ann Arbor, MI: Peak Performance Press.

*Planning Guide for Maintaining School Facilities-* [nces.ed.gov/pubs2003/2003347.pdf](https://nces.ed.gov/pubs2003/2003347.pdf)

## **TECHNOLOGY REQUIREMENT**

Students will need access to Chalk and Wire.

## EDAS 5424 – SESSION ONE

| Objectives  | Assignments/Assessments   |
|---|---|
| <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>The school administrator has the primary responsibility for facilitating the school vision, mission and beliefs.</li> <li>In addition to managing his or her schedule, the school administrator must integrate multiple schedules to meet the needs of diverse stakeholders and respond to competing demands on a continual basis.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>What are the possible pitfalls when working to create a school’s vision, mission and beliefs?</li> <li>How might a school administrator make the most of the school’s vision, mission and beliefs?</li> <li>What is the importance of time management as it pertains to the school administrator?</li> </ul> <p><b>Objectives</b><br/>Candidates will</p> <ul style="list-style-type: none"> <li>understand the need to include stakeholders in decisions affecting schools.</li> <li>understand the importance of collaboratively developing the school’s vision, mission and beliefs.</li> <li>understand time management as a means of maximizing attainment of organizational goals.</li> <li>understand and apply effective communication skills.</li> </ul> | <p><b>Prior to Session One, each candidate will</b></p> <ol style="list-style-type: none"> <li>read and be prepared to discuss Section I in <i>The 25 Best Time Management Tools and Techniques</i>.</li> <li>read and be prepared to discuss Ch. 3 in <i>Educational Administration: Concepts and Practices</i>. Journal assignment - respond to the reading by explaining how organizational culture is related to a school’s vision, mission and beliefs.</li> <li>read the following web resources:             <ol style="list-style-type: none"> <li><a href="http://www.nsba.org/sbot/toolkit/cav.html">http://www.nsba.org/sbot/toolkit/cav.html</a></li> <li><a href="http://www.centerforschoolchange.org/mn-charter-school-handbook/vision-and-mission.html">http://www.centerforschoolchange.org/mn-charter-school-handbook/vision-and-mission.html</a></li> <li><a href="http://www.educationworld.com/a_admin/admin/admin229.shtml">http://www.educationworld.com/a_admin/admin/admin229.shtml</a></li> </ol> <p>Each candidate will identify and write a brief reflection of each article’s enduring understanding in his/her journal.</p> </li> <li>prepare an APA style analysis/critique of his/her school’s vision, mission and beliefs. The analysis/critique should include a reflection of strengths and areas of weakness. The candidate should offer suggestions for improving the vision, mission and beliefs. A rubric for this assignment is included in Appendix D.</li> </ol> <p><b>During Session One, each candidate will</b></p> <ol style="list-style-type: none"> <li>participate in discussions: whole group, learning team, and with a partner.</li> <li>share personal experiences related to visioning and time management.</li> <li>submit a written analysis/critique of school and district vision, mission, and beliefs.</li> <li>submit the Annotated Bibliography for initial review and feedback.</li> </ol> <p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>Written analysis/critique of school and district vision, mission, and beliefs with suggestions for improvement</li> <li>Time Log/Reflection (from Ch. 2 in <i>The 25 Best Time Management Tools and Techniques</i>)</li> <li>School Profile</li> <li>Submit the Cooperating Administrator Form to your administrator. Upload the signed form to Chalk and Wire.</li> </ol> |

## EDAS 5424 – SESSION TWO

| Objectives   | Assignments/Assessments  |
|--|--|
| <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>The safety of students is of utmost importance, and the school administrator has the primary responsibility for school safety and security. The school administrator must oversee the strict intentional adherence to safety procedures and must lead the development and use of a school-wide plan.</li> <li>In addition to managing his or her schedule, the school administrator must integrate multiple schedules to meet the needs of diverse stakeholders and respond to competing demands on a continual basis.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>Why is it important for a school to establish and maintain a school crisis team and plan for action?</li> <li>Who should have access to the school's crisis response plan and why?</li> </ul> <p><b>Objectives</b><br/>Candidates will</p> <ul style="list-style-type: none"> <li>understand the importance of a safe, clean and aesthetically pleasing school environment.</li> <li>understand the importance of organizing and managing a school crisis response team.</li> <li>develop a school crisis response plan for a school.</li> <li>understand how to organize planning as a means to becoming a more effective manager of time.</li> </ul> | <p><b>Prior to Session Two, each candidate will</b></p> <ol style="list-style-type: none"> <li>complete a time management log. Candidates will journal their daily routines for a minimum of three days, as suggested in <i>The 25 Best Time Management Tools and Techniques</i>. Students will then use their journals to reflect on how they might improve time management based on the results of their log entries.</li> <li>read Section II in <i>The 25 Best Time Management Tools and Techniques</i>.</li> <li>read Ch. 1-3, 7, 8, and 12 in <i>A Practical Guide for Crisis Response in Our Schools</i>.</li> <li>after reading and carefully analyzing a minimum of three crisis plans, prepare a sample crisis intervention team/plan of action.</li> <li>students will add the following to their Annotated Bibliography:             <ol style="list-style-type: none"> <li>at least three resources related to school safety or crisis prevention</li> <li>at least one resource related to planning as a means of effective time management</li> </ol> </li> <li>read the following web resources:             <ol style="list-style-type: none"> <li><a href="http://life.familyeducation.com/safety/playground-safety/48134.html">http://life.familyeducation.com/safety/playground-safety/48134.html</a></li> <li><a href="http://findarticles.com/p/articles/mi_m0JSD/is_4_60/ai_99555576/">http://findarticles.com/p/articles/mi_m0JSD/is_4_60/ai_99555576/</a></li> <li><a href="http://www.nasponline.org/resources/crisis_safety/neat_buildings.aspx">http://www.nasponline.org/resources/crisis_safety/neat_buildings.aspx</a></li> </ol> <p>In his/her journal, each candidate will identify and write a brief reflection of each article's enduring understanding.</p> </li> <li>bring his/her signed Field Experience Application to class.</li> <li>prepare his/her School Profile, Reflective Journal, and Intern Record to submit in Chalk and Wire.</li> </ol> <p><b>During Session Two, each candidate will</b></p> <ol style="list-style-type: none"> <li>participate in discussions: whole group, learning team, and with a partner.</li> <li>share personal experiences related to school safety issues.</li> <li>submit the Crisis Intervention Team/Plan of Action.</li> <li>submit Annotated Bibliography for review and feedback.</li> <li>submit Time Management Log, School Profile, Reflective Journal, and Intern Record.</li> </ol> <p><b>Assessments</b><br/>Sample Crisis Response Plan – Candidates will be divided into learning teams. Each team member will submit a plan for review. After reviewing the plans, candidates will individually create a School Crisis Response Plan.</p> |

## EDAS 5424 – SESSION THREE

| Objectives   | Assignments/Assessments   |
|--|---|
| <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• In order to secure and manage successfully fiscal and human resources for one’s school, the school administrator must understand operational policies and procedures as well as local, district, and state mandates.</li> <li>• Before an administrator can successfully manage instructional and technological programs and resources, he or she must understand the background and needs of the students.</li> <li>• In addition to managing his or her schedule, the school administrator must integrate multiple schedules to meet the needs of diverse stakeholders and respond to competing demands on a continual basis.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How is organization critical to becoming an effective and efficient time manager?</li> <li>• What are the current trends in school finance?</li> <li>• What are the challenges in budgeting/finance at a school and what are some suggestions for meeting those challenges?</li> <li>• If one had to trim a school’s budget by 10%, what things should be considered for shaving from the budget? (Prioritize the list.)</li> </ul> <p><b>Objectives</b><br/>Candidates will</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of time management as a means of maximizing attainment of organizational goals.</li> <li>• align financial and material resources to the goals of the school.</li> <li>• understand the importance of managing fiscal resources of the school in a manner that is responsible, efficient and effective.</li> </ul> | <p><b>Prior to Session Three, each candidate will</b></p> <ol style="list-style-type: none"> <li>1. read Section III in <i>The 25 Best Time Management Tools and Techniques</i>.</li> <li>2. read Ch. 11 in <i>Educational Administration: Concepts and Practices</i>.</li> <li>3. read Information Paper on SC finances (handout).</li> <li>4. read the following web resource <a href="http://www.greatschools.net/improvement/fundraising/the-ins-and-outs-of-school-finance.gs?content=101&amp;page=all">http://www.greatschools.net/improvement/fundraising/the-ins-and-outs-of-school-finance.gs?content=101&amp;page=all</a></li> <li>5. reflect on the article in his/her journal, as it relates to fund-raising efforts of candidate’s own school. Each candidate should reflect on how he/she would determine if taxpayers were “getting their money’s worth” in his/her school or district.</li> <li>6. prepare to submit an analysis of a school budget with explanations. Each candidate will secure a copy of his/her school budget with written annotations explaining the organization of the budget and the purpose for each line item.</li> <li>7. prepare his/her School Profile, Reflective Journal, and Intern Record to be submitted in Chalk and Wire.</li> </ol> <p><b>During Session Three, each candidate will</b></p> <ol style="list-style-type: none"> <li>1. participate in discussions: whole group, learning team, and with a partner.</li> <li>2. share personal experiences related to budget and finance issues.</li> <li>3. submit the Sample Budget.</li> <li>4. submit Annotated Bibliography for review and feedback.</li> </ol> <p><b>Assessments</b><br/>Sample budget with annotations.</p> |

