

Cultivating a Positive School Climate

EDAS 5523



Version F2.0.1

Southern Wesleyan University

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

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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. 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.



Cultivating a Positive School Climate

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Course Description

This course is designed to give candidates an overview of a healthy school climate. Dialogue will include current research on school culture and climate. Candidates will examine and observe toxic school climate/cultures while developing a plan for a positive and healthy school. Discussion topics will include practical applications that can be utilized in any situation with minor modifications. The ultimate goal is for the candidates to develop and sustain a positive environment while cultivating a relationship with all stakeholders.

The following topics will be addressed in this course:

- Organizational Culture (ISLLC/ELCC 1,2,3; PADEPP 4, SWU Leadership LO 5)
- Organizational Climate (ISLLC/ELCC 1,2,3; PADEPP 4, SWU Leadership LO 5)
- Changing the Culture and Climate of a School (ISLLC/ELCC 1,2,3; PADEPP 4, SWU Leadership LO 5)
- Functions of Culture (ISLLC/ELCC 1,2,3; PADEPP 4, SWU Leadership LO 5)
- Common Elements of Culture (ISLLC/ELCC 1,2,3; PADEPP 4, SWU Leadership LO 5)
- School Culture (ISLLC/ELCC 1,2,3; PADEPP 4, SWU Leadership LO 5)
- Organizational Climate (ISLLC/ELCC 1,2,3)
- A Climate of Organizational Health (ISLLC/ELCC 1,2,3)
- From Status Quo to True Reform (ISLLC/ELCC 2,3)
- Framework of Modern School Culture (ISLLC/ELCC 2,3)
- Involvement of Stakeholders (ISLLC/ELCC 4)
- Change versus Complacency (ISLLC/ELCC 4)
- School Improvement Councils (ISLLC/ELCC 1,3,4)
- Effective leaders (ISLLC/ELCC 1,2,3,4,5,6)
- Leader as a Follower (ISLLC/ELCC 1,2,3,4,5,)

*ISLLC - Interstate School Leaders Licensure Consortium

*ELCC - Educational Leadership Constituent Council

*PADEPP – Program for Assisting, Developing, and Evaluating Principal Performance

*SWU Leadership LO – Southern Wesleyan University Leadership Learning Outcomes

Course Prerequisites

There are no prerequisites for this course.

Course Learning Outcomes

Schools with positive climates are powerful radiant institutions. At the end of this course, candidates will be able to

- discuss the levels of organizational culture.
- be knowledgeable of organizational climate.
- change the culture and climate of schools.
- identify three levels of change.
- discuss the three sections of an article review.

- introduce an idea for change in a faculty meeting.
- collaborate effectively and regularly to develop teams that work interdependently to achieve goals.
- create scenarios that describe the characteristics of teachers that are in the public schools.
- recognize and use teacher leaders in pioneering a culture revolution.
- recognize and reward the super teachers without creating a negative environment.
- distinguish the differences of various types of teachers.
- observe and analyze a toxic environment
- develop strategies to engage all stakeholders.
- redirect negative influences.
- reduce the influence of unhappy verbal teachers.
- utilize student input in changing a negative environment.
- develop strategies to promote collegiality and collaboration among staff.
- involve parents, students, community, and businesses in efforts to create a positive learning environment.
- manage conflicts effectively.
- cultivate and sustain a collegial climate.
- read and share current issues and trends about climate and culture.
- analyze and discuss survey results.
- develop a School Improvement Council Handbook.
- discuss the strengths and weaknesses of designated school improvement plans.
- develop a Student Improvement Plan.

Related NCATE Standards

Standard 1 - Candidate knowledge, skills, and dispositions

Standard 2.1 - Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic factors) of the school community to improve school programs and culture.

Standard 5 - Learning environment

Related to INTASC

Standard 11 - Christian Ethic of Care

Relationship to Conceptual Framework

The theme of the unit is integrated with this course by acquainting future professional educators with the premise that teaching requires a passion for learning, compassionate and respectful interactions with learners and colleagues, and recognition that the community and its pluralist nature is an integral part of the learning process in order to prepare pupils successfully for lives of social, intellectual, and personal development. All of this is to be accomplished through a Christian ethic of care.

