

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Educational Leadership and Research Methodology College Education		
Current Course Prefix and Number EDA 6945		Current Course Title Fall School Leadership Internship	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Internship 1: Fall Change prefix From: N/A To: N/A Change course number From: N/A To: N/A Change credits* From: 2 To: 3 Change grading From: N/A To: N/A *Review Provost Memorandum		Change description to: N/A Change prerequisites/minimum grades to: ADE 6381, EDS 6050, EDS 6052, and STA 6113 with minimum grades of "B-," Change corequisites to: EDS 6100 EDA 6103 Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Date (TERM & YEAR) <i>Fall 2021</i>		Terminate course List final active term	
Faculty Contact/Email/Phone			
Approved by Department Chair _____  College Curriculum Chair  _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date _____ _____ _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.



COURSE NUMBER: EDA 6945

COURSE TITLE: Internship 1: Fall

COREQUISITES:

EDS 6100: Leadership 2: Theory and Practice

EDS 6103: Leadership 3: Administrative Processes

CATALOG DESCRIPTION

Internship 1: Fall (EDA 6945) 3 credits

Prerequisites: ADE 6381, EDS 6052, and STA 6113 with minimum grades of "B-"

One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires attendance in semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

INSTRUCTOR INFORMATION

Name:

Office:

Phone Number:

Email Address:

Office Hours:

COURSE INFORMATION/LOGISTICS

Semester:

Dates:

Time:

Location:

REQUIRED TEXT

None

REQUIRED WEBSITES AND ELECTRONIC SOURCES

Broward County Public School's (BCPS) School Improvement Plan Retrieved from http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative_id=3.

Bryson, Ann McKay. "Three Signature SEL Practices for the Classroom." CASEL, Mar. 2017, Retrieved from <http://www.casel.org/wp-content/uploads/2017/03/OUUSD-Classroom-3-Signature-SEL-Practices.pdf>.

Bryson, Ann McKay. "Three Signature SEL Practices for the Adults." CASEL, July 2017, Retrieved from http://page.mpls.k12.mn.us/uploads/adult_3_signature_sel_practices_7_20_17.pdf.

- CASEL TOOL: Personal Assessment and Reflection - SEL Competencies for School Leaders, Staff, and Adults, 2016, doi:10.18411/d-2016-154.
http://www.akschoolpsych.org/sites/default/files/SEL_Adult_self-assessment.pdf
- Continuous Improvement Management System (CIMS) developed by the Bureau of School Improvement (FLDOE) at <https://floridacims.org/cms>
- Curran, F. C., (2018, July 19). Improving school climate, not just security, is key to violence prevention. <http://theconversation.com/improving-school-climate-not-just-security-is-key-to-violence-prevention-96898>
- 5 Keys to Social and Emotional Learning (2013, May 14).
www.youtube.com/watch?v=DqNn9qWoO1M.
- Florida Department of Education, (2018). Legislative Review.
<http://www.fldoe.org/core/fileparse.php/7749/urlt/LegisReviewBook18.pdf>.
- Florida Department of Education, (2018). Office of Safe Schools. Marjory Stoneman Douglas High School Public Safety Act. <http://www.fldoe.org/safe-schools/>.
- Florida Senate. (2012). 1006.13 Policy of zero tolerance for crime and victimization.
<https://www.flsenate.gov/Laws/Statutes/2012/1006.13>
- Florida Statutes, (2012). <https://www.flsenate.gov/Laws/Statutes/2012/1006.13>.
- Florida Senate. (2018 March 09). CS/SB 7026: Public Safety.
<https://www.flsenate.gov/Session/Bill/2018/07026>
- Massachusetts Department of Elementary and Secondary Education (2015). *Building a School Culture that Supports Teacher Leadership*.
<http://www.doe.mass.edu/eval/leadership/BuildingSchoolCulture.pdf>.
- SELonTV,(2017 May 18) director. YouTube,
<https://www.youtube.com/watch?v=Do1R67Ek0NI>.

REQUIRED WEBSITES AND ELECTRONIC SOURCES

ASCD Smartbrief: In addition to the required texts above, students must be subscribed on-line to the *ASCD Smartbrief* (<http://www.smartbrief.com/ascd/>) which is a daily service providing summaries and links to major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field.

