

## **Professional Leadership**

**EDAS 5363**



Version F1.0.1

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 complex endeavors 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.



# **Professional Leadership**

## **EDAS 5363**

### ***Course Description***

This course introduces the teacher to their role as a leader in the educational climate of their school and district. In a time of decreasing resources and rising demands placed on schools to set standards, we need to take a hard look at the impact of current instructional methods on student learning. Educators need to explore new and different ways to accomplish the stated goal of improving student performance.

This course will explore "Professional Learning Communities" (PLC) as one means to improve instruction. Teachers need to develop ways to support each other and improve instructional practices and student learning. Various components of establishing an effective learning environment will be explored and the role teachers must play in bringing about positive change.

### ***Course Prerequisites***

There are no prerequisites for this course.

### ***Course Learning Outcomes***

As a result of active participation and successful completion of course requirements, each candidate will be able to

- Identify barriers to genuine school improvement
- Work effectively as a member of a PLC
- Seek and accept a greater leadership role in ways instruction is presented to students
- Identify important instructional goals and develop effective measures for those goals
- Distinguish between the focus on teaching and the focus on learning
- Work within a team to determine what the most fundamental purpose of their school should be
- Work within a team to examine their current curriculum in order to clarify, prioritize, and assess essential outcomes for every subject, grade, or unit
- Work with administrators to ensure that adequate resources are available to reach essential student learning outcomes
- Study available data and research in order to improve practice and student learning
- Communicate a clear sense of purpose for student learning and work effectively with peers with divergent points of view

### **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.

### The Major Questions Addressed in This Course

- What are the barriers to genuine school improvement?
- What are the keys to good teaching?
- How important is "Data" in school improvement and do so many teachers fear the word?
- What process do teachers play in the process of continuous improvement?
- Why is authentic literacy as or more important now than it was in the past?
- What do we mean by Professional Learning Communities?
- How does a school move beyond the normal platitudes of the generic mission statement to a culture that focuses on the day-to-day workings of student learning?
- Why should schools develop systematic plans to provide students with additional opportunities during the school day to become successful learners?
- How can administrators assist teachers to focus more on student learning?
- What steps can be taken to develop a true teamwork experience and overcome resistance to change?

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

### **Grading Guidelines**

Individual Assignments	20
Learner Team Assignments	<b>10</b>
Midterm Writing Assignment/Exam	<b>20</b>
Principal Interview	<b>20</b>
Student Project	30
<b>Total</b>	<b>100%</b>

### **Description of Assignments with Percentages**

### **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:

<b>Percentage Value</b>	<b>New Designation</b>	<b>Numeric value for GPA</b>
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
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The faculty member will take into consideration the following criteria when assigning a letter grade for the course:

- Response to Questions in Guiding Questions (Appendix A)
- School Principal Interview (Appendix F)
- Individual Writing Assignments
- Midterm Exam Grade
- Class Participation
- TV News Spot

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 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 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**

**DuFour, R., DuFour R., Eaker, R., Many, T. (2010). Learning by Doing: A Handbook for Professional Learning Communities at Work. (2<sup>nd</sup> ed.). Bloomington, IN: Solution Tree.**

**Schmoker, M. (1999). Results: The Key to Continuous School Improvement (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.**

#### **Additional Materials**

- Chalk and Wire Account
- Jump drive

#### **Additional Resources**

#### **TECHNOLOGY REQUIREMENT**

See requirements listed in "Additional Materials" above.

To be successful in this course, all participants 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. Participants 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, My Campus and SWU e-mail are the primary tools for class communication, assignments, handouts, etc. Therefore, all participants must have access to MyCampus and SWU e-mail. Participants are expected to access the MyCampus 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](mailto:helpdesk@swu.edu) or call 864.644.5050.