Course Learning Outcomes

Each candidate will

- review, submit, and prepare to discuss three articles from current professional journals. Journal article reviews will be submitted via email using the format in Appendix D.
- participate in the class and group discussion of the South Carolina School Improvement Council Handbook.

- develop his/her own School Improvement Council Handbook adhering to the requirements in the appendices.
- demonstrate an understanding of various points in *Transforming School Culture* by responding to the questions in the workbook by Anthony Muhammad.
- create a Student Improvement Plan (see Appendix A for details).
- write two reflection papers based on the movie *Lean on Me* and the book *Leading School Change* by Todd Whittaker.
- produce and present various scenarios demonstrating the characteristics of the diverse staff in our schools based two books: *Leading School Change* by Todd Whittaker and *Transforming School Culture* by Anthony Muhammad.
- discuss, analyze, and present to class various assignments designated by the instructor and the syllabus.

Course Learning Assignments and Assessments

Grading Guidelines

Journal Article Summaries	20%
Reflection Papers	15%
Quiz	10%
Student Improvement Plan	20%
School Improvement Council Handbook	25%
Class Participation	10%
Total	100%

Journal Article Summaries – 20%

A one- to two-page word-processed summary of any article from a professional journal published within the last five years dealing with a subject related to cultivating a positive school climate is to be submitted on the dates indicated. These assignments are included among the course requirements in order to familiarize the candidate with periodicals and Internet resources in the field of education and current research in the area of cultivating a positive school climate. The candidate should be prepared to discuss the periodicals in class before submitting them to the instructor. All written work should adhere to APA guidelines.

Reflection Papers – 15%

The first Reflection Paper is due in Session Three and is based on the movie *Lean on Me* (see Appendix F for Written Response Rubric).

The second Reflection Paper is due in Session Five expressing five key points from *Leading School Change* and applying the information to the candidate's school (see Appendix F for Written Response Rubric).

Quiz – 10%

A Quiz created by the instructor is due in Session Five (Optional - see Appendix E for sample).

Student Improvement Plan – 20%

A Student Improvement Plan is due in Session Four (see Appendix A and Appendix H).

School Improvement Council Handbook – 25%

A School Improvement Council Handbook is due in Session Seven (see Appendix B).

The summary of the handbook will be presented during Session Seven in a PowerPoint. Submit in Chalk and Wire.

Class Participation – 10%

Class participation is a significant component of this course not only in terms of a grade but also its success in terms of what candidate will take from it. The rubric attached to this syllabus outlines the expectation for class participation. In order to participate meaningfully candidates should read the assigned material, and come to class ready to discuss, raise questions and contribute insightful commentary on the issues under discussion.

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
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

The faculty member will take into consideration the following criteria when assigning a letter grade for the course:

- Journal Articles
- Reflection Papers
- Quiz
- Student Improvement Plan
- School Improvement Plan Handbook
- Class Participation
- Other requirements as assigned by the faculty member

These factors represent the degree of mastery of the course. The specific course requirements are established by the faculty member, along with the weights of each factor for the course. These will be distributed in Session One.

WRITTEN REPORT GUIDELINES

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

- 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 group 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 group'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 group's research and thinking together about the issue and coming to conclusions concerning possible solutions. Obviously, individuals members be given specific tasks by the group.
- Each group 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 groups or individuals:

- The length of the presentation(s) will be determined by the faculty member. For group 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 group presentations will vary in length. Each member should complete his/her individual part of the presentation within the minutes of allotted time.
- Presentations should not be read to the audience. Candidates should use key words as an outline of the subject and then present key words on transparencies, the class chalkboard, flip charts, or PowerPoint.
- Charts, graphs, and drawings get attention and are usually better understood than text or text-style printed material.
- In this course (and all others), oral presentations are used to sell the audience on the report.
- The following is a list of factors that are important when making a presentation.
 1. Quality of presentation
 - a. Eye contact
 - b. Expression
 - c. Use of notes
 - d. Proper diction
 - e. Clear and audible speech
 2. Quality of argument

- a. Validity of the arguments
- b. Evidence of research/knowledge
- c. Forcefulness
3. Appearance
4. Enthusiasm

TEXTBOOKS

Hoy, W. & Miskel, C. (2008). Culture and climate in schools. In *Educational administration: theory, research, and practice* (pp. 175-217). New York, NY: McGraw Hill.