MyFAU: To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for your account is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email on a regular basis.

Library Information: All students are expected to have online access to the University Library. Through the FAU Libraries, you can access full-text articles from hundreds of electronic journals. Go to the FAU Libraries home page and click on Off-site connect (EZ Proxy). For an introduction, go to: <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>. You can access the Libraries using your FAU NetID and Password.

Canvas: This course is assisted electronically by Canvas which is found at: <http://canvas.fau.edu>. To access Canvas, use your student username which is your FAUNet ID. To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for Canvas is your PIN (PIN by default is set to 2 zeros

followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email and Canvas on a regular basis. All course materials, readings, assignments, and other information are available to students on Canvas <http://canvas.fau.edu>.

LiveText: Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account one week before the first meeting of the class. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/students/livetext>.

APA Writing/Citing Style Requirements

Every assignment in this course is expected to be completed by using the APA style unless otherwise indicated by the instructor. Failure to employ the APA style may lead to grade deduction or assignment repudiation. Please visit <http://www.apastyle.org/> for tutorials and more information about complete guides.

BCPS Social Justice Initiative: Young Voices Matter: This open access, free website provides supplemental materials about issues of Social Justice, Equity and Diversity in the K-12 settings. <http://youngvoicesmatter.net/>

THE CONCEPTUAL FRAMEWORKS

Florida Atlantic University Principal Partnership Programs

Our Mission

The Florida Atlantic University-School District Partnership includes multiple school districts in Florida, each individually partnered with FAU's School Leaders Program, who together develop, implement, and improve the professional learning of school leaders in their districts to provide the best public education for students, families, and the community.

Our Vision

The Florida Atlantic University-School District Partnership will be the premier provider of school leadership professional learning programs in Florida and the nation, developing the strongest school leaders and leadership teams to lead and transform schools into model learning organizations.

School Leader Profile – Core Values and Beliefs

We believe that the following descriptions, values, and beliefs will enable school leaders and those they influence to be fulfilled in their own personal ambitions, to be productive contributors to the economy, and to be democratic citizens for a vibrant national community. Our commitment to the public good is what makes school leadership different conceptually and in practice from other organizations and governmental agencies.

We believe that our purpose is to prepare leaders to create a healthy, sustainable, and regenerative society for present and future generations.

- **Leader of Leaders and Learning**– school leaders who are committed to a vision of leadership that is instructional, collaborative, distributed, data-informed, research-based, ethical, entrepreneurial, developmental, complementary, innovative, and courageous. They understand that leadership is most effective when it is shared and focused on developing leadership capacity within schools and school systems. They are lead learners whose leadership requires the ability to use pedagogy and andragogy in facilitating the learning of everyone in the school and its community.
- **Reflective Practitioners** – school leaders who are reflective practitioners with a world view to create dynamic learning environments as well as organizational and operational systems where everyone engages in ongoing reflective and critical inquiry to inform action. They accept critical feedback to develop the personal insight necessary to increase their leadership attributes and skills. They are strategic and systems thinkers with a growth mindset.
- **Transformative Decision-Makers** – school leaders who recognize that their leadership is a transformative and political process to bring about positive change in the pursuit of a better society and world. They understand and demonstrate the capability to evaluate the moral and legal consequences of decisions and make their choices based on the goal of maximizing student learning through the values of social justice and democratic community.
- **Relationship Builders** – school leaders who are adept at building positive relationships. They are culturally competent leaders who treat each individual with civility, empathy, respect, and forthrightness while holding high expectations for everyone who contributes to the learning organization they strive to consistently improve. They build external relationships with families, community members, and community organizations to strengthen the school programs they lead.
- **Visionaries with High Expectations** - school leaders who communicate and create a shared vision that inspires high expectations for their own performance, as well as for the performance of all others in the school. They embrace accountability and give feedback as tools for continuous improvement while remaining focused on student learning as a priority. They are passionate leaders who persevere and challenge the status quo.

Department of Educational Leadership and Research Methodology

Our Vision

We strive for a transparent, caring, and ethical environment that cultivates educational leadership pioneers who through integrity, social justice and knowledge, shape a better world that promotes human dignity.