## EDAS 5424 – SESSION FOUR

| Objectives   | Assignments/Assessments  |
|--|--|
| <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Before an administrator can successfully manage instructional and technological programs and resources, he or she must understand the background and needs of the students.</li> <li>• In addition to managing his or her schedule, the school administrator must integrate multiple schedules to meet the needs of diverse stakeholders and respond to competing demands on a continual basis.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why is it important for school administrators to be knowledgeable about the law?</li> <li>• What are the major issues related to students’ rights of which an administrator must be aware?</li> <li>• What are some actions one can take to be a more effective and efficient time manager?</li> </ul> <p><b>Objectives</b><br/>Candidates will</p> <ul style="list-style-type: none"> <li>• understand the legalities of maintaining confidentiality and privacy of school records.</li> <li>• understand legal issues related to school personnel.</li> <li>• understand the rights of students under the law.</li> <li>• understand the importance of being knowledgeable about school law.</li> </ul> | <p><b><u>Prior to Session Four, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. read Ch. 12 in <i>Educational Administration: Concepts and Practices</i>.</li> <li>2. read Section IV in <i>The 25 Best Time Management Tools and Techniques</i>.</li> <li>3. choose a current issue in the school setting that might result in a parent pursuing legal action against a school or district. Each candidate will locate a journal article related to the issue. Using the article as a basis, each candidate will write a short synopsis of the issue, explaining how the issue was handled, the results of any litigation, and a reflection on how the issue might have been handled differently so as to avoid the issue in the future.</li> <li>4. read the following web resources:<br/> <a href="http://www.princetonol.com/groups/iad/links/toolbox/school_law.html">http://www.princetonol.com/groups/iad/links/toolbox/school_law.html</a><br/> <a href="http://www.uscourts.gov/outreach/resources/landmark_studentcases.htm">http://www.uscourts.gov/outreach/resources/landmark_studentcases.htm</a><br/> <a href="http://blogs.edweek.org/edweek/school_law/">http://blogs.edweek.org/edweek/school_law/</a><br/>           Candidates should use their journals to identify and reflect on each article’s enduring understanding.</li> <li>5. prepare his/her Reflective Journal and the Intern Record to submit in Chalk and Wire.</li> <li>6. in his/her journal, respond to this session’s first two Essential Questions.</li> </ol> <p><b><u>During Session Four, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. participate in discussions: whole group, learning team, and with a partner.</li> <li>2. share personal experiences related to legal issues in education.</li> <li>3. submit Reflective Journal with Intern Record in Chalk and Wire.</li> </ol> |

## EDAS 5424 – SESSION FIVE

| Objectives  | Assignments/Assessments   |
|---|---|
| <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• In order to secure and manage successfully fiscal and human resources for one’s school, the school administrator must understand operational policies and procedures as well as local, district, and state mandates.</li> <li>• Before an administrator can successfully manage instructional and technological programs and resources, he or she must understand the background and needs of the students.</li> <li>• In addition to managing his or her schedule, the school administrator must integrate multiple schedules to meet the needs of diverse stakeholders and respond to competing demands on a continual basis.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What strategies can be used to help one avoid the pitfalls of effective/efficient management of time?</li> <li>• How does an organization go about recruiting, selecting and retaining highly qualified personnel?</li> <li>• Why is performance evaluation critical to the success of an organization?</li> <li>• What are the legal considerations for employing and dismissing school personnel?</li> </ul> <p><b>Objectives</b><br/>Candidates will</p> <ul style="list-style-type: none"> <li>• understand time management as a means of maximizing attainment of organizational goals.</li> <li>• align human and material resources to the goals of the school.</li> <li>• understand how human resource functions support the attainment of school goals.</li> <li>• demonstrate knowledge of learning, teaching and student development to inform management decisions.</li> <li>• understand the importance of managing technology in the school.</li> </ul> | <p><b>Prior to Session Five, each candidate will</b></p> <ol style="list-style-type: none"> <li>1. read Ch. 15 and preview Ch. 13 in <i>Educational Administration: Concepts and Practices</i>.</li> <li>2. read Ch. 11-15 in <i>The 25 Best Time Management Tools and Techniques</i>.</li> <li>3. be familiar with the following web resource:<br/><br/><a href="http://www.rutherfordlg.com/blog_3.htm">http://www.rutherfordlg.com/blog_3.htm</a></li> <li>4. prepare Interview Protocol. Learning teams will work together to develop protocol for interviewing candidates for both certified and classified positions within the school.</li> <li>5. prepare Reflective Journal with Intern Record to be submitted in Chalk and Wire.</li> </ol> <p><b>During Session Five, each candidate will</b></p> <ol style="list-style-type: none"> <li>1. participate in discussions: whole group, learning team, and with a partner.</li> <li>2. share personal experiences related to human resources.</li> <li>3. submit the Interview protocol.</li> <li>4. submit his/her Reflective Journal with the Intern Record in Chalk and Wire.</li> </ol> <p><b>Assessments</b><br/>Interview protocol for both certified and classified personnel.</p> |

## EDAS 5424 – SESSION SIX

| Objectives   | Assignments/Assessments  |
|--|--|
| <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>In order to secure and manage successfully fiscal and human resources for one’s school, the school administrator must understand operational policies and procedures as well as local, district, and state mandates.</li> <li>In addition to managing his or her schedule, the school administrator must integrate multiple schedules to meet the needs of diverse stakeholders and respond to competing demands on a continual basis.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>If the only constant in education is change, why are educators typically resistant to those changes?</li> <li>Why do administrators have to ensure that quality teaching and learning are occurring? What strategies should an administrator employ to ensure quality teaching and learning are present in their schools?</li> <li>What is the role of the administrator for integrating technology in the school? What are possible pitfalls that undermine attempts at keeping up with a rapidly changing technological world?</li> </ul> <p><b>Objectives</b><br/>Candidates will</p> <ul style="list-style-type: none"> <li>demonstrate knowledge of learning, teaching and student development to inform management decisions.</li> <li>understand time management as a means of maximizing attainment of organizational goals.</li> <li>understand and apply effective communication skills.</li> <li>understand the importance of managing technology in the school.</li> </ul> | <p><b>Prior to Session Six, each candidate will</b></p> <ol style="list-style-type: none"> <li>read Ch. 13-14 in <i>Educational Administration: Concepts and Practices</i>. In his/her journal, each candidate will identify the traits of an effective teacher and explain why professional development is a critical component for affecting instructional leadership.</li> <li>read Ch. 16-20 in <i>The 25 Best Time Management Tools and Techniques</i>.</li> <li>as part of a learning team, conduct interviews with district personnel in the following areas: finance, nutrition, human resources, student services, and transportation. The learning teams should prepare to report results from these interviews through a PPT presentation in Session Six that outlines the responsibilities for each department and tells how the effective leader works with those groups for effective site management.</li> <li>be familiar with the following web resources:<br/> <a href="http://www.ascd.org/publications/educational_leadership/may02/vol59/num08/The_Learning-Centered_Principal.aspx">http://www.ascd.org/publications/educational_leadership/may02/vol59/num08/The_Learning-Centered_Principal.aspx</a><br/> <a href="http://content.scholastic.com/browse/article.jsp?id=3748622">http://content.scholastic.com/browse/article.jsp?id=3748622</a><br/> <a href="http://www.techlearning.com/article/14174">http://www.techlearning.com/article/14174</a><br/> <a href="https://www.aasa.org/SchoolAdministratorArticle.aspx?id=8566">https://www.aasa.org/SchoolAdministratorArticle.aspx?id=8566</a> </li> <li>select three articles; then identify and reflect on each article’s enduring understanding in his/her journal.</li> </ol> <p><b>During Session Six, each candidate will</b></p> <ol style="list-style-type: none"> <li>participate in discussions: whole group, learning team and with a partner.</li> <li>share personal experiences related to instructional leadership.</li> <li>submit the district personnel interview assignment.</li> </ol> <p><b>Assessments</b><br/>Presentations of district personnel interviews</p> |

## EDAS 5424 – SESSION SEVEN

| Objectives  | Assignments/Assessments   |
|---|---|
| <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>In addition to managing his or her schedule, the school administrator must integrate multiple schedules to meet the needs of diverse stakeholders and respond to competing demands on a continual basis.</li> <li>The school administrator has the responsibility for managing school facilities as a means of protecting the investment in school facilities.</li> <li>The use of preventive maintenance should be the cornerstone of effective and efficient management of the school plant.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>What is the purpose of a facilities audit and what can one learn from it?</li> <li>What are the dangers in not practicing preventive techniques for the management of the school plant?</li> <li>Why is it necessary to put energy into the management of staff?</li> </ul> <p><b>Objectives</b><br/>Candidates will</p> <ul style="list-style-type: none"> <li>identify environmental and safety-related topics that demand an education organization's undivided attention.</li> <li>understand the importance of preventive maintenance.</li> <li>understand strategies for planning and implementing "best practices" for maintaining facilities and grounds.</li> <li>describe best practice strategies for effectively managing staff.</li> <li>understand the importance of reflection for improving time management.</li> </ul> | <p><b>Prior to Session Seven, each candidate will</b></p> <ol style="list-style-type: none"> <li>read Ch. 3- 6 in the "Planning Guide for Maintaining School Facilities" located at:<br/><a href="http://nces.ed.gov/pubs2003/2003347.pdf">http://nces.ed.gov/pubs2003/2003347.pdf</a>.</li> <li>write a Journal Entry on the following topic: What are some of the dangers that result from ineffective communication related to the upkeep of buildings and grounds?</li> <li>read Section V in <i>The 25 Best Time Management Tools and Techniques</i>.</li> <li>be familiar with the following web resources:<br/><a href="http://www.edfacilities.org/pubs/outdoor.pdf">http://www.edfacilities.org/pubs/outdoor.pdf</a><br/><a href="http://www.peterli.com/spm/resources/articles/archive.php?article_id=1860">http://www.peterli.com/spm/resources/articles/archive.php?article_id=1860</a><br/>Candidates should use their journals to identify and reflect on each article's enduring understanding.</li> <li>complete a walk-through of buildings and grounds with an administrator.</li> <li>in an APA style paper, reflect on the walk-through in terms of the leader's responsibilities for a safe, secure and clean learning environment.</li> <li>prepare his/her Reflective Journal and Intern Record.</li> </ol> <p><b>During Session Seven, each candidate will</b></p> <ol style="list-style-type: none"> <li>submit the Activity Record Form on Chalk and Wire.</li> <li>participate in discussions: whole group, learning team, and with a partner.</li> <li>share personal experiences related to building and grounds management.</li> <li>complete the course evaluation.</li> <li>submit the School Profile, Reflective Journal, and Intern Record in Chalk and Wire.</li> <li>submit the Cooperating Administrator Assessment to his/her 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.</li> </ol> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Reflection Paper – School Buildings and Grounds Walk-through Observations</li> <li>Activity Record and Reflection</li> </ul> |