Muhammad, A. & Dufour, R. (2009). *Transforming school culture*. Bloomington, IN: Solution Tree.

Whitaker, T. (2010). *Leading school change; Nine strategies to bring everybody on board*. Larchmont, NY: Eye on Education.

Whitaker, T. (2010). *Implementation guide; Leading school change; Nine strategies to bring everybody on board*. Larchmont, NY: Eye on Education. (Optional)

Additional Materials

- Professional Educational Journals
- *Lean on Me*, DVD
- *Transforming School Culture* Workbook
- Membership in ASCD
- Chalk and Wire Account
- Jump Drive

Additional Resources

Eaker, R., Dufour, Richard, & Dufour, Rebecca. (2002). *Getting started: reculturing schools to become professional learning communities*. Bloomingham, IN: Solution Tree.

Fiore, D. (2001). *Creating connections for better schools: how leaders enhance school culture*. New York, NY: Eye on Education.

Selected Journal Articles

Preble, B. & Taylor, L. (2008, December/2009, January) School climate through students' eyes. *Educational Leadership*. Alexandria, VA: ASCD.

Rubinstein-Avila. (2006, February) Connecting with Latino learners. *Educational Leadership*. Alexandria, VA: ASCD.

TECHNOLOGY REQUIREMENT

See requirements listed in "Additional Materials" above.

To be successful in this course, all students are expected to have access to a reliable Internet connection, an updated Internet browser (preferably Internet Explorer or Firefox), a PDF reader, a Flash Player, and

Microsoft Office. Students will also need access to a computer that has speakers, a sound card, and a video card capable of 800 x 600 pixel resolution.

In addition, the course site and SWU e-mail are the primary tools for class communication, assignments, handouts, etc. Therefore, all students must have access to the course site and SWU e-mail. Students are expected to access the course site and SWU e-mail on a daily basis.

While it is important to maintain good communication with your instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

SWU is not responsible for and does not provide technical support for home computers. However, if you need to reach technical support personnel, please send an e-mail to helpdesk@swu.edu or call 864.644.5050.

EDAS 5523 – SESSION ONE

Objectives	Assignments/Assessments
<p>Candidates will be able to</p> <ul style="list-style-type: none"> • discuss the levels of organizational culture. • discuss organizational climate. • change the culture and climate of schools. • identify a toxic and a healthy environment. • list components of a healthy and a toxic environment. • identify and discuss three levels of change. • discuss the three sections of an article review. • analyze problems in schools that support toxic environments. • distinguish the difference between a problem and a symptom. 	<p>Prior to Session One, each candidate will</p> <ol style="list-style-type: none"> 1. read Ch. 5 from <i>Educational Administration</i>. 2. read Strategy One and Strategy Two from <i>Leading School Change</i>. 3. compile a list of changes he/she feels is needed in his/her school. Write a reason for each change and how it would affect the school climate and categorize the changes as "procedural," "structural," or "cultural." 4. observe 40 minutes of the movie <i>Lean on Me</i>. Analyze the school setting in the movie and determine if the setting is toxic or healthy. <p>During Session One, each learning team will</p> <ol style="list-style-type: none"> 1. divide into groups of three or four students. 2. discuss a Case for Leadership on p. 213 from Chapter 5 and the vocabulary words at the end of the chapter in <i>Educational Administration</i>. <p>From the book <i>Leading School Change</i></p> <ol style="list-style-type: none"> 3. use the list from the individual assignments #3, find the common items, and compile a master list. 4. review and adjust the master list with the group and decide if the group is focusing on a problem or on a symptom of a problem. As a team, write a solution to each problem identified. Prepare to share the results with the class.