Our Mission

The Department of Educational Leadership and Research Methodology at Florida Atlantic University is a community of scholars engaged in four programs; Adult and Community Education, Higher Education Leadership, School Leaders, and Research Methodology. We focus on the preparation and support of practitioners, leaders, and researchers in Florida, the nation, and the international community through courses, undergraduate and graduate programs, professional learning, and community service.

Our Values

With our values, we strive to align our words and actions.

- **Integrity**
We strive to act with honesty, transparency, and respect.
- **Learning Community**
We strive to be an evolving community of learners grounded in collegiality, collaboration and mentorship.
- **Social Justice, Diversity, Equity and Inclusion**
We strive to promote a society where individuals and cultures are valued, where all have equitable opportunities, and where all inhabit an inclusive environment that is safe physically, emotionally, and socially.
- **Innovative Action**
We strive at both an individual and systemic level to engage continuously in discovery, reflection, and the creation and application of knowledge.
- **Excellence**
We strive for quality in everything we do individually and collectively.

PROGRAM OVERARCHING GOALS & COMPETENCIES

Curriculum Goals: Students will to be able to:

1. Reflect on leadership improvement and decision-making strategies for improved student learning. Synthesize the concepts learned in the course and reflect on the impact they have on their learning and leadership growth.
2. Understand the interconnection of organizational systems relevant to the context of the course concepts, and the processes needed to support student and adult learning.
3. Understand social justice, equity, and bias in the context of course concepts.
4. Understand the change process and its impact on school improvement relevant to the context of the course concepts and the systems needed to support student and adult learning.

Competencies: Program graduates shape their schools and communities' present and future through their demonstrated capacity to:

1. Demonstrate continuous personal leadership growth through reflective practice.
2. Demonstrate the leadership expertise and decision-making strategies needed to improve authentic student and adult learning, and foster a dynamic, purposeful learning organization.
3. Model the principles of - and advocate for - social justice, equity, and inclusion in their schools and communities.
4. Effectively lead and manage the interconnected organizational systems, processes, and people needed to support authentic student and adult learning, and a dynamic, purposeful community.
5. Design, implement, and sustain change processes that ensure school improvement initiatives support authentic student and adult learning.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

As visionaries with high expectations, students will demonstrate the ability to embrace accountability and social justice while remaining focused on student achievement. Students will observe, participate and lead in tasks as reflective practitioners to demonstrate their ability to

apply knowledge learned in required coursework. Students will perform as a leader of leaders in an ethical and equitable manner and design the processes necessary for the achievement of the goals for each experiential task.

STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES

Florida Educational Leadership Exam (FELE): 1.1.1; 1.1.2; 1.1.3; 1.2.1; 1.2.3; 1.2.4; 1.3.3; 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5; 2.2.1; 2.2.5; 2.4.3; 2.4.4; 3.1.1; 3.1.2; 3.1.4; 3.2.2; 3.2.3; 3.4.2; 3.4.3; 3.5.1; 3.5.2

Florida Principal Leadership Standards (FPLS): 1.1.b; 1.2.a; 1.2.b; 1.2.c; 1.2.d; 2.3.b; 2.3.c; 2.3.e; 2.4.a; 2.5.a; 2.5.b; 2.5.c; 2.5.d 2.5. e; 2.5.f; 3.6.a.; 3.6.b; 3.6.c; 3.7.e; 3.8.b; 3.9.a; 3.9.d; 3.9.c

COURSE OBJECTIVES

The learners will:

1. Identify and apply, personally and to their school environment, the Social and Emotional Learning Competencies as defined by the Collaborative for Academic, Social, Emotional Learning (CASEL) to foster a dynamic and purposeful learning environment through reflective leadership. (CO1)
2. Demonstrate continuous leadership growth by examining and communicating state and district policy regarding school safety to ensure compliance by all stakeholders and support the necessary change processes involved. (CO2)
3. Utilize the Florida State Continuous Improvement Model and School Improvement Plan to make decisions based on data analysis to include the principles of social justice, equity and inclusion to support the learning of adults and ensure the academic growth of all students though an interconnected organizational system. (CO3)
4. Apply concepts of cultural competence to leadership practices. (CO4)
5. Demonstrate ability to connect and communicate the creation of the safety plan to align with legislation and conduct crosswalk (CO5)

CONTENT OUTLINE

The following section lists the course topics, divided into modules (class meetings), with their standards, learning goals, and objectives.