## Reference List

- Administrative Office of the U.S. Courts. (2008). Landmark school supreme court cases involving students. In *Education Outreach*. Retrieved from [http://www.uscourts.gov/outreach/resources/landmark\\_studentcases.htm](http://www.uscourts.gov/outreach/resources/landmark_studentcases.htm)
- Bafile, C. (2009). Mission statements with vision; where is your school going? In *Education World*. Retrieved from [http://www.educationworld.com/a\\_admin/admin/admin229.shtml](http://www.educationworld.com/a_admin/admin/admin229.shtml)
- Barker, Joe. (2009). Evaluating web resources: techniques to apply and questions to ask. In *Finding Information on the Internet: A Tutorial*. Retrieved from <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>
- Barton, Rhonda. (Fall, 2007). Keeping schools safe through threat assessment. *Northwest Education*, 13(1), Retrieved from <http://www.nwrel.org/nwedu/13-01/coord>
- Center for School Change. (2004). *Vision and mission - Minnesota charter school handbook*. Retrieved from <http://www.centerforschoolchange.org/mn-charter-school-handbook/vision-and-mission.html>
- Dodd, P. & Sondheim, D. (2005). *The 25 best time management tools and techniques: how to get more done without driving yourself crazy*. Chelsea, MI: Peak Performance Press.
- Dufour, R. (2002, May). The learning-centered principal. *Educational Leadership*, 59(8), Retrieved from [http://www.ascd.org/publications/educational\\_leadership/may02/vol59/num08/The\\_Learning-Centered\\_Principal.aspx](http://www.ascd.org/publications/educational_leadership/may02/vol59/num08/The_Learning-Centered_Principal.aspx)
- Hall, P (2009, May). Less is more. *Education World*. Retrieved from [http://www.educationworld.com/a\\_admin/columnists/hall/hall035.shtml](http://www.educationworld.com/a_admin/columnists/hall/hall035.shtml)
- Johnson, D (2005, May). What does a tech-savvy administrator look like? *The School Administrator*, Retrieved from <http://www.techlearning.com/article/14174>.
- Lashway, L (2003). Trends in school administratorship. *ERICDigests.org*. Retrieved from <http://www.ericdigests.org/2003-4/school-leadership.html>
- Lerner, M., Volpe, J. & Lindell, B. (2003). *A practical guide for crisis response in our schools*. Commack, NY: American Academy of Experts in Traumatic Stress.
- Lunenburg, F. & Ornstein, A. (2008). *Educational administration: concepts and practices*. (5<sup>th</sup> ed.). Belmont, CA: Thompson-Wadsworth.
- National Association of School Psychologists. (1999). *Creating a safe school building*. Retrieved from [http://www.nasponline.org/resources/crisis\\_safety/neat\\_buildings.aspx](http://www.nasponline.org/resources/crisis_safety/neat_buildings.aspx)
- National Board of Education. (1996) Creating a vision. In *Education Leadership Toolkit*. Retrieved from <http://www.nsba.org/sbot/toolkit/cav.html>
- U.S. Department of Education, National Center for Education Statistics, National Forum on Education Statistics. (2003). *Planning guide for maintaining school facilities* (NCES 2003-347), prepared by T. Szuba, R. Young and the School Facilities Maintenance Task Force. Retrieved from <http://nces.ed.gov/pubs2003/2003347.pdf>

## ***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](mailto:mmishoe@swu.edu)), Coordinator of Student Learning Services for Southern Wesleyan University.

# **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's/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 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**

The 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 breach 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 5424 School Operations and Management 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, each candidate should reflect on the field experience and submit the reflection in Chalk and Wire.

| <b>ELCC Standard 3</b><br><b>Management of the organization, operation, and resources</b>  | <b>Activity</b> | <b>E=Elementary</b><br><b>M=Middle</b><br><b>H=High School</b><br><b>(Indicate One)</b> | <b>Total hours</b> |
|--|-----------------|---|--------------------|
| 3.1 Monitor and evaluate school management and operations<br>♦ analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school;<br>♦ develop school operational policies and procedures;<br>♦ develop plans to implement and manage long-range plans for the school.   |                 |   |                    |
| 3.2 Use human, fiscal, and technological resources<br>♦ develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals;<br>♦ analyze a school's budget and financial status;<br>♦ develop facility and space utilization plans for a school;<br>♦ project long-term resource needs of a school;<br>♦ use technology to manage school operational systems. |                 |   |                    |

|   |  |  |  |
|---|--|--|--|
| <p>3.3 Protect welfare and safety of students and staff</p> <ul style="list-style-type: none"> <li>◆ develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment;</li> <li>◆ plan an aligned building discipline management policies and plan;</li> <li>◆ evaluate and implement discipline management plans.</li> </ul> |  |  |  |
| <p>3.4 Capacity for distributed leadership</p> <ul style="list-style-type: none"> <li>◆ identify leadership capabilities of staff;</li> <li>◆ model distributed leadership skills;</li> <li>◆ involve school staff in decision making processes.</li> </ul>   |  |  |  |
| <p>3.5 Focus on organizational time for learning and instruction</p>  |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |

## Appendix D

### Rubric Vision, Mission, Beliefs Critique/Analysis

|   | Proficient<br>4  | Advanced<br>3  | Basic<br>2   | Unsatisfactory<br>1   |
|---|--|--|--|---|
| Reflection                              | Candidate clearly identifies and provides thoughtful analysis of the strengths of the vision, mission and beliefs; candidate clearly identifies areas needing improvement. | Candidate clearly identifies strengths and weaknesses of the vision, mission and beliefs but does not provide sufficient thoughtful analysis for each. | Candidate clearly identifies strengths but not weaknesses of the vision, mission and beliefs but does not provide sufficient thoughtful analysis for each. | Candidate does not clearly identify strengths and weaknesses and/or does not provide sufficient analysis of each. |
| Organizational Culture<br>ELCC 1.1      | Candidate clearly relates how the organizational culture and the vision, mission, and beliefs are aligned.   | Candidate aligns organizational culture to vision, mission, and beliefs but lacks clear indication of how they are related.                            | Organizational culture is analyzed, but analysis is not aligned to the vision, mission and beliefs   | Organizational culture is not analyzed and/or aligned to the vision, mission and beliefs.                         |
| Suggestions for Improvement<br>ELCC 1.4 | Candidate offers logical and practical advice for improving the vision, mission and beliefs with methods to implement the suggestions.                                     | Candidate offers logical and practical advice for improving the vision, mission and beliefs.   | Candidate offers logical and practical advice for improving the vision, mission and beliefs, but some suggestion might be impractical.                     | Candidate does not offer suggestions for improving the vision, mission, and beliefs.                              |
| Total Points                            |  |  |  |   |

## Appendix E

### Journal Rubric

|                | <b>Proficient</b><br><b>4</b>   | <b>Advanced</b><br><b>3</b>   | <b>Basic</b><br><b>2</b>  | <b>Below Basic</b><br><b>1</b>  |
|----------------|---|---|---|---|
| <b>Content</b> | <p>Reflection conveys extensive evidence of a personal response to the issues raised in the course materials.</p> <p>Candidate demonstrates personal growth and awareness; reflects well on own work, demonstrates a range of meta-cognitive practices and provides many examples</p> | <p>Reflection conveys evidence of a personal response to the issues raised in the course materials.</p> <p>Candidate demonstrates that he/she is beginning to develop new ways of reflecting on the world; demonstrates an ability to reflect on own work; provides examples consistently; begins to demonstrate good metacognition</p> | <p>Analysis conveys little or some evidence of a personal response to the issues/concepts raised in the course materials.</p> <p>Candidate demonstrates an ability to reflect on own work but provides few examples</p> | <p>No personal response made to the issues/concepts raised in the course materials.</p> <p>Candidate does not reflect on own work at all and no examples are provided</p> |
| <b>Text</b>    | <p>Is able to make inferences well and comprehends deeper meaning, consistently demonstrating insight and the relevance to the world and society</p>  | <p>Is able to make inferences and comprehends deeper meaning on most occasions.</p> <p>Relates texts and issues raised to other texts consistently</p>  | <p>Demonstrates some basic comprehension of texts but does not make connections with the bigger picture.</p>  | <p>Is not comprehending or reflecting on what is read or viewed</p>   |
| <b>Tasks</b>   | <p>Work demonstrates that much effort was made to attempt all tasks set, with some originality and extra initiative</p>   | <p>Work demonstrates that some effort was made to attempt all tasks set</p>   | <p>Little effort was made to attempt all tasks set</p>  | <p>Very little effort was made to attempt all tasks set</p>   |