EDAS 5523 – SESSION TWO

Objectives	Assignments/Assessments
<p>Candidates will be able to</p> <ul style="list-style-type: none"> • collaborate effectively and regularly to develop teams that work interdependently to achieve goals. • recognize and use teacher leaders in pioneering a culture revolution. • recognize and reward the super teachers without creating a negative environment. • distinguish the differences among all types of teachers. • continue to observe and analyze a toxic environment. • create scenarios that describe the characteristics of teachers that are in the public schools. 	<p>Prior to Session Two, each candidate will</p> <ol style="list-style-type: none"> 1. read and prepare to discuss Strategy Three and Strategy Four from <i>Leading School Change</i>. 2. compile a list of teachers that belong in each category using false names (Superstars, Backbones, and Mediocres). 3. develop a list of adjectives that could be used to describe each type of teacher. 4. prepare to turn in the first journal article summary (see Appendix D). 5. finish watching the video <i>Lean on Me</i>. <p>During Session Two, each learning team will</p> <ol style="list-style-type: none"> 1. select one person to participate in a role play epitomizing each category (Superstar, Backbone, and Mediocre). Assess the skit by answering these questions: If a superstar, a backbone, or a mediocre teacher had to be replaced, what would be the first source for a possible replacement of the same caliber? How difficult would it be to replace the teacher? What are some barriers the principal might encounter in replacing a superstar or a backbone teacher? What type of skills do backbone teachers provide to your school or any school outside of the normal classroom? How often are these teachers (superstars, backbones, and mediocre) seen in the front office? How many referrals do they generally write in nine weeks? List some ways that a principal might recognize the superstars without the superstars being seen through a negative lens. 2. continue observing the movie <i>Lean on Me</i>. Develop and discuss a list of possible reasons why the movie has Superstars, Backbones, and Mediocres. How would each team member change the environment? What should the superintendent and the principal do to help the situation? Are all of the stakeholders involved? Team members should be prepared to defend their answers.

EDAS 5523 – SESSION THREE

Objectives	Assignments/Assessments
<p>Candidates will be able to</p> <ul style="list-style-type: none"> • determine the value of all stakeholders. • redirect the negative influences. • reduce the influence of unhappy verbal teachers. • share their thoughts in changing a negative environment into a positive one. 	<p>Prior to Session Three, each candidate will</p> <ol style="list-style-type: none"> 1. read Strategy Five and Strategy Six from <i>Leading School Change</i>. 2. complete the first reflection paper on <i>Lean on Me</i>. <p>During Session Three, each learning team will</p> <p>assemble into new groups and discuss/answer the following questions for Strategy Five and Strategy Six:</p> <ol style="list-style-type: none"> 1. List 10 typical complaints that teachers bring to the office during the year. 2. Recount an experience in which a parent or teacher used crying as a means to get his/her way. 3. How could that situation have been resolved differently so that the crying behavior was not reinforced? 4. Identify possible clusters of negativity that may exist on campus (department, grade level, team, lunch period, areas of the building). Discuss methods of dispersing these clusters so they become less powerful. 5. Identify a change at a school (i.e., traffic pattern). Tell how the principal could inform all stakeholders to communicate a positive change. 6. Formulate ways to get influential teachers to make presentations to peers/community/parents/students about their successful experiences with the change. 7. Without applying direct pressure, brainstorm ways to encourage the reluctant teachers to become more active in the change. 8. How might students be involved in changing a negative environment?