Module: 1 of 12	Module Theme: Introduction to Internships
Learning Goals/Objectives for this Module: Students will understand the requirements to successfully complete Internship coursework.	

Module: 2 of 12	Module Theme: Social and Emotional Learning
Standards for this Module: FELE: 1.4.1, 1.4.2 FPLS: 1.2.a, 1.2.b, 2.4.e, 2.4.f	
Learning Goals/Objectives for this Module: Identify and understand the application of SEL competencies (CO1).	

Module: 3 of 12	Module Theme: Safety Plan-Observe, participate and lead the development and communication of the 2018/2019 school safety plan within your school.
Standards for this Module: FELE Standards for this Module: 3.1.4, 3.2.2, 3.2.3, 3.4.2, 3.4.3, 3.5.1 FPLS Addressed for this Module: 2.5.a, 2.5.c, 3.6.b, 3.9.a, 3.9.d	
Learning Goals/Objectives for this Module: After this unit, students will be able to: <ul style="list-style-type: none"> • Read and identify the implications of a school safety plan for school leaders. (CO2) • Identify state policies that support the School Safety Plans. (CO2) 	

Module: 4 of 12	Module Theme: Safety Plan-Observe, participate and lead the development and communication of the 2018/2019 school safety plan within your school.
Standards for this Module: FELE Standards for this Module: 3.1.4, 3.2.2, 3.2.3, 3.4.2, 3.4.3, 3.5.1 FPLS Addressed for this Module: 2.5.a, 2.5.c, 3.6.b, 3.9.a, 3.9.d	
Learning Goals/Objectives for this Module: After this unit, students will be able to: <ul style="list-style-type: none"> • Identify components of an effective school safety plan. (CO2) 	

Module: 5 of 12	Module Theme: Safety Plan-Observe, participate and lead the development and communication of the 2018/2019 school safety plan within your school.
Standards for this Module: FELE Standards for this Module: 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.4.2, 3.4.3, 3.5.1 FPLS Addressed for this Module: 2.5.a, 2.5.c, 3.6.b, 3.8.b, 3.9.a, 3.9.d	
Learning Goals/Objectives for this Module: After this unit, students will be able to: <ul style="list-style-type: none"> • Demonstrate ability to connect and communicate the creation of the safety plan to align with legislation and conduct crosswalk. (CO5) • <u>I</u>dentify problems that arise and create a communication flow for the decision-making process. (CO2, CO3. CO4, CO5) 	

Module: 6 of 12	Module Theme: Safety Plan-Observe participate and lead the development and communication of the school safety plan within your school.
Standards for this Module: FELE Standards for this Module: 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.4.2, 3.4.3, 3.5.1 FPLS Addressed for this Module: 2.5.a, 2.5.c, 3.6.b, 3.8.b, 3.9.a, 3.9.d	
Learning Goals/Objectives for this Module: After this unit, students will be able to: <ul style="list-style-type: none"> • Cultivate, support and develop other teacher leaders within the organization to ensure fidelity of the implementation of the safety plan (CO2,CO4). • Create and present the safety plan to all stakeholder(CO2,CO4). 	

Module: 7 of 12	Module Theme: Social Emotional Learning
Standards for this Module: FELE Standards for this Module: 1.4.1, 1.4.2, 1.4.3 FPLS Addressed for this Module: 1.2.a, 1.2.b, 2.4.e, 2.4.f, 2.5.a, 2.5.b, 2.5.c	
Learning Goals/Objectives for this Module: Students will be able to <ul style="list-style-type: none"> • Identify their strengths and areas of improvement within the SEL competencies. (CO3 • Implement the “Three SEL Practices” within their school setting. (CO3, CO4) 	