## EDAS 5363 – SESSION ONE

Objectives	Assignments/Assessments
<p><b>Essential Question</b> How do schools begin the process of real school improvement?</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"><li>• Identify the danger of teacher isolation</li><li>• Define the term Professional Learning Communities</li><li>• Discuss “effective collaboration” as opposed to “appearance of teamwork”.</li><li>• Assess the current reality in their own school</li><li>• Build the foundation of a PLC.</li><li>• Differentiate between formative and summative assessments</li><li>• Discuss the merits of collaborative study and essential learning</li></ul>	<p>Prior to Session One, each candidate will</p> <ol style="list-style-type: none"><li>1. Read Chapter 1 in the Schmoker text</li><li>2. Read Chapters 1 &amp; 3 in the DuFour text.</li><li>3. Bring a copy of your school’s mission statement to class and be prepared to discuss</li><li>4. Read and be prepared to respond to the guiding questions for the chapters assigned.</li></ol> <p>During Session One, each learning team will</p> <ol style="list-style-type: none"><li>1. Share with team members the staff development program offered by your school and district last year and discuss in class.</li><li>2. Brainstorm sources of data that could help you as a teacher to become more effective in the classroom to improve student achievement.</li></ol>

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## EDAS 5363 – SESSION TWO

Objectives	Assignments/Assessments
<p><b>Essential Question</b>  <b>What do we mean by Professional Learning Communities?</b></p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> <li>• List the value of goals</li> <li>• List the criteria for effective goals</li> <li>• Discuss the value of data</li> <li>• Discuss objections to using data</li> <li>• Discuss the importance of monitoring the instructional program</li> <li>• Differentiate between the published curriculum and the real curriculum</li> <li>• Define reciprocal accountability</li> <li>• Discuss the possible team structures</li> <li>• List protocols for effective advocacy and effective inquiry</li> </ul>	<p>Prior to Session One, each candidate will</p> <ol style="list-style-type: none"> <li>1. Read chapters 2 &amp; 3 from the Schmoker text and chapters 2 &amp; 5 from the DeFour text.</li> <li>2. Bring in a copy of the instructional goals you have adopted for this school year and be prepared to discuss.</li> <li>3. Bring in a copy of your course or grade level curriculum guide. Be prepared to discuss in class.</li> <li>4. Read and be prepared to discuss the guiding questions for the chapters assigned.</li> </ol> <p>During Session One, each learning team will</p> <ol style="list-style-type: none"> <li>1. On page 54 of the Schmoker text, the author cites research by Darling-Hammond and Goodwin that makes an argument that teaching has not attained the goals of a profession; therefore, it is not a profession. As a team discuss and respond to the comment.</li> </ol>

## EDAS 5363 – SESSION THREE

Objectives	Assignments/Assessments
<p><b>Essential Question</b> What is meant by results-driven programs?</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> <li>• Contrast activity-centered programs with results driven programs</li> <li>• Identify steps to close the gap between what we know and what we do by improving incrementally</li> <li>• Describe results-driven programs</li> <li>• Discuss the danger of perpetual preparations</li> <li>• Describe the value of research to instructional improvement</li> <li>• Discuss the difference between results and results orientation</li> <li>• Describe the value of using rubrics</li> <li>• Discuss the value of various forms of assessments to improve student learning</li> </ul>	<p>Prior to Session One, each candidate will</p> <ol style="list-style-type: none"> <li>1. Read chapters 4-6 in the Schmoker text.</li> <li>2. Bring in a copy of the last three tests you gave to your students. Be prepared to identify the standards being tested and discuss.</li> <li>3. Bring in a copy of your school's report card and be prepared to discuss.</li> <li>4. Read the guiding questions for chapters 4-6 and be prepared to discuss.</li> </ol> <p>During Session One, each learning team will</p> <ol style="list-style-type: none"> <li>1. Identify one instructional problem that a group member experienced recently, a problem that he would like to solve and have the student do a better job. Brainstorm ideas for an instructional strategy that could help the teacher with the problem.</li> <li>2. Discuss how the use of a rubric and benchmark samples of student work can promote achievement. Be prepared to share your response with the rest of the class.</li> </ol>

## EDAS 5363 – SESSION FOUR

Objectives	Assignments/Assessments
<p><b>Essential Question</b> How can schools effectively help students who fail to learn?</p> <p><b>Candidates will be able to</b></p> <ul style="list-style-type: none"> <li>• Define what systematic intervention means</li> <li>• Identify the different ways individual teacher respond when students experience difficulty in their learning</li> <li>• Describe the SPEED intervention criteria</li> <li>• Discuss why schools should implement systematic interventions</li> </ul>	<p><b>Prior to Session One, each candidate will</b></p> <ol style="list-style-type: none"> <li>1. Read chapter 7 in the Schmoker text and chapter 4 in the DuFour text.</li> <li>2. Prepare a 2-3 page paper listing and explaining the intervention programs in your school. How effective are they? Be prepared to share in class.</li> <li>3. Read and prepare to discuss the guiding questions from the appropriate chapters.</li> <li>4. Prepare to take the midterm exam.</li> </ol> <p><b>During Session One, each learning team will</b> As a team, create two overlapping circles. Label the left circle "intervention" and the right "remediation". Brainstorm the similarities and differences in the two terms. Do the same with the terms "accommodation" and "modification". What other terms are there that teachers should clarify.</p>