## Appendix F

## Rubric Budget Analysis

Instructions: The following assessment items are based on the ELCC Standards. Please indicate the candidate's rating in relation to each of the principles using the scale below. Provide additional comments to support your rating.

| <b>ELCC Standard</b>  | <b>4 - Advanced</b>   | <b>3 – Proficient</b>  | <b>2 - Basic</b>   | <b>1 – Below Basic</b>  |
|---|---|--|--|---|
| 3.2<br>Analyze the school's processes and operations and identify and prioritize daily and long-term challenges for the school. | Analysis of the school budget reflects a thorough knowledge of strategic, long-range operational planning, as well as mid-term and short-term priorities of the school. | Analysis of the school budget reflects an adequate knowledge of strategic, long-range operational planning, as well as mid-term and short-term priorities of the school. | Analysis of the school budget reflects a minimal knowledge of strategic, long-range operational planning, as well as mid-term and short-term priorities of the school. | Analysis of the school budget does not include a consideration of strategic, long-range operational planning, or mid-term or short-term priorities of the school. |
| 3.2<br>Project short-term, mid-term, and long-term resource needs of the school.  | Analysis of the school budget clearly projects short-term, mid-term, and long-term resource needs of the school.  | Analysis of the school budget adequately projects short-term, mid-term, and long-term resource needs of the school.  | Analysis of the school budget minimally projects short-term, mid-term, and long-term resource needs of the school.   | Analysis of the school budget does not project short-term, mid-term, and long-term resource needs of the school.  |
| 3.2<br>Understand the Complexities of Preparing a School Budget   | Analysis of the school budget reflects sound judgment and an in-depth understanding of the complexities of developing a building-level budget.                          | Analysis of the school budget reflects adequate judgment and understanding of the complexities of developing a building-level budget.                                    | Analysis of the school budget reflects limited judgment and understanding of the complexities of developing a building-level budget.                                   | Analysis of the school budget reflects little or no understanding of the complexities of developing a building-level budget.                                      |
| Writing Style and Effectiveness   | Writing style of the analysis is completely clear and communicates priorities and concerns of the school in a highly effective manner.                                  | Writing style of the analysis is adequate and communicates priorities and concerns of the school in a helpful manner.  | Writing style of the analysis is minimal and addresses priorities and concerns of the school in a limited manner.  | Writing style of the analysis is inadequate and does not address priorities and concerns of the school.   |

## Appendix G

## Rubric

### Crisis Intervention Plan and Analysis Assessment

Instructions: The following assessment items are based on the ELCC Standards. Please indicate the candidate's rating in relation to each of the principles using the scale below. Provide additional comments to support your rating.

| <b>ELCC Standard</b>   | <b>4 - Advanced</b>  | <b>3 – Proficient</b>   | <b>2 - Basic</b>  | <b>1 – Below Basic</b>   |
|--|--|---|---|--|
| 3.1 Analyze the school's processes and operations and identify and prioritize daily and long-term challenges for the school. | Analysis of the school safety plan reflects a thorough knowledge of strategic, long-range operational planning, as well as mid-term and short-term priorities of the school. | Analysis of the school safety plan reflects an adequate knowledge of strategic, long-range operational planning, as well as mid-term and short-term priorities of the school. | Analysis of the school safety plan reflects a minimal knowledge of strategic, long-range operational planning, as well as mid-term and short-term priorities of the school. | Analysis of the school safety plan does not include a consideration of strategic, long-range operational planning, or mid-term or short-term priorities of the school. |
| 3.2 Project short-term, mid-term, and long-term resource needs of the school.  | Analysis of the safety plan clearly projects short-term, mid-term, and long-term responses of the school.  | Analysis of the safety plan adequately projects short-term, mid-term, and long-term responses of the school.  | Analysis of the safety plan minimally projects short-term, mid-term, and long-term responses of the school.   | Analysis of the safety plan does not project short-term, mid-term, and long-term responses of the school.  |
| 3.3 Understand the Complexities of Preparing a School Safety Plan  | Planning for the school safety plan reflects sound judgment and an in-depth understanding of the complexities of developing a building-level security plan.                  | Planning for the school safety plan reflects adequate judgment and understanding of the complexities of developing a building-level security plan.                            | Planning for the school safety plan reflects limited judgment and understanding of the complexities of developing a building-level security plan.                           | Planning for the school safety plan reflects little or no understanding of the complexities of developing a building-level security plan.                              |
| Writing Style and Effectiveness  | Writing style of the analysis is completely clear and communicates priorities and concerns of the school in a highly effective manner.                                       | Writing style of the analysis is adequate and communicates priorities and concerns of the school in a helpful manner.   | Writing style of the analysis is minimal and addresses priorities and concerns of the school in a limited manner.   | Writing style of the analysis is inadequate and does not address priorities and concerns of the school.  |

**Appendix H****Rubric****PowerPoint for District Interview**

|  | <b>Advanced</b>  | <b>Proficient</b>   | <b>Basic</b>  | <b>Below Basic</b>   |
|--|--|---|---|--|
| Interview with chief fiscal officer or designee    | Candidate interviews chief fiscal officer or designee and provides a clear and focused summary of the interview with relevant comments.    | Candidate interviews chief fiscal officer or designee and provides a clear and focused summary of the interview.    | Candidate interviews chief fiscal officer or designee and provides a summary of the interview.    | Candidate does not interview district level fiscal officer and/or summary is vague and does not contain essential information. |
| Interview with nutrition director or designee      | Candidate interviews nutrition director or designee and provides a clear and focused summary of the interview with relevant comments.      | Candidate interviews nutrition director or designee and provides a clear and focused summary of the interview.      | Candidate interviews nutrition director or designee and provides a summary of the interview.      | Candidate does not interview nutrition director and/or summary is vague and does not contain essential information.            |
| Interview with transportation director or designee | Candidate interviews transportation director or designee and provides a clear and focused summary of the interview with relevant comments. | Candidate interviews transportation director or designee and provides a clear and focused summary of the interview. | Candidate interviews transportation director or designee and provides a summary of the interview. | Candidate does not interview transportation director and/or summary is vague and does not contain essential information.       |
| Interview with human resources or designee         | Candidate interviews human resources or designee and provides a clear and focused summary of the interview with relevant comments.         | Candidate interviews human resources or designee and provides a clear and focused summary of the interview.         | Candidate interviews human resources or designee and provides a summary of the interview.         | Candidate does not interview human resources and/or summary is vague and does not contain essential information.               |

|  |  |   |  |  |
|--|--|---|--|--|
| Interview with student services director or designee | Candidate interviews student services director or designee and provides a clear and focused summary of the interview with relevant comments.   | Candidate interviews student services director or designee and provides a clear and focused summary of the interview.   | Candidate interviews student services director or designee and provides a summary of the interview.  | Candidate does not interview student services director and/or summary is vague and does not contain essential information.                             |
| Analysis and involvement of stakeholders             | Candidate provides a relevant analysis of the findings from the interview, and information about the involvement of school and community stakeholders at the district and building level is reported. Specific recommendations are made as a result of the analysis. | Candidate provides an analysis of the findings from the interview, and information about the involvement of school and community stakeholders at the district and building level is reported. | Candidate provides an analysis of the findings from the interview, and information about the involvement of school and community stakeholders at the district and building level is reported. The analysis lacks clarity and/or specificity in some recommendations. | Candidate does not provide an analysis or report on involvement of community stakeholders.   |
| Recommendations                                      | Candidate provides appropriate and effective recommendations to involve staff in conducting operations and setting priorities.   | Candidate provides appropriate recommendations to involve staff in conducting operations and setting priorities.  | Candidate provides some recommendations to involve staff in conducting operations and setting priorities.  | Candidate does not provide recommendations to involve staff in conducting operations and setting priorities.   |
| Style and language                                   | All aspects of the assignment are addressed. Content is coherent, organized, well-presented, and is free of grammatical and spelling errors.   | All aspects of the assignment are addressed. Content is coherent, organized, well written, and contains fewer than two grammatical and spelling errors.                                       | Some aspects of the assignment are not addressed. Content is sometimes not balanced and organized or contains more than three grammatical and/or spelling errors.  | Some aspects of the assignment are not addressed. Content is not balanced and organized or contains more than five grammatical and/or spelling errors. |

## ***Appendix I***

### **INTERNSHIP RECORD**

ELCC 7

| <b>Criteria</b>  | <b>Advanced<br/>(4)</b>  | <b>Proficient<br/>(3)</b>   | <b>Basic<br/>(2)</b>   | <b>Below Basic<br/>(1)</b>  |
|--|--|---|--|---|
| 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 J