Module: 8 of 12	Module Theme: School Improvement Plan (SIP) Project - Understanding Florida’s Continuous Improvement Model and the Purpose of the School Improvement Plan (SIP)
Standards for this Module: FELE Standards for this Module: 1.1.1; 1.1.2; 1.2.1; 1.4.4; 2.2.1; 2.4.3; 2.4.4 FPLS Addressed for this Module: 1.1.b; 1.2.a; 1.2.c; 1.2.d; 2.3.b; 2.3.c; 2.5.e; 3.7.e	
Learning Goals/Objectives for this Module: After this unit, students will be able to: <ul style="list-style-type: none"> • Explain the Continuous Improvement Model in relation to the school improvement plan (SIP) process (CO2,CO3,CO4). • Describe the purpose of the 8-Step Planning and Problem-Solving Process for continuous improvement (CO2,CO3,CO4). • Identify any differences between the state’s and school district's SIP templates (CO2,CO3). • Make appropriate and timely decisions throughout SIP Process 	

Module: 9 of 12	Module Theme: School Improvement Plan (SIP) Project - Identifying Areas of Strength and Areas of Growth for School Year SIP
<p>Standards for this Module: FELE Standards for this Module: 1.1.1; 1.1.2; 1.2.1; 1.4.4; 2.2.1; 2.4.3; 2.4.4 FPLS Addressed for this Module: 1.1.b; 1.2.a; 1.2.d; 2.3.b; 2.3.c; 2.3.e; 2.5.e; 3.6.b; 3.6.c; 3.7.e</p>	
<p>Learning Goals/Objectives for this Module: After this unit, students will be able to:</p> <ul style="list-style-type: none"> • Identify each component of the school improvement plan and explain its importance as a connector to equity and social justice. (CO2,CO3, CO4) • Summarize the local school district's School Advisory Council (SAC) and SIP policies (CO2,CO3) • Synthesize the similarities and differences between state and district's templates. (CO2, CO3) 	

Module: 10 of 12	Module Theme: School Improvement Plan (SIP) Project - Identifying and Participating in Steps Involved in Building A School Improvement Plan
<p>Standards for this Module: FELE: 1.1.1; 1.1.2; 1.1.3; 1.2.1; 1.2.3; 1.2.4; 1.3.3; 1.4.1; 1.4.3; 1.4.4; 1.4.5; 2.2.1; 2.2.5; 2.4.3; 2.4.4; 3.5.1; 3.5.2 FPLS: 1.1.b; 1.2.a; 1.2.d; 2.3.b; 2.3.c; 2.3.e; 2.4.a; 2.5.b; 2.5.e; 2.7.e; 3.6.a; 3.6.b; 3.6.c; 3.7.e</p>	
<p>Learning Goals/Objectives for this Module: After this unit, students will be able to:</p> <ul style="list-style-type: none"> • Identify each component of the school improvement plan and explain its importance as a connector to equity and social justice. (CO2,CO3, CO4) • Summarize the local school district's School Advisory Council (SAC) and SIP policies (CO2,CO3) • Synthesize the similarities and differences between state and district's templates. (CO2, CO3) • 	

Module: 11 of 12	Module Theme: School Improvement Plan (SIP) Project - Observing, Participating, and Leading Section(s) of the SIP Within Your School
Standards for this Module: FELE: 1.1.1; 1.1.2; 1.1.3; 1.2.1; 1.2.3; 1.2.4; 1.3.3; 1.4.4; 1.4.5; 2.2.1; 2.2.5; 2.4.3; 2.4.4; 3.1.1; 3.1.2; 3.5.1; 3.5.2 FPLS: 1.1.b; 1.2.a; 1.2.d; 2.3.b; 2.3.c; 2.3.e; 2.4.a; 2.5.e; 3.6.a; 3.6.b; 3.6.c; 3.7.e; 3.9.c	
Learning Goals/Objectives for this Module: After this unit, students will be able to: <ul style="list-style-type: none"> • Complete and implement the last four steps of the 8-Step Process (CO2,CO3). • Develop action steps and identify barriers for an identified goal of the school improvement plan (CO2,CO3). 	