## EDAS 5363 – SESSION FIVE

Objectives	Assignments/Assessments
<p><b>Essential Question</b> How can schools bring about change by clarifying its goals?</p> <p><b>Candidates will be able to</b></p> <ul style="list-style-type: none"><li>• Explain the difference between the planned curriculum and the learned curriculum of students</li><li>• Define SMART and explain its use</li><li>• Define both attainable goals and stretch goals</li><li>• Define “descriptive review” and its use</li><li>• Define the term results orientation</li></ul>	<p><b>Prior to Session One, each candidate will</b></p> <ol style="list-style-type: none"><li>1. Read chapters 6 and 7 in the Dufore test.</li><li>2. Bring in a copy of your schools strategic plan and be prepared to discuss.</li><li>3. Read the guiding questions for chapters 6 and 7 and be prepared to discuss.</li></ol> <p><b>During Session One, each learning team will</b></p> <ol style="list-style-type: none"><li>1. Often schools and school districts are judged by the quality of their strategic planning processes. The result of such processes ultimately is a document that declares and priorities intentions. What are the weaknesses of relying on strategic plans as a basis for assessing effectiveness?</li><li>2. Reflect on this statement, “teams need to reach the point where they are analyzing student work, kid by kid, skill to skill.</li></ol>

## EDAS 5363 – SESSION SIX

Objectives	Assignments/Assessments
<p><b>Essential Question</b> How do we overcome resistance to the change to PLC's?</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> <li>• Explain what is meant by consensus</li> <li>• Explain why modeling and celebration is so important to PLC's</li> <li>• Discuss ways to manage conflict and handle resistance to change</li> <li>• Discuss the need for effective leadership in the PLC concept</li> </ul>	<p>Prior to Session One, each candidate will</p> <ol style="list-style-type: none"> <li>1. Read chapters 9 &amp; 10 in the DuFour text.</li> <li>2. Prepare a written 2 to 3 page report of something that you are passionate about and why.</li> <li>3. Read the guiding questions in chapters 9 &amp; 10 and be prepared to discuss in class.</li> </ol> <p>During Session One, each learning team will</p> <p>Team members need to share with each other a situation in which they would like to change someone's mind. The team will select one example and list how they could use the seven strategies identified by Howard Gardner (pages 232-233) for changing someone's mind.</p>

## EDAS 5363 – SESSION SEVEN

Objectives	Assignments/Assessments
<p><b>Essential Question</b> How can PLC move to the district level?</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"><li>• Discuss why principal leadership is important in the implementation of PLC's</li><li>• Identify how implementing PLC at the district level is different or similar to implementation at the school level</li></ul>	<p>Prior to Session One, each candidate will</p> <ol style="list-style-type: none"><li>1. Read Chapter 8 in the DuFour text.</li><li>2. Bring in your completed administrator interview and be prepared to discuss in class. (appendix F)</li><li>3. Present your 60 second news spot to the class and be prepared to answer any questions that the class might have.</li><li>4. Read the guiding questions for chapter8 and be prepared to discuss.</li></ol> <p>During Session One, each learning team will</p> <p>Discuss with the group what you learned over the length of this course.</p>



## ***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 0.0 on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of 0.0 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 0.0 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 0.0 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

### Guiding Questions Schmoker Text

#### Chapter One:

1. What evidence can you cite to support or refute the statements, "Teams outperform individuals" and "Learning not only occurs in teams but endures"
2. Many meetings that deal with curriculum matters turn out to be a waste of time. Why?
3. Discuss the difference between "effective collaboration" and the "appearance of teamwork". Give examples of each.
4. How important are the three beliefs listed on page 20?

#### Chapter Two:

1. Finish these statements:  
Goals give teamwork meaning because...  
Without clear goals, we.....  
A clear goal can make the difference between....
2. How can we guard against the mistake of taking on too many goals?
3. Is it a deterrent to say, "Using explicit goals may teachers more vulnerable to criticism?"
4. Brainstorm a list of possible specific goals for the year.