## Rubric Reflection

| Competency  | Advanced<br>4   | Proficient<br>3  | Basic<br>2   | Unsatisfactory<br>1   |
|---|---|--|--|---|
| <b>Competency 1</b><br>ELCC 3.1 Monitor and evaluate the management and operational systems                                 | Reflection provides excellent context for monitoring and evaluating the management and operational systems.   | Reflection provides good context for monitoring and evaluating the management and operational systems.   | Reflection provides adequate context for monitoring and evaluating the management and operational systems.   | Reflection does not provide context for monitoring and evaluating the management and operational systems.   |
| <b>Competency 2</b><br>ELCC 3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources | Reflection provides excellent context for activities representing knowledge and skills for obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources. | Reflection provides good context for activities representing knowledge and skills for obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources. | Reflection provides adequate context for activities representing knowledge and skills for obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources. | Reflection does not provide context for activities representing knowledge and skills for obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources. |
| <b>Competency 3</b><br>ELCC 3.3 Promote and protect the welfare and safety of students and staff.                           | Reflection provides excellent context for promoting continuous and sustainable promoting and protecting the welfare and safety of students and staff.   | Reflection provides good context for promoting continuous and sustainable improvement promoting and protecting the welfare and safety of students and staff.                                 | Reflection provides adequate context for promoting continuous and sustainable improvement promoting and protecting the welfare and safety of students and staff.                                 | Reflection does not provide context for promoting continuous and sustainable improvement promoting and protecting the welfare and safety of students and staff.                                 |
| <b>Competency 4</b><br>ELCC 3.4 Develop the capacity for distributed leadership   | Reflection provides excellent context for developing the capacity for distributed leadership.   | Reflection provides good context for developing the capacity for distributed leadership.   | Reflection provides adequate context for developing the capacity for distributed leadership.   | Reflection does not provide context for developing the capacity for distributed leadership.   |

|   |  |  |  |   |
|---|--|--|--|---|
| <p><b>Competency 5</b><br/>ELCC 3.5 Ensure teacher and organizational time is focused to support quality instruction and student learning</p> | <p>Reflection provides excellent context for ensuring teacher and organizational time is focused to support quality instruction and student learning.</p>        | <p>Reflection provides good context for ensuring teacher and organizational time is focused to support quality instruction and student learning.</p> | <p>Reflection provides adequate context for ensuring teacher and organizational time is focused to support quality instruction and student learning.</p> | <p>Reflection does not provide context for ensuring teacher and organizational time is focused to support quality instruction and student learning.</p> |
| <p><b>Written Presentation</b></p>  | <p>Reflection is well written in a very organized fashion; it contains correct grammar, punctuation, and spelling and has a quality professional appearance.</p> | <p>Reflection is written in an organized fashion; it contains correct grammar, punctuation, and spelling and has a professional appearance.</p>      | <p>Reflection is written in an unorganized fashion; it contains correct grammar, punctuation, and spelling.</p>  | <p>Reflection is written in an unorganized fashion; it contains incorrect grammar, punctuation, and spelling.</p>                                       |

## Appendix K

## 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 not to 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 that should be collected is their age, gender, and level of education.

Sample Interview Questions. These are only sample questions. Develop your own questions for your setting.

- What is the safety plan for the school? How does the safety plan affect the learning environment? Did you consider any different budget model? What options did you consider?
- What were the steps used to develop the safety plan, school budget, etc.?
- What groups were involved in developing the vision for the school, the safety plan, the budget, etc.? If multiple groups were used, what were the factors that made it difficult for you – both internal and external forces?
- Did you modify the budget once you began actually implementing it? Did you modify the safety plan? If so, how and why?

When you have completed the interview, 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  |
|--|---|---|--|--|
| <b>Description and documentation of workplace</b>  | Workplace and vision is clearly described and 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 |
| <b>3.1 Monitor and evaluate the management and operational systems<br/>Connections made to course text, readings, class discussions<br/>ELCC 3.1</b> | Interview related to management and operations insightfully analyzed; strong connections made to course text, readings, class     | Interview related to management and operations is analyzed; connections made to course text, readings, class discussion | Interview related to management and operations is somewhat analyzed; some connections made to course text, readings, class | No analysis provided; little or no connections made to course text, readings, class discussions                              |

|   |   |  |  |  |
|---|---|--|--|--|
| <p><b>3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources ELCC 3.2</b></p>    | <p>Analysis of interview makes thoughtful connections to visionary leadership and lessons about obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources</p> | <p>Analysis of interview makes connections to leadership and lessons about obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources</p> | <p>Analysis of interview is connected to leadership and lessons but leaves out one of the elements about obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources</p> | <p>No connections are made to and leadership and lessons about obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources</p> |
| <p><b>3.3 Promote and protect the welfare and safety of students and staff. ELCC 3.3</b></p>                              | <p>Analysis of interview makes thoughtful connections promoting and protecting the welfare and safety of students and staff</p>   | <p>Analysis of interview makes connections promoting and protecting the welfare and safety of students and staff</p>   | <p>Analysis of interview is connected to leadership and lessons but leaves out one of the elements about promoting and protecting the welfare and safety of students and staff</p>                                 | <p>No connections are made to leadership and lessons about promoting and protecting the welfare and safety of students and staff</p>                                     |
| <p><b>3.4 Capacity for distributed leadership ELCC 3.4</b></p>  | <p>Analysis of interview makes thoughtful connections to the capacity for distributed leadership</p>  | <p>Analysis of interview makes connections to the capacity for distributed leadership</p>  | <p>Analysis of interview is connected to leadership and lessons capacity for distributed leadership, but the leadership is not always shared</p>   | <p>No connections are made to leadership and lessons about capacity for distributed leadership</p>   |
| <p><b>3.5 Teacher and organizational time is focused to support quality instruction and student learning ELCC 3.5</b></p> | <p>Analysis of interview makes thoughtful connections about ensuring that teacher and organizational time is focused to support quality instruction and student learning</p>                              | <p>Analysis of interview makes connections about ensuring that teacher and organizational time is focused to support quality instruction and student learning</p>                    | <p>Analysis of interview is connected about ensuring that teacher and organizational time is focused to support quality instruction and student learning but support is not always evident.</p>                    | <p>No connections are made to leadership and lessons about ensuring teacher and organizational time is focused to support quality instruction and student learning</p>   |
| <p><b>Topic presented with clarity interactive discussion on topic with peers</b></p>                                     | <p>Shared management of operations topic is presented thoroughly in the interview; excellent discussion is fostered</p>   | <p>Shared management of operations topic is presented in the interview; good discussion is fostered</p>  | <p>Shared management of operations topic is somewhat presented; some discussion on topic is evident</p>  | <p>Presentation only is evident with no discussion</p>   |

|                  |  |   |   |  |
|------------------|--|---|---|--|
| <b>Mechanics</b> | Error free; clearly and professionally written | Error free for the most part with only one or two errors; clearly written for the most part | Three to four spelling, grammar and mechanical errors | Some spelling, grammar and mechanical errors |
|------------------|--|---|---|--|

# APPENDIX L

## PRACTICUM ASSESSMENT

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

Administrator Candidate \_\_\_\_\_ ID # \_\_\_\_\_

Assessor \_\_\_\_\_ School \_\_\_\_\_

Instructional Level/Subject \_\_\_\_\_ Total Field Hours \_\_\_\_\_

Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**ELCC STANDARD 1.0** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

| <b>ELCC 1.1</b>  | Advanced   | Proficient  | Basic  | Below Basic   |
|--|--|---|--|---|
| <b>Create and Implement Plan</b><br><br><b>PADEPP 1 Vision</b> | There is excellent evidence that the candidate understands<br><br>♦ design and support a collaborative process for developing and implementing a school vision;<br><br>♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships;<br><br>♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies;<br><br>♦ formulate plans to steward school vision statements. | There is good evidence that the candidate understands<br><br>♦ design and support a collaborative process for developing and implementing a school vision;<br><br>♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships;<br><br>♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies;<br><br>♦ formulate plans to steward school vision statements. | There is adequate evidence that the candidates understands<br><br>♦ design and support a collaborative process for developing and implementing a school vision;<br><br>♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships;<br><br>♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies;<br><br>♦ formulate plans to steward school vision statements. | There is little evidence that the candidate understands<br><br>♦ design and support a collaborative process for developing and implementing a school vision;<br><br>♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships;<br><br>♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies;<br><br>♦ formulate plans to steward school vision statements. |

**ELCC Standard 2.0** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment..

|  |   |   |  |  |
|--|---|---|--|--|
| <b>ELCC 2.1</b><br><b>Promote Positive School Culture</b><br><br><b>PADEPP 2 and 3</b><br><br><b>SWU 5</b>   | Advanced  | Proficient  | Basic  | Below Basic  |
|  | Candidate consistently demonstrated at a high level of proficiency the ability to assess the elements of school culture and ways it can be influenced to ensure student success.  | Candidate mostly demonstrated at an explicit level of proficiency the ability to assess the elements of school culture and ways it can be influenced to ensure student success.   | Candidate demonstrated at a basic level the ability to assess the elements of school culture and ways it can be influenced to ensure student success.  | Candidate failed to demonstrate the ability to assess the elements of school culture and ways it can be influenced to ensure student success.  |
| <b>ELCC 2.2</b><br><b>Create a personalized and motivating learning environment for students</b><br><br><b>PADEPP 2, 3 and 4</b>   | Advanced  | Proficient  | Basic  | Below Basic  |
|  | Candidate consistently demonstrated at a high level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.   | Candidate mostly demonstrated at an explicit level of proficiency the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process.  | Candidate demonstrated at a basic level the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process—connections were not always made between theory and practice.  | Candidate did not demonstrate the knowledge of and ability to use human development theories, proven learning and motivational theories and how diversity influences the learning process..  |
| <b>ELCC Standard 3.0</b> A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. |   |   |  |  |
| <b>ELCC 3.1</b><br><b>Monitor and evaluate the management and operational systems</b><br><br><b>PADEPP 5, 8 and 9</b><br><br><b>SWU Leadership 4</b>   | Advanced  | Proficient  | Basic  | Below Basic  |
|  | Candidate demonstrated at a high level of proficiency the ability to use<br><br>◆ analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school;<br>◆ develop school operational policies and procedures;<br>◆ develop plans to implement and manage long-range plans for the school. | Candidate demonstrated the explicit ability to use<br><br>◆ analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school;<br>◆ develop school operational policies and procedures;<br>◆ develop plans to implement and manage long-range plans for the school. | Candidate demonstrated the basic ability to use<br><br>◆ analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school;<br>◆ develop school operational policies and procedures;<br>◆ develop plans to implement and manage long-range plans for the school. | Candidate failed to use<br><br>◆ analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school;<br>◆ develop school operational policies and procedures;<br>◆ develop plans to implement and manage long-range plans for the school. |