Module: 12 of 12	Module Theme: School Improvement Plan (SIP) Project - Observing, Participating, and Leading Section(s) of the SIP Within Your School
Standards for this Module: FELE: 1.1.1; 1.1.2; 1.1.3; 1.2.1; 1.2.3; 1.2.4; 1.3.3; 1.4.1; 1.4.3; 1.4.4; 1.4.5; 2.2.1; 2.2.5; 2.4.3; 2.4.4; 3.1.1; 3.1.2; 3.5.1; 3.5.2 FPLS: 1.1.b; 1.2.a; 1.2.d; 2.3.b; 2.3.c; 2.3.e; 2.4.a; 2.5.b; 2.5.e; 3.6.a; 3.6.b; 3.6.c; 3.7.e; 3.9.c	
Learning Goals/Objectives for this Module: After this unit, students will be able to: <ul style="list-style-type: none"> • Define all 8 stages of the 8-Step Process (CO3). • Identify action steps as determined by the timeline of the SIP (CO3). • Make appropriate and timely decisions throughout the SIP process (CO2,CO3). 	

COURSE REQUIREMENTS

Competency Assessment

There are two required Tasks required in this course. All Task submissions must be **uploaded to LiveText**. The rubric for each assignment will be discussed in class by the instructor at the appropriate time. Students will be assessed on these assignments using a scale of Exemplary, Satisfactory, Emerging, Unsatisfactory and Did Not Attempt. All tasks will include an element for Master's Degree level writing. (See the School Leaders Program Master's Degree writing rubric). **All tasks must be rated at the Exemplary or Satisfactory for a student to pass the course.** Refer to the rubrics for assessment criteria.

Tasks will also be scored as part of the grade for this course. All assignments will be turned in online in Canvas, and the completed tasks and will be **posted in Live Text**. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course.

ASSESSMENT PROCEDURES

Grading Rubric for All Tasks

Components	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Task Content	10 points	8-9 points	5-7 points	4-1 points	
	The student submission Exceeds Expectation on the majority of elements required as evaluated by the Task Rubric.	The student submission Meets Expectation on all elements required as evaluated by the task rubric.	The student submission does not Exceed or Meet Expectation on some elements required as evaluated by the task rubric.	The student submission does not Meet Expectation on all elements required as evaluated by the task rubric. The task must be resubmitted.	Student did not submit
Task Elements 2	5 points	4 points	2-3 points	0-1 points	
	The student submission includes all components completed at a highly skilled level: Student task log/ TPA, Reflection and Artifacts.	The student submission includes all components at a satisfactory level: Student task log/ TPA, Reflection and Artifacts.	The student submission includes at least two of the following components at a satisfactory level: Student task log/ TPA, Reflection and Artifacts.	The student submission includes none of the following components at a satisfactory level: Student task log/ TPA, Reflection and Artifacts	Student did not submit

Mentor Evaluation (TPA)	3 points	2 points	1 point	0 points	
	The mentor evaluates the task as Exemplary	The mentor evaluates the task as 'Satisfactory'	The mentor evaluates the task as 'Emerging'	The mentor evaluates the task as 'Unsatisfactory'	Student did not submit
Timeliness	3 points	2 points	1 point	0 points	
	The student's task is completed and properly submitted to Live Text on time.	Tasks submitted one day after the due date.	Tasks submitted two days late.	Tasks submitted more than two days late.	Student did not submit.
FAU PPI Writing Rubric: Content and structure, organization and structure, format and references, and mechanics	4 points	3 points	2 points	1 point	
	<ul style="list-style-type: none"> The student uses clear and persuasive communication. 	<ul style="list-style-type: none"> The student uses somewhat clear and persuasive communication. 	<ul style="list-style-type: none"> The student uses beginning levels of clear and persuasive communication. 	<ul style="list-style-type: none"> The student does not use clear and persuasive communication. 	The student does not submit.

	<ul style="list-style-type: none"> • The student provides organized and structured writing. • The student uses appropriate formatting following the APA style. • The student uses professional quality vocabulary, grammar, punctuation, and spelling. 	<ul style="list-style-type: none"> • The student provides a somewhat organized and structured writing. • The student uses most elements of formatting following the APA style. • The student uses somewhat professional quality vocabulary, with no more than two grammar, punctuation, and/or spelling mistakes. 	<ul style="list-style-type: none"> • The student provides a beginning level of organized and structured writing. • The student uses limited elements of formatting following the APA style. • The student uses beginning level professional quality vocabulary, with no more than three grammar, punctuation, and/or spelling mistakes. 	<ul style="list-style-type: none"> • The student provides a beginning level of organized and structured writing. • The student uses limited elements of formatting following the APA style. • The student uses beginning level professional quality vocabulary, with no more than three grammar, punctuation, and/or spelling mistakes. 	
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TASK DESCRIPTIONS