#### Chapter Three:

1. Why does the author believe teachers avoid, or even fear, data? Do you agree or disagree?
2. What should the professional teacher's reaction be to data-supported findings that many students in the class are not "getting it"?
3. What do you believe about the author's statement, "Data makes goals meaningful; without data, we will have only the semblance of accountability? Can you name areas in your school where there is only a semblance of accountability?
4. Discuss the three factors of continuous improvement.

#### Chapter Four:

1. On Page 59-60, the author gives a list of areas in which there is room for improvement. Which one(s) are concerns for your school?
2. Contrast "activity-centered programs" with "results-driven programs."
3. How can we guard against planning to plan?

#### Chapter Five:

1. What publications, journal, and research do you read regularly to learn about best practices?
2. As a teacher, what is your responsibility toward improving student learning in your school?
3. How much does our tendency to believe that socioeconomic factors determine a student's level of achievement affect (1) our expectations for that student and (2) our methods to find interventions that will work in the classroom?
4. How closely do current professional development practices for your school match the author's description of a program that is "devoted exclusively to proven or research-based methods that ensure student success"

#### Chapter Six:

1. Are standardized proficiency test enough to give us a good picture of student learning" Why or why not?
2. The use of rubrics has become a common practice in education. According to the author, how do rubrics help student achievement?
3. Discuss how use of a rubric and benchmark samples of student work can promote achievement.

#### Chapter Seven:

1. As you consider writing goals for this year, what data do you need?
2. List reasons to use rubrics in assessing student work.
3. Describe a time when a student, in a class other than language arts, did not do well on an assessment because he did not read carefully. What techniques could you use to correct the problem?

## Guiding Questions DuFour Text

### Chapter One:

1. What is the fundamental purpose of your school?
2. How does your school promote student learning for the adults who work there?
3. What are some of the factors in a school that keep schools from implementing what we know will help students learn at high levels?
4. Has your school conducted a detailed assessment of the learning environment that exists there? What was done and what were the results?

### Chapter Two:

1. What are the limitations of relying on a mission statement to change a school's culture?
2. What do we mean by Professional Learning Communities?
3. Building shared knowledge is a way questions are answered and issues are resolved in a PLC. What are two or three major issues that need to be resolved in your school?
4. Are the resources in your school allocated according to proclaimed priorities?

### Chapter Three:

1. What do we mean by the "tyranny of or" and the "genius of and"?
2. Chapter three emphasizes the need to reduce the curriculum. What are the key points the authors make? Do you agree or disagree, and why?
3. What is the role of the teacher or teacher team in developing a system of high-quality common assessments?
4. How would you respond to a teacher who says, "Just give me my kids and leave me alone"?

### Chapter Four:

1. How would you describe your school's systematic plan of intervention for students who are not performing well?

2. How do you think teachers typically respond to the tension of trying to cover the required content and meeting the needs of individual students who need extra help?

#### Chapter Five:

1. If you were asked why schools should organize into collaborative teams, what would you say?
2. How are teams organized in your school?
3. How would respond to a teacher who doesn't want to participate in a team because she says, "I'm a good teacher and my students always score well on standardized test"?
4. Why is monitoring so important?

#### Chapter Six:

1. Is there a difference between the "planned" curriculum in schools and the "learned" curriculum of students? Explain?
2. It has been said that in a PLC there is a shift from a focus on intentions or activities to a focus on results. What does the statement mean?
3. What does SMART stand for and what is its value?

#### Chapter Seven:

1. Some teachers may have a concern with the development and use of common assessments. What would some of the concerns be at your school?
2. If someone were to ask how common assessments drive a culture of continuous improvement, what would your answer be?
3. What is the difference between formative and summative assessment?

#### Chapter Eight:

1. What is reciprocal accountability?
2. What efforts have been made to clarify terminology in your district? Have these efforts been effective? Why or why not?

#### Chapter Nine:

1. How would you define consensus?
2. Think about a professional decision that you recently were involved in making. Did the decision-making process create winner and losers? How? If consensus was reached, how was it accomplished?
3. How is conflict resolved in your school?
4. Would you describe the professional dialogue in your school as spirited and optimistic? If not, how would you describe the dialogue in your school?