EDAS 5523 – SESSION FOUR

Objectives	Assignments/Assessments
<p>Candidates will be able to</p> <ul style="list-style-type: none"> • reinforce changed behaviors. • seek and get input from students regarding their school. • determine how to identify teachers who resist change. • describe a school. • distinguish the difference between technical change and cultural change. • become familiar with the South Carolina School Improvement Council. • share research on culture and climate. 	<p>Prior to Session Four, each candidate will</p> <ol style="list-style-type: none"> 1. prepare a Student Improvement Plan on PowerPoint (see Appendix A). 2. read Strategies Seven, Eight, and Nine from <i>Leading School Change</i>. 3. read Ch. 1 from <i>Transforming School Culture</i>. 4. prepare to submit the second Journal Article (see Appendix D for format). <p>Prior to Session Four, each learning team will</p> <p>download a copy of the South Carolina School Improvement Council's Handbook at www.ed.sc.edu/sic.</p> <p>During Session Four</p> <p>Each candidate will bring and examine the handbook.</p>

EDAS 5523 – SESSION FIVE

Objectives	Assignments/Assessments
<p>Candidates will be able to</p> <ul style="list-style-type: none"> • review national data on the disparities in race. • develop a School Improvement Council Handbook. • review the components of NCLB as it relates to school culture. • explain the three types of predeterminations. • understand strategies to transform from a toxic to a healthy environment. 	<p>Prior to Session Five, each candidate will</p> <ol style="list-style-type: none"> 1. complete the second reflection paper (see rubric in Appendix F). 2. share two key points from the reflection paper with the class. 3. download the Study Guide for <i>Transforming School Culture: How to Overcome Staff Division</i> (Google <i>Transforming School Culture Study Guide</i> by Anthony Muhammad). 4. read Ch. 2, 3 and 4 from the book. Respond to the questions for Ch. 2, 3, and 4 from the study guide. <p>During Session Five, each learning team will</p> <p>discuss responses for Ch. 2, 3, and 4.</p>

EDAS 5523 – SESSION SIX

Objectives	Assignments/Assessments
<p>Candidates will be able to</p> <ul style="list-style-type: none"> • analyze the impact ineffective teachers have on school climate. • distinguish the difference between burnout and stress. • know the characteristics of the Fundamentalist teachers. 	<p>Prior to Session Six, each candidate will</p> <ul style="list-style-type: none"> • read Ch. 5-6 from <i>Transforming School Culture</i>. • answer questions from Ch. 5-6 from the study guide. • make a list of four characteristics of each of the following: Believers, Tweeners, Survivors, and Fundamentalists. <p>During Session Six, each learning team will</p> <ul style="list-style-type: none"> • develop and present a scenario emulating each of the following: Believers, Tweeners, Survivors, and Fundamentalists. • compile a master list of the characteristics of the Believers, Tweeners, Survivors, and Fundamentalists.

EDAS 5523 – SESSION SEVEN

Objectives	Assignments/Assessments
<p>Candidates will be able to</p> <ul style="list-style-type: none">• examine the 12 characteristics of a positive school climate.• identify the various types of employees in a school.• discuss the characteristics of selected staff members.• develop a handbook for improving a school.	<p><u>Prior to Session Seven, each candidate will</u></p> <ul style="list-style-type: none">• read Ch. 7-8 from <i>Transforming School Culture</i>.• answer questions from Ch. 7-8 in the Study Guide.• share in a PowerPoint and submit a School Improvement Council Handbook, which is due in Session Seven. The PowerPoint is to be Submitted in Chalk and Wire.

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://my.swu.edu> . Any student desiring accommodations must send the request and all documentation to the Student Services Coordinator at the learning center where he/she attends classes. The Student Services Coordinator will forward the materials to Martha Mishoe (mmishoe@swu.edu), Coordinator of Student Learning Services for Southern Wesleyan University.

Appendix A

Student Improvement Plan

1. Administer a School Climate Survey to your class(es) with permission from your administrator. See the example in Appendix I or search the Internet for more options.
2. Using the results of the survey, write a short term Student Improvement Plan that addresses three areas of concern identified by your survey.
3. Include graphs to help illustrate your findings.
4. Present your plan to the class and the instructor in a PowerPoint presentation. The Student Improvement Plan is due during Session Four.

Reference the PowerPoint rubric in Appendix H for grading specifics.