|   |  |  |   |   |
|---|--|--|---|---|
| <b>ELCC 3.3</b><br><b>Promote and protect the welfare and safety of students and staff</b><br><br><b>PADEPP 5, 8 and 9</b><br><br><b>SWU Leadership 4</b>                                     | Advanced   | Proficient   | Basic   | Below Basic   |
|   | Candidate demonstrated at a high level of proficiency the ability to implement strategies for providing school personnel, students, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and violence-free school.   | Candidate demonstrated the explicit ability to implement strategies for providing school personnel, students, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and violence-free school. | Candidate demonstrated the basic ability to implement strategies for providing school personnel, students, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and violence-free school. | Candidate failed to implement strategies for providing school personnel, students, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and violence-free school. |
|   | <b>ELCC Standard 4.0</b> A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. |  |   |   |
|   | Advanced   | Proficient   | Basic   | Below Basic   |
| <b>4.2</b><br><b>Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources</b><br><br><b>PADEPP 5, 8 and 9</b><br><br><b>SWU 6</b> | Advanced   | Proficient   | Basic   | Below Basic   |
|   | Candidate consistently demonstrated at a high level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.  | Candidate mostly demonstrated at an explicit level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.   | Candidate demonstrated at a basic level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.   | Candidate failed to demonstrate cultural competency and an understanding of the diverse cultural, social and intellectual community resources.  |
| <b>4.3</b><br><b>Build and sustain positive relationships with families and caregivers</b><br><br><b>PADEPP 5, 8 and 9</b><br><br><b>SWU Leadership 6</b>                                     | Advanced   | Proficient   | Basic   | Below Basic   |
|   | Candidate consistently demonstrated at a high level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.   | Candidate mostly demonstrated at an explicit level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.  | Candidate demonstrated at a basic level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers—more efforts need to be made to sustain relationships.                        | Candidate failed to demonstrate at a minimal level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.   |
| <b>4.4</b><br><b>Build and sustain productive</b>   | Advanced   | Proficient   | Basic   | Below Basic   |
|   | Candidate demonstrated at a  | Candidate demonstrated at an   | Candidate demonstrated at a   | Candidate failed to demonstrate at a  |

|   |  |  |  |   |   |       |  |             |
|---|--|--|--|---|---|-------|--|-------------|
| <b>relationships with community partners</b><br><b>PADEPP 5, 8 and 9</b><br><b>SWU Leadership 9</b>   | high level of proficiency an understanding of and ability to build and sustain positive relationships with community partners.   | explicit level of proficiency an understanding of and ability to build and sustain positive relationships with community partners. | basic level of proficiency an understanding of and ability to build and sustain positive relationships with community partners.  | minimal level of proficiency an understanding of and ability to build and sustain positive relationships with community partners. |   |       |  |             |
| <b>ELCC Standard 5.0</b> A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. |  |  |  |   |   |       |  |             |
| <b>ELCC 5.2</b><br><b>Model principles of self-awareness, reflective practice, transparency, and ethical behavior</b><br><b>PADEPP 6</b><br><b>SWU Leadership 8</b>   | <table border="1"><tr><td>Advanced</td></tr></table><br>The candidate demonstrates a depth understanding for making and explaining decisions based upon ethical and legal principles.  | Advanced   | <table border="1"><tr><td>Proficient</td></tr></table><br>The candidate, using relevant sources, makes and explains decisions based upon ethical and legal principles.   | Proficient  | <table border="1"><tr><td>Basic</td></tr></table><br>The candidate makes and explains decisions based upon ethical and legal principles.  | Basic | <table border="1"><tr><td>Below Basic</td></tr></table><br>The candidate fails to make or explain decisions based upon ethical and legal principles.   | Below Basic |
| Advanced  |  |  |  |   |   |       |  |             |
| Proficient  |  |  |  |   |   |       |  |             |
| Basic   |  |  |  |   |   |       |  |             |
| Below Basic   |  |  |  |   |   |       |  |             |
| <b>ELCC 5.3</b><br><b>Safeguard the values of democracy, equity, and diversity</b><br><b>PADEPP 1, 6 and 7</b><br><b>SWU Leadership 7</b>   | <table border="1"><tr><td>Advanced</td></tr></table><br>The candidate demonstrates a depth of understanding of the ethical rationale for decisions regarding the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others. | Advanced   | <table border="1"><tr><td>Proficient</td></tr></table><br>The candidate understands the ethical rationale for action that demonstrates the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others. | Proficient  | <table border="1"><tr><td>Basic</td></tr></table><br>The candidate understands his/her responsibility to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others. | Basic | <table border="1"><tr><td>Below Basic</td></tr></table><br>The candidate lacks an understanding of the ethical issues related to the ability to combine impartiality, sensitivity to student diversity, student learning and ethical considerations in his/her interactions with others. | Below Basic |
| Advanced  |  |  |  |   |   |       |  |             |
| Proficient  |  |  |  |   |   |       |  |             |
| Basic   |  |  |  |   |   |       |  |             |
| Below Basic   |  |  |  |   |   |       |  |             |
| <b>ELCC 5.4</b><br><b>Consider and evaluate the potential moral and legal consequences of decision making</b><br><b>PADEPP 1, 6 and 7</b><br><b>SWU Leadership 9</b>  | <table border="1"><tr><td>Advanced</td></tr></table><br>Candidate consistently demonstrated at a high level of proficiency how to make and explain decisions based upon ethical and legal principles.  | Advanced   | <table border="1"><tr><td>Proficient</td></tr></table><br>Candidate mostly demonstrated the explicit ability to make and explain decisions based upon ethical and legal principles.  | Proficient  | <table border="1"><tr><td>Basic</td></tr></table><br>Candidate demonstrated a basic ability to make and explain decisions based upon ethical and legal principles— explanations were not always made.   | Basic | <table border="1"><tr><td>Below Basic</td></tr></table><br>Candidate failed to demonstrate how to make and explain decisions based upon ethical and legal principles.  | Below Basic |
| Advanced  |  |  |  |   |   |       |  |             |
| Proficient  |  |  |  |   |   |       |  |             |
| Basic   |  |  |  |   |   |       |  |             |
| Below Basic   |  |  |  |   |   |       |  |             |
| <b>ELCC Standard 6.0</b> A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.  |  |  |  |   |   |       |  |             |
| <b>ELCC 6.1</b><br><b>Advocate for children, families, and caregivers</b>   | <table border="1"><tr><td>Advanced</td></tr></table><br>Candidate consistently acted at a high level of proficiency as an  | Advanced   | <table border="1"><tr><td>Proficient</td></tr></table><br>Candidate mostly acted at an explicit level of proficiency as an informed  | Proficient  | <table border="1"><tr><td>Basic</td></tr></table><br>Candidate acted at a basic level of proficiency as an informed consumer  | Basic | <table border="1"><tr><td>Below Basic</td></tr></table><br>Candidate failed to act as an informed consumer advocate for children, families,  | Below Basic |
| Advanced  |  |  |  |   |   |       |  |             |
| Proficient  |  |  |  |   |   |       |  |             |
| Basic   |  |  |  |   |   |       |  |             |
| Below Basic   |  |  |  |   |   |       |  |             |