#### Chapter Ten:

1. The authors contend that leaders must foster hope throughout the organization. Why?
2. What is your school most passionate about? The district?
3. In what ways does the PLC concept support a conscious and sustained effort to create the conditions that allows educators to become skillful in their profession?

## Appendix B

### Principal Interview

	4	3	2	1	Total Points
Content	Student presents information in logical and interesting sequence, easy to follow.	Students presents information in logical sequence, easy to follow.	Student presents information in a choppy manner and is hard for audience to follow.	Audience cannot understand presentation because there is no logical sequence of information	
Mechanics	Presentation has no grammatical errors.	Presentation has no more than two grammatical errors.	Presentation has no more than three grammatical errors.	Presentation has four or more grammatical errors.	
Eye Contact	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time, but frequently returns to notes.	Student occasionally use eye contact, but still read most of report.	Student reads all of report with no eye contact.	
Elocution	Student uses a clear voice and precise pronunciation of terms so that the audience members can hear the presentation.	Student voice is clear and most words are pronounced correctly. Most audience members can hear the presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience has difficulty hearing the presentation.	Student mumbles, incorrectly pronounces terms, and speaks to quietly for students in the back of class to hear	

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## Appendix C

### Television News Spot Rubric

	Proficient 4	Advanced 3	Basic 2	Unsatisfactory 1	Points earned
Overview	The news spot informs the audience on issues related to PLC and the presentation gives the audience a more comprehensive understanding of the topic.	The news spot presentation informs the audience about issues surrounding PLC and relates to the course outcomes.	The news spot and subsequent presentation on the issue on PLC's does not clearly help the audiences understand the information.	The news spot does not focus on the issue related to the topic of PLCs.	
Review	The presentation indicates that the presenter is extremely knowledgeable about the topic and uses examples to develop greater understanding of the audience	The presentation includes an analysis that indicates the candidate has a good understanding of the topic.	The presentation demonstrates that the candidate has some knowledge of the topic.	The presentation does not develop the main idea of the subject and demonstrates that the candidate has no understanding of the topic.	
Comprehensibility of Presentation	The presentation makes a strong case for PLCs and demonstrates the candidates understanding of the subject.	The presentation includes significant ideas and details to show the understanding of the subject.	The presentation demonstrates a satisfactory understanding of the topic.	The presentation did not contribute significantly to the topic.	
Persuasion	The news spot provides insightful application as to how PLC could improve student learning.	The news spot provides insightful analysis in terms of how PLCs could impact student learning.	The news spot provides some analysis in terms of how PLCs could impact student learning.	The news spot does not provide any insight as to how PLC's could impact learning	

## Appendix D

### Rubric for Class Participation

Criterion	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
<b>Contribution to Class Discussion</b>	The student sits passively and contributes little to discussion or significantly monopolizes the discussion without adding to the overall discussion.	The student rarely contributes to class discussion or sometimes monopolizes the discussion without adding significantly to the overall discussion.	The student makes numerous valuable contributions to discussion without monopolizing the discussion.	The student makes many value contributions to the discussions and provides exceptional insights.	
<b>Leadership Responsibilities</b>	The student does not contribute and interferes with the groups' achievement of the class objectives.	The student has frequent inappropriate class behavior or occasionally distracts from the overall objectives of the group.	The student exhibits appropriate classroom behavior and provides significant direction to the group activities or discussion.	The student provides significant direction to the class discussions and is looked to by class members for direction in discussion or group activities.	
<b>Written Assignments</b>	The student's assignments are seldom turned in on time.	The student's assignments are generally turned in on time with few exceptions.	The student's assignments are turned in on time with no exceptions.	The student's written assignments are exemplary and are submitted on time.	
<b>Involvement in Class</b>	The student is not able to identify or understand issues in the cases studies discussed.	The student identifies and understands some of the issues in the case studies discussed.	The student has appropriate, well thought out comments about the case under discussion and is able to identify the key elements of the cases and contributes to the discussion in a meaningful way.	The student provides excellent insights, often going beyond the assigned materials for information. The contribution to the class discussion is focused and clearly defines the issues.	
				<b>Final</b> (Sum/4)	