Appendix B

School Improvement Council Handbook

Brainstorm about the ideal South Carolina School Improvement Council Handbook. This handbook is an individual assignment that you will develop and is due in Session Seven.

Each candidate's handbook must include the following:

- Table of Contents
- Objectives
- Members of the council and their qualifications
- Characteristics of effective councils
- Strategies for developing and sustaining a healthy school
- Characteristics of a toxic school
- The name and source of three articles that support a positive school climate (Copies of articles are optional at the instructor's discretion.)
- A slide show on how to involve all stakeholders
- Examples of surveys for students, parents, and staff
- Bibliography
- Presentation in PowerPoint (Submit in Chalk and Wire).

Appendix C

School Improvement Council Handbook Checklist

	Required Elements	Points	✓
1.	Table of Contents	5	
2.	Objectives	10	
3.	Members of the Council	10	
4.	Characteristics of an Effective Council	15	
5.	Strategies	15	
6.	Characteristics of a Toxic School	15	
7.	Articles	10	
8.	Stakeholders	10	
9.	Surveys	5	
10.	Bibliography	5	
	Total	100	

Appendix D

Format for Journal Article Summaries

A one- to two-page word-processed summary of any article from a professional journal published within the last five years dealing with a subject related to cultivating a positive school climate is to be submitted on the dates indicated. These assignments are included among the course requirements in order to familiarize the candidate with periodicals and Internet resources in the field of education and current research in the area of cultivating a positive school climate. The candidate should be prepared to discuss the periodicals in class before submitting them to the instructor. All written work should adhere to APA guidelines.

Personal Information Format

- *Personal Information*
Format in the upper left-hand corner of the summary page as follows:
Candidate's Name
EDAS 5523 Cultivating a Positive School Climate
Periodical Summary # _____
- *Citation Format*
Double space below the information in the upper left-hand corner and use a left justification to cite the article in APA style.
- *Article Summary Format*
The main body of the summary of the article should be single-spaced and should include three sections with these headings:
 - Article Overview (one or two summation statements)
 - Article Review (a detailed description of the main aspects of the article)
 - Application (the ideas discussed in this article presently being utilized in the school you are in and how they might be incorporated into your developing philosophy of school culture and climate)

This checklist or the writing rubric may be used to grade Journal Article Summaries.

APA Citation Style	15 points
Article Overview	20 points
Article Review	25 points
Article Application	25 points
Oral Presentation (3 minutes)	10 points
Copy of Article	5 points
TOTAL	100 points

Appendix E

Sample Quiz (Optional)

1. Describe a toxic school climate. Include personnel, ambience, curriculum, attitude, etc. **25 points**
2. Identify three key people and their characteristics in a toxic culture/climate. **25 points**
3. Vividly illustrate and elaborate on a healthy school environment. **50 points**

Appendix F

Rubric – Written Response

Points	Criteria for Scoring
Advanced 4 Points	<ul style="list-style-type: none">* The candidate demonstrates in-depth understanding of relevant and important ideas.* The candidate includes the important ideas related to the topic and shows a depth of understanding of important relationships.* The answer is fully developed and includes specific facts or examples.* The answer is organized around big ideas, major concepts/ principles.* The response is exemplary, detailed, and clear.
Proficient 3 Points	<ul style="list-style-type: none">* The candidate includes the important ideas related to the topic.* The candidate shows a good understanding of the important relationships.* The answer demonstrates good development of ideas and includes adequate supporting facts or examples.* The answer demonstrates organization around big ideas, major concepts/ principles.* The response is good, has some detail, and is clear.
Basic 2 Points	<ul style="list-style-type: none">* The candidate includes some of the important ideas related to the topic.* The candidate shows some but limited understanding of the relationships.* The answer demonstrates satisfactory development of ideas and includes some supporting facts or examples.* The response is satisfactory; containing some detail, but the answer may be vague or not well developed and may include misconceptions or some inaccurate information.
Below Basic 1 Point	<ul style="list-style-type: none">* The candidate has little knowledge or understanding of the topic.* The candidate may include an important idea, part of an idea, or a few facts, but does not develop the ideas or deal with the relationships among the ideas.* The response contains misconceptions, inaccuracies or irrelevant information.* The response is poor and lacks clarity.