|  |  |   |  |                 |  |       |   |             |
|--|--|---|--|-----------------|--|-------|---|-------------|
| <b>PADEPP 6</b><br><b>SWU Leadership 9</b>   | informed consumer advocate for children, families, and caregivers.   | consumer advocate for children, families, and caregivers. | advocate for children, families, and caregivers.   | and caregivers. |  |       |   |             |
| <b>ELCC 6.2</b><br><b>Act to influence local, district, state, and national decisions affecting student learning</b><br><b>PADEPP 6</b><br><b>SWU Leadership 8</b> | <table border="1"> <tr><td>Advanced</td></tr> </table> <p>Candidate demonstrated at a high level of proficiency the ability to understand the larger political, social, legal, and cultural context and knowledge of how to use power and political skills to influence local, state, and federal decisions.</p>                   | Advanced  | <table border="1"> <tr><td>Proficient</td></tr> </table> <p>Candidate demonstrated the explicit ability to understand the larger political, social, legal, and cultural context and knowledge of how to use power and political skills to influence local, state, and federal decisions.</p>                   | Proficient      | <table border="1"> <tr><td>Basic</td></tr> </table> <p>Candidate demonstrated basic ability to understand the larger political, social, legal, and cultural context and knowledge of how to use power and political skills to influence local, state, but not federal decisions.</p>                   | Basic | <table border="1"> <tr><td>Below Basic</td></tr> </table> <p>Candidate failed to demonstrate the ability to understand the larger political, social, legal, and cultural context and knowledge of how to use power and political skills to influence local, state, and federal decisions.</p>                   | Below Basic |
| Advanced   |  |   |  |                 |  |       |   |             |
| Proficient   |  |   |  |                 |  |       |   |             |
| Basic  |  |   |  |                 |  |       |   |             |
| Below Basic  |  |   |  |                 |  |       |   |             |
| <b>ELCC Standard 7.0</b> Internship  |  |   |  |                 |  |       |   |             |
| <b>ELCC 7.2</b><br><b>Sustained Experiences</b><br><b>PADEPP 9</b>   | <table border="1"> <tr><td>Advanced</td></tr> </table> <p>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.</p> <p>Candidate submits an internship plan that is approved by both the on-site mentor and institution faculty.</p> | Advanced  | <table border="1"> <tr><td>Proficient</td></tr> </table> <p>Candidate demonstrated the explicit ability to bring all elements of the field experience in a sustained period of 5-7 weeks.</p> <p>Candidate submits an internship plan that is approved by both the on-site mentor and institution faculty.</p> | Proficient      | <table border="1"> <tr><td>Basic</td></tr> </table> <p>Candidate demonstrated the basic ability to bring all elements of the field experience in a sustained period of 5-7 weeks.</p> <p>Candidate submits an internship plan that is approved by both the on-site mentor and institution faculty.</p> | Basic | <table border="1"> <tr><td>Below Basic</td></tr> </table> <p>Candidate failed to demonstrate the ability to bring all elements of the field experience in a sustained period of 5-7 weeks.</p> <p>Candidate submits an internship plan that is approved by both the on-site mentor and institution faculty.</p> | Below Basic |
| Advanced   |  |   |  |                 |  |       |   |             |
| Proficient   |  |   |  |                 |  |       |   |             |
| Basic  |  |   |  |                 |  |       |   |             |
| Below Basic  |  |   |  |                 |  |       |   |             |
| <b>Experience Hours</b>  | <table border="1"> <tr><td>Advanced</td></tr> </table> <p>Candidate completed 12 or more hours per week in this internship.</p>  | Advanced  | <table border="1"> <tr><td>Proficient</td></tr> </table> <p>Candidate completed 11-10 hours per week in this internship.</p>   | Proficient      | <table border="1"> <tr><td>Basic</td></tr> </table> <p>Candidate completed 9 hours per week in this internship.</p>  | Basic | <table border="1"> <tr><td>Below Basic</td></tr> </table> <p>Candidate completed less than 9 hours per week in this internship.</p>   | Below Basic |
| Advanced   |  |   |  |                 |  |       |   |             |
| Proficient   |  |   |  |                 |  |       |   |             |
| Basic  |  |   |  |                 |  |       |   |             |
| Below Basic  |  |   |  |                 |  |       |   |             |

## ***Appendix M***

# **INFORMATION PAPER FUNDING K-12 PUBLIC EDUCATION IN SOUTH CAROLINA**

(5 OCT 2008)

### **PURPOSE**

The purpose of this paper is to provide information on how education is funded in South Carolina.

### **SOURCES OF REVENUE**

Revenue for public education comes from three primary sources: federal, state, and local. Federal revenue comes from congressional appropriations. State revenue comes primarily from the general retail sales tax and is appropriated by the South Carolina General Assembly. Local revenue comes primarily from ad valorem tax, revenue in lieu of taxes, and revenue from fees and is determined by local governmental authorities.

The revenue amounts reported by school districts for FY 2007 were:

|          |                 |          |
|----------|-----------------|----------|
| Federal: | \$694,100,553   | (10.0%)  |
| State:   | \$3,027,476,850 | (43.4%)  |
| Local:   | \$3,255,140,524 | (46.6%)  |
| Total:   | \$6,976,717,927 | (100.0%) |

NOTE: The above figures do not include non-revenue receipts (e.g., local bond proceeds, transfers) or Intergovernmental Revenues.

See attached file named "REV-DIST-FY2007-SUM".

### **FEDERAL REVENUE**

Major federal education programs are the Elementary and Secondary Education Act, Perkins Vocational Technical Education Act, and Individuals with Disabilities Education Act. In addition, the Federal Department of Agriculture provides funding and resources for the National School Lunch Program.

See attached file named "FED-APPROP" that provides a history of federal education program funding to South Carolina.

### **STATE REVENUE**

Schools receive funding through a variety of sources and mechanisms. Generally, state appropriations for education are distributed either by a categorical appropriation or through a per-pupil weighting. Categorical funds generally are appropriated to the State Department of Education for implementation of a program or service. Per-pupil funding flows through the state agency to the local district based upon student eligibility. Some appropriations require that local school districts match state funding on a predetermined proportion.

See attached file named "PROVISO-89.1".

FY 2009 state appropriation/authorization provided for pK-12 Public Education was \$3,239,967,148 with the following breakdown:

|                 |   |
|-----------------|---|
| \$2,441,044,773 | General Fund (75%)  |
| 644,714,375     | Restricted Education Improvement Act (20%)                                  |
| 49,614,527      | Restricted Lottery (1.5%)   |
| 10,300,000      | Restricted Children's Education Endowment Fund for Public School Facilities |
| 3,000,000       | Restricted First Steps  |
| 18,326,909      | Earmarked   |
| 52,113,257      | Non-recurring – Provisos & Special Acts (1.6%)                              |
| 20,853,307      | Capitol Reserve Fund (.06%)   |
| \$3,239,967,148 | Total   |

**FY 2009 Primary State General Fund Education Line Items:**

|                 |   |
|-----------------|---|
| \$1,586,767,788 | Education Finance Act (65.0%)                       |
| 482,943,402     | Employer Contributions – Fringe Benefits (19.8%)    |
| 104,395,749     | School Bus Transportation System (4.3%)             |
| 79,476,772      | Retiree Insurance – Fringe Benefits (3.2%)          |
| 29,273,821      | First Steps and Two Governor's Schools (1.2%)       |
| 26,498,804      | Instructional Materials & Textbooks (1.1%)          |
| 25,000,000      | Nurses (1.0%)                                       |
| 21,840,791      | Career & Guidance Specialists (0.9%)                |
| \$2,356,197,127 | Sub Total (96.5%)                                   |
| 84,847,646      | Balance spread over 60 additional line items (3.5%) |
| \$2,441,044,773 | Total General Fund                                  |

See attached file named "FY2009-SCDE-APPROP" for an extract of the state education appropriation.

**Education Finance Act of 1977  
Legislative Intent  
(Section 59-20-30)**

- To guarantee to each student in the public schools of South Carolina the availability of at least minimum educational programs and services appropriate to the student's needs, and which are substantially equal to those available to other students with similar needs and reasonably comparable from a program standpoint to those available to other students, regardless of geographic differences and local economic factors.
- To establish a procedure for the distribution of a specified portion of the state education funds so as to ensure that the funds are provided on the basis of need in order to guarantee a minimum level of funding for each weighted pupil unit in the State.
- To make it possible for each school district to provide the defined minimum program with an equal local tax effort.
- To establish a reasonable balance between the portion of funds to be paid by the State and the portion of funds to be paid by the districts collectively in support of the foundation program, determined to be an average of 70 percent statewide and 30 percent to be financed from local revenue sources.
- To require each local school district to contribute its fair share to the required local effort, which is to be in direct proportion to its relative tax paying ability?

**Education Finance Act Definitions**

(Section 59-20-20 of the Code of Laws of South Carolina 1976 as amended)

**Foundation program** means the program proposed to establish substantially equitable current operation funding levels for programs for South Carolina's public school students, regardless of their geographic location, after the students are transported to school and housed in school plants.

**Index of taxing ability** means an index of a local district's relative fiscal capacity in relation to that of all other districts of the State based on the full market value of all taxable property of the district.

**Defined Program (DP)** means the program established annually by the State Board of Education that is necessary to provide public school students in the State with minimum educational programs designed to meet their needs.

**Weightings** means those cost figures assigned to student classifications, which are based on different relative cost of the educational programs in relation to that of the base student that is given the weighting of 1.00.

**Base student** means that student classification that represents the most economically educated pupil in the school system, those in grades four through eight in regular classroom settings.

**Base student cost** is the funding level necessary for providing a minimum foundation program which includes the funding level necessary for supporting the defined minimum program.

**Membership** - Membership is defined as the number of pupils present plus the number of pupils absent. A pupil will be counted in membership on the first day of entrance in an instructional program as an original entry, a re-entry, or a transfer.

**ADM** - (Average Daily Membership) - The aggregate number of days in membership divided by the number of days school is in session.