## Appendix E

### Rubric –Response to Questions

Points	Criteria for Scoring
<b>Advanced</b>  4 Points	<ul style="list-style-type: none"><li>* The candidate demonstrates in-depth understanding of relevant and important ideas.</li><li>* The candidate includes the important ideas related to the topic and shows a depth of understanding of important relationships.</li><li>* The answer is fully developed and includes specific facts or examples.</li><li>* The answer is organized around big ideas, major concepts, and principles.</li><li>* The response is exemplary, detailed, and clear.</li></ul>
<b>Proficient</b>  3 Points	<ul style="list-style-type: none"><li>* The candidate includes the important ideas related to the topic.</li><li>* The candidate shows a good understanding of the important relationships.</li><li>* The answer demonstrates good development of ideas and includes adequate supporting facts or examples.</li><li>* The answer demonstrates organization around big ideas, major concepts, and principles.</li><li>* The response is good, has some detail, and is clear.</li></ul>
<b>Basic</b>  2 Points	<ul style="list-style-type: none"><li>* The candidate includes some of the important ideas related to the topic.</li><li>* The candidate shows some but limited understanding of the relationships.</li><li>* The answer demonstrates satisfactory development of ideas and includes some supporting facts or examples.</li><li>* 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.</li></ul>
<b>Below Basic</b>  1 Point	<ul style="list-style-type: none"><li>* The candidate has little knowledge or understanding of the topic.</li><li>* 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.</li><li>* The response contains misconceptions, inaccuracies or irrelevant information.</li><li>* The response is poor and lacks clarity.</li></ul>

Candidate's Name \_\_\_\_\_ Sem/Yr \_\_\_\_\_

Professor \_\_\_\_\_ Course \_\_\_\_\_

## ***Appendix F***

### **Principal Interview Questions**

1. Why did you want to become an administrator?
2. What courses did you take to become certified as an administrator?
3. What specific course/courses addressed teacher observations/evaluations?
4. What do you look for when you visit the classroom?
5. What feedback do you provide a teacher after a classroom observation?
6. How often do you observe a teacher in a school year?
7. What is the difference between classroom observations and teacher evaluations?
8. What are your thoughts on teachers observing other teachers?
9. If you could re-do the observation/evaluation program, what would it look like?
10. What information do you use to rate the overall effectiveness of the instructional program in your school?

You may ask follow up questions to clarify something your administrator has answered.

Let your administrator know that he/she will not be identified in your paper or in any class discussion.

## Appendix G

### Welcome to Rickman Library

Log on to [www.swu.edu/library](http://www.swu.edu/library) to

Need help?  
Contact us!  
We are always  
happy to  
assist you.

1. learn about the library and library services.
2. locate and request 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.

CALENDAR

CAREER SERVICES

CONFERENCE SERVICES

DIRECTORY

FINANCIAL AID

GIVING

EMPLOYMENT

COMPUTING SERVICES

**LIBRARY**

AGS Students

Databases by Subject

Databases by Title

Rickman Library

NEWS

SPIRITUAL LIFE


STUDENT LIFE

MYCAMPUS LOG IN

E-MAIL LOG IN

LIBRARY HOURS: DECEMBER & JANUARY


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



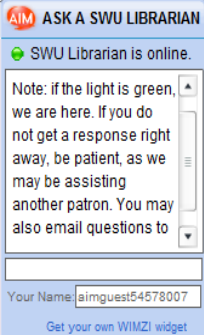
[Video Intro to Rickman Library](#)  
[Interlibrary Loan \(ILL\)](#)  
[Course Guides](#)  
[Citing Sources](#)

AGS STUDENTS




[Library Services & Resources for AGS Students](#)

ASK A SWU LIBRARIAN



SPECIAL COLLECTIONS




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[Faith Clayton Genealogy Room](#)

QUICK LINKS

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

CLICK ON THIS LINK IF YOU ARE AN AGS STUDENT!



#### FIND BOOKS, DVDs & MORE

- Click on SWUcat to search the 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 databases for scholarly magazine articles, newspaper articles, and more.

#### REFERENCE & RESEARCH

- View the video introduction to the library for a more detailed overview of how you can use the library.
- Explore the tools available here to help you with your research.

#### AGS STUDENTS

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

#### ASK A SWU LIBRARIAN

- Use the AIM instant message box to chat live with a librarian — available until 11:00 PM Monday through Thursday and most Saturdays from 12:00 noon-5:00 PM!

January 2011

## **Appendix H**

### Instructions for Using Smarthinking

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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 I***

### **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 K**  
**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 2011



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