Candidate's Name _____ Sem/Yr _____

Professor _____ Course _____

Appendix G

General Rubric

Name _____	Description _____			
	Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
Knowledge of Content	Candidate makes content errors or does not correct content.	Candidate displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Candidate displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Candidate displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Clarity of Goals	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Strategies and Characteristics	Strategies and characteristics are not suitable to assignments or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the characteristics and strategies are suitable to handbooks or instructional goals. Progression of strategies in the assignment is uneven, and only some strategies reflect recent professional growth.	Most of the strategies and characteristics are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional growth.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different strategies according to student needs. Time allocations are appropriate.
Criteria and Standards	Proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they either are not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students comprehend the criteria and standards.

Adapted from *Effective Professional Practice: A Framework for Teaching* by Charlotte Danielson, published by ASCD

Appendix H

Rubric for Handbook				
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.				
ELCC 2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations PADEPP 2 and 3	Advanced	Proficient	Basic	Below Basic
	Candidate 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 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 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 minimal level of proficiency the ability to assess the elements of school culture and ways it can be influenced to ensure student success.
ELCC 2.3 Create a personalized and motivating learning environment for students PADEPP 2, 3 and 4	Advanced	Proficient	Basic	Below Basic
	Candidate 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 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 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 minimal 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.
ELCC Standard 4.0: 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.				
4.1 Collect and analyze data and information	Advanced	Proficient	Basic	Below Basic
	Candidate demonstrated at a	Candidate demonstrated the	Candidate demonstrated the	Candidate failed to demonstrate the

pertinent to the educational environment PADEPP 5, 8 and 9	high level of proficiency an ability to use the collection and analysis of data and information pertinent to the school educational environment.	explicit ability to use the collection and analysis of data and information pertinent to the school educational environment.	basic ability to use the collection and analysis of data and information pertinent to the school educational environment.	ability to use the collection and analysis of data and information pertinent to the school educational environment.				
4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources PADEPP 5, 8 and 9	<table border="1"> <tr> <td>Advanced</td> </tr> </table> Candidate demonstrated at a high level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Advanced	<table border="1"> <tr> <td>Proficient</td> </tr> </table> Candidate demonstrated at an explicit level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Proficient	<table border="1"> <tr> <td>Basic</td> </tr> </table> Candidate demonstrated at a basic level of proficiency cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Basic	<table border="1"> <tr> <td>Below Basic</td> </tr> </table> Candidate failed to demonstrate cultural competency and an understanding of the diverse cultural, social and intellectual community resources.	Below Basic
Advanced								
Proficient								
Basic								
Below Basic								
4.3 Build and sustain positive relationships with families and caregivers PADEPP 5, 8 and 9	<table border="1"> <tr> <td>Advanced</td> </tr> </table> Candidate demonstrated at a high level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.	Advanced	<table border="1"> <tr> <td>Proficient</td> </tr> </table> Candidate demonstrated at an explicit level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.	Proficient	<table border="1"> <tr> <td>Basic</td> </tr> </table> Candidate demonstrated at a basic level of proficiency an understanding of and ability to build and sustain positive relationships with families and caregivers.	Basic	<table border="1"> <tr> <td>Below Basic</td> </tr> </table> 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.	Below Basic
Advanced								
Proficient								
Basic								
Below Basic								
4.4 Build and sustain productive relationships with community partners PADEPP 5, 8 and 9	<table border="1"> <tr> <td>Advanced</td> </tr> </table> Candidate demonstrated at a high level of proficiency an understanding of and ability to build and sustain positive relationships with community partners.	Advanced	<table border="1"> <tr> <td>Proficient</td> </tr> </table> Candidate demonstrated at an explicit level of proficiency an understanding of and ability to build and sustain positive relationships with community partners.	Proficient	<table border="1"> <tr> <td>Basic</td> </tr> </table> Candidate demonstrated at a basic level of proficiency an understanding of and ability to build and sustain positive relationships with community partners.	Basic	<table border="1"> <tr> <td>Below Basic</td> </tr> </table> Candidate failed to demonstrate at a minimal level of proficiency an understanding of and ability to build and sustain positive relationships with community partners.	Below Basic
Advanced								
Proficient								
Basic								
Below Basic								
PowerPoint	<table border="1"> <tr> <td>Advanced</td> </tr> </table> Candidate demonstrated at a high level of proficiency the	Advanced	<table border="1"> <tr> <td>Proficient</td> </tr> </table> Candidate demonstrated the explicit ability to use technology to	Proficient	<table border="1"> <tr> <td>Basic</td> </tr> </table> Candidate demonstrated basic ability to use technology to	Basic	<table border="1"> <tr> <td>Below Basic</td> </tr> </table> Candidate failed to demonstrate the ability to use technology to	Below Basic
Advanced								
Proficient								
Basic								
Below Basic								