**Example:**  $135/135 = 1.0$  ADM;  $108/135 = 0.8$  ADM;  $27/135 = 0.2$  ADM

#### WEIGHTED PUPIL UNIT (WPU)

#### EFA PUPIL CLASSIFICATIONS AND WEIGHTINGS

| Code | Classification                   | Weightings |
|------|----------------------------------|------------|
| K    | Kindergarten                     | 1.30       |
| P    | Primary (Grades 1-3)             | 1.24       |
| EL   | Elementary (Grades 4-8)          | 1.00       |
| HS   | High School (Grades 9-12)        | 1.25       |
| EM   | Educable Mentally Handicapped    | 1.74       |
| LD   | Learning Disabilities*           | 1.74       |
| TM   | Trainable Mentally Handicapped** | 2.04       |
| EH   | Emotionally Handicapped          | 2.04       |
| OH   | Orthopedically Handicapped***    | 2.04       |
| VH   | Visually Handicapped             | 2.57       |
| HH   | Hearing Handicapped              | 2.57       |
| AU   | Autism-Pupils with Autism        | 2.57       |
| SP   | Speech Handicapped               | 1.90       |
| HO   | Homebound                        | 2.10       |
| V1   | Vocational (grades 9-12)         | 1.29       |
| V2   | Vocational (grades 9-12)         | 1.29       |
| V3   | Vocational (grades 9-12)         | 1.29       |

\* Includes Other Health Impaired (OHI) and Developmentally Delayed (DD)

- \*\* Includes Profoundly Mentally Handicapped (PMD)
- \*\*\* Includes Traumatic Brain Injury

**Example**

Grade 4 ADM = 1.00; EL Weighting = 1.00; (ADM 1.00 X Weighting 1.00) = 1.00 WPU  
 Grade 4 ADM = 1.00; HH Weighting = 2.57; (ADM 1.00 X Weighting 2.57) = 2.57 WPU

**EFA Formulas**

**Example of State Calculation**

ESTIMATED NUMBER OF STATE WEIGHTED PUPIL UNITS: 872,274  
 BASE STUDENT COST: \$2,578  
 TOTAL COST FOR FOUNDATION PROGRAM  
 872,274 (WPU) X \$2,578 (BSC) = \$2,248,722,372  
 STATE PORTION: \$2,248,722,372 X 0.70 = \$1,574,105,660  
 LOCAL PORTION: \$2,248,722,372 X 0.30 = \$674,616,712

**District Formula**

**Calculation of District's Local Required Support:**

0.3 (State Weighted Pupil Units X Base Student Cost X Districts Index of Taxpaying Ability) = District's Local Required Support

**Calculation of District's State Allocation:**

(District's Weighted Pupil Units X Base Student Cost) - Local Required Effort = District State Allocation

**Examples of District Calculations**

**District 1**

LOCAL REQUIRED SUPPORT:  $(0.3 \times 872,274 \times \$2,578 \times 0.016960) = \$11,441,499$   
 FOUNDATION PROGRAM COST:  $(22,356.61 \times \$2,578) = \$57,635,341$   
 STATE ALLOCATION:  $\$57,635,341 - \$11,441,499 = \$46,193,842$   
 PERCENT STATE SUPPORT:  $\$46,193,842 / \$57,635,341 = \boxed{80\%}$

**District 2**

LOCAL REQUIRED SUPPORT:  $(0.3 \times 872,274 \times \$2,578 \times 0.076880) = \$51,864,533$   
 FOUNDATION PROGRAM COST:  $(22,356.61 \times \$2,578) = \$57,635,341$   
 STATE ALLOCATION:  $\$57,635,341 - \$51,864,533 = \$5,770,808$   
 PERCENT STATE SUPPORT:  $\$5,770,808 / \$57,635,341 = \boxed{10\%}$

## Education Improvement Act (EIA) of 1984

The EIA was South Carolina's original blueprint for enacting a quality program of public instruction for current and future generations. A one-cent state sales tax increase (4% to 5%) provides additional funds to:

- Raise student performance by increasing academic standards;
- Strengthen the teaching and testing of basic skills;
- Elevate the teaching profession;
- Improve leadership, management and fiscal efficiency;
- Implement quality controls and reward productivity;
- Create more effective partnerships among schools, parents, community and business; and
- Provide school buildings conducive to improved student learning.

The EIA represents South Carolina's effort to improve the quality of its public education system. The Act is a comprehensive education reform plan containing specific programs and strategies for improving public education in the state, as well as the mechanism for the distribution of state funds for its implementation. To guard against school districts reducing their existing financial effort as a result of the increased level of state funding, the Act requires that each district increase its local tax revenue effort on a per-pupil basis by not less than the annual inflation factor. In addition, each school district is required to maintain the local salary supplement above the required state minimum paid to its certified employees.

The EIA revenues are held in a trust fund and provided to local districts based upon student or teacher eligibility for a series of initiatives. Local school districts were not required to pay any portion of the costs of EIA programs.

### FY 2009 Primary Education Improvement Act Line Items:

|               |   |
|---------------|---|
| \$113,423,554 | Act 135 Early Child Development & Academic Assistance           |
| 92,828,102    | Teacher Salary Supplement and Employer Contributions (2 lines)  |
| 76,380,078    | Education Accountability Act Technical Assistance Programs      |
| 45,624,348    | National Board Certification                                    |
| 37,505,444    | Programs for Gifted and Talented & Advanced Placement (2 lines) |
| 33,006,617    | Class Size Reduction  |
| 26,884,368    | Allocations to Other Agencies and Entities (20 lines)           |
| 22,256,663    | Increase High School Credits                                    |
| 21,923,259    | Instructional Materials & Textbooks                             |
| 20,561,361    | Early Childhood Education - Four Year Old Program               |
| 19,410,943    | Assessment & Testing  |
| 17,514,247    | Summer School & Comprehensive Remediation                       |
| 13,657,906    | Teacher Supplies  |
| 12,886,895    | Technology K-12 Partnership                                     |
| 11,939,480    | Adult Education   |
| 11,008,140    | Alternative Schools   |

### SOUTH CAROLINA EDUCATION LOTTERY

Another source of state revenue comes through the education lottery appropriation. The South Carolina General Assembly annually appropriates lottery funds.

See attached file named "LOTTERY-OSB" for a history of lottery appropriations.

## **LOCAL REVENUE**

Local funds are raised through various sources but the primary source is local property taxes. Authority and capacity to raise revenue locally varies significantly among school districts.

Of the eighty-five school districts in South Carolina, twenty-three have fiscal autonomy; that is, the local school district board of trustees has authority to establish a millage rate for the operation of schools. Another thirty-six school districts have authority to set millage rates within parameters established by statute, referendum, legislative action, or county council action, and twenty-six districts must call upon the legislative delegation or county governments to establish millage. Additionally, local communities are providing school districts with the authority to impose sales taxes to pay for capital projects. Millage rates are established for current operations and debt service.

Local funds are used to satisfy the local effort requirements of the EFA, to provide supplements to state and federal funds deemed appropriate by local communities, and to provide school facilities or to offer special initiatives or services with costs beyond the constitutional debt limit.

In FY 2006, the SC Legislature passed Act 388 which replaced property tax for school operations on owner occupied homes with an additional one (1) cent sales tax. All other property taxes for school operations are limited to the amount that can be increased on an annual basis by the percent of population growth for each county plus CPI. In the year of implementation (FY 2008), allocations of the property tax relief funds were distributed to districts as a direct reimbursement for the funds that would have been collected by each district through property tax collections. Counties that received less than \$2.5 million from owner occupied homes prior to Act 388 received \$2.5 million. In multi district counties, the excess is distributed by Average Daily Membership (ADM).

Each subsequent year, the property tax fund will grow by the percent of state population growth plus the prior year CPI, or 4% whichever is greater. Beginning in FY 2009 districts will receive the base amount set in FY 2008 plus the growth funds, distributed by Weighted Pupil Units (WPU) and a poverty factor.

See attached file named "REV-DIST-FY2007-SUM" for a break down of local revenue.

## **EXPENDITURES**

See attached file named "FY2007 IN\$ITE" for total FY 2007 district expenditures.

## **OTHER REFERENCES**

SDE Office of Finance Home Page:  
<http://ed.sc.gov/agency/offices/finance/>

SDE Funding Manual:  
<http://ed.sc.gov/agency/offices/finance/manuals/>

SDE In\$ite Financial Analysis Model  
<http://ed.sc.gov/agency/offices/finance/insite/>

SDE Office of Research  
<http://ed.sc.gov/agency/offices/research/>

Office of State Budget Historical Analysis:  
<http://www.budget.sc.gov/OSB-historical.phtm>

## ***Additional Attached Files***



REV-DIST-FY2007-S  
UM



FED-APPROP



PROVISO 89.1



FY2009-SCDE  
APPROP



LOTTERY-OSB



FY2007-IN\$ITE

## ***Appendix N***

### **Learning Outcomes for SWU Leadership Program**

Southern Wesleyan Standards—Developed from ELCC, ISLLC and SC Standards for evaluation

1. A school or district administrator is an educational leader who demonstrates scholarship within a Christian ethic of care.
2. A school or district administrator is an educational leader who fosters 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 or district 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 or district 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 or district administrator is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.
6. A school or district administrator is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.
7. A school or district administrator is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.
8. A school or district 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 or district 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 or district 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 or district administrator is an educational leader who fosters the success of all students by using available resources and opportunities for his/her own professional growth.

## Appendix O

## Welcome to Rickman Library

[www.swu.edu/library](http://www.swu.edu/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](mailto:library@swu.edu).

Your Name:

[Get your own WIMZI widget](#)

### SPECIAL COLLECTIONS



[Evatt Heritage Center & Archives](#)

[Faith Clayton Genealogy Room](#)

### QUICK LINKS

- ▶ [About Us](#)
- ▶ [Contact us](#)
- ▶ [Hours](#)
- ▶ [Community Members](#)
- ▶ [Renew Items](#)
- ▶ [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](mailto:library@swu.edu) anytime!

*Updated January 2012*

## Appendix P

### 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](http://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](mailto: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 Q***

### **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](http://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



**Appendix R**  
**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)  | (2)                | (3)                                | (4)                               | (5)                | (6) |
|------------|--|--------------------|------------------------------------|-----------------------------------|--------------------|-----|
| Name       | Actively Participated in and Contributed to Learning Team Activities | Prepared Materials | Demonstrated Voluntary Cooperation | Fulfilled Responsibility in Class | 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