	ability to use technology to create a presentation to convey important concepts.	create a presentation to convey important concepts.	create a presentation to convey important concepts.	create a presentation to convey important concepts.
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Appendix I

School Climate Surveys

Sample Elementary Student Survey

Answer the following questions about your school. Click "Submit" when you are done with this page.

	When I am at school, I feel	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I belong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I am safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I have fun learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I like this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	This school is good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I have freedom at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I have choices in what I learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	My teacher treats me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	My teacher cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	My teacher thinks I will be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	When I am at school, I feel	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	My teacher listens to my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	My principal cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	My teacher is a good teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14.	My teacher believes I can learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I am recognized for good work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I am challenged by the work my teacher asks me to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	The work I do in class makes me think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	I know what I am supposed to be learning in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	I am a good student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	I can be a better student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	When I am at school, I feel	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21.	Very good work is expected at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	I behave well at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Students are treated fairly by teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Students are treated fairly by the principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Students are treated fairly by the people on yard duty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Students at my school treat me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Students at my school are friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	I have lots of friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	I have support for learning at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	My family believes I can do well in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	My family wants me to do well in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you like about this school?

What do you wish were different at this school?

What do you wish I would have asked you about your school?

The above survey was taken from Data Analysis for Comprehensive School wide Improvement by Victoria Bernhardt, published by:

Eye on Education

6 Depot Way West

Larchmont, NY 10583

www.eyoneducation.com

Appendix J

Welcome to Rickman Library

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.

Your Name:

[Get your own WIMZI widget](#)

SPECIAL COLLECTIONS



[Evatt Heritage Center & Archives](#)

[Faith Clayton Genealogy Room](#)

QUICK LINKS

- [About Us](#)
- [Hours](#)
- [Renew Items](#)
- [MySWUcat](#)
- [Contact us](#)
- [Community Members](#)
- [For Faculty](#)

FIND BOOKS, DVDs AND MORE

Click on [SWUcat](#) to search the Rickman Library catalog, then request books to be mailed to your home.

Click on [PASCALcat](#) to search the statewide catalog, then request books to be sent to an academic library near you for pick up and return.

FIND ARTICLES AND E-JOURNALS

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

REFERENCE AND RESEARCH

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

LIBRARY SERVICES & RESOURCES FOR AGS STUDENTS

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

ASK A SWU LIBRARIAN

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

Updated January 2012

Appendix K

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 mySWU and follow the steps below.

Getting Started

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

Additional Information

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

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

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

January 2011



Appendix L
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:
<p>(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.</p> <p>(3) Prepared materials as assigned and in a timely manner.</p> <p>(4) Participated in a positive manner with other team members while displaying a cooperative team spirit and providing support to ensure their success.</p> <p>(5) Participated in class with all responsibilities fulfilled in regard to learning team activities/project.</p> <p>(6) How would you evaluate the overall contribution of each team member?</p>

	(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