TASK #1	TASK DESCRIPTOR: School Safety Plan
Standards:	
FPLS: 2.5.a, 2.5.c, 3.6.b, 3.7. b, 3.7.e, 3.8.a, 3.8.b, 3.8.c, 3.9.a, 3.9.d	
FELE: 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.4.2, 3.4.3, 3.5.1	
SUPPORTING ELRM COURSEWORK:	STA 6113 Statistics; ADE 6381 Adult Learning; EDS 6050 Instructional Leadership (School Culture and Climate Survey); EDS 6052 Instructional Leadership 2 (Continuous Improvement Model, How to Communicate Change); EDS 6100 Lead 2 (Application of Leadership Styles): Theory; EDA 6103 Lead 3: Administrative Processes (Systemic Processes of an Organization)
ACTIVITIES	
<i>Observe</i>	<i>Participate</i>
<i>Lead</i>	

TASK #1	TASK DESCRIPTOR: School Safety Plan	
<p>...school safety drills with your mentor</p> <p>...the review/revision of school safety plans (due to annual feedback/legislation changes)</p> <p>...other school safety plans and processes within school safety plans</p>	<p>...in school safety drills at school site</p> <p>...in school safety plan review/revision processes and school-based committee</p> <p>...in the development of a team for the implementation of the safety plan</p>	<p>...an interview with your school site principal regarding management of the plan (both internal and external)</p> <p>...the development and communication of the school safety plan components and revisions/changes in the plan to a group of stakeholders (students, staff, parents & community) as determined with your mentor/principal</p>
STRATEGIES:	<ul style="list-style-type: none"> • Required for All Activities: Plan and participate in all class activities • Mentor Coaching Responsibilities: Provide access for mentee to all school safety plan materials and process components; review and discuss all documentation. Monitor and document mentee's internship log. Complete the Task Performance Assessment. • Consultation: School administrative team; District school improvement lead person 	
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write –Up (see Internship Handbook) • Artifact: Completed communication plan for School Safety Plan to a specific stakeholder group 	

<i>FELE & FPLS Standards TASK 1 RUBRIC</i>					
<i>Skill</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 3.1.4; 3.2.1; FPLS 3.8.a; 3.8.b; 3.8.c; 4.10.e	<p>The student selects all appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.</p>	<p>The student selects most appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.</p>	<p>The student selects some appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan but omits some crucial elements.</p>	<p>The student does not select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.</p>	<p>Failed to submit, or failed to submit on time</p>

<i>FELE & FPLS Standards TASK 1 RUBRIC</i>					
<i>Skill</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 3.2.2; 3.2.3 FPLS 3.7.a; 3.7.b; 3.7.e	The student identifies all appropriate roles, responsibilities, practices and actions that promote a safe learning environment within the school safety plan.	The student identifies most appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan.	The student identifies some appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan but omits some crucial elements.	The student does not identify appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan.	Failed to submit, or failed to submit on time
FELE skill 3.4.2; 3.4.3 FPLS 4.10.b; 4.10.c; 4.10.d	The student identifies all appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	The student identifies most appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	The student identifies some appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights. but omits some crucial elements.	The student does not identify appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	No attempt made (0 pts.)

<i>FELE & FPLS Standards TASK 1 RUBRIC</i>					
<i>Skill</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 3.5.1 FPLS 3.9.a; 3.9.d; 3.9.e; 3.9.f; 3.9.g	The student analyzes and communicates in writing, all appropriate information to stakeholders regarding the revisions or changes to the School Safety Plan.	The student analyzes and communicates in writing, most information to stakeholders regarding the revisions or changes to the School Safety Plan.	The student analyzes and communicates in writing, some information to stakeholders regarding the revisions or changes to the School Safety Plan but omits crucial information.	The student does not analyze and communicate in writing, information to stakeholders regarding the revisions or changes to the School Safety Plan.	Failed to submit, or failed to submit on time
FELE skill 3.1.4; 3.2.1; FPLS 3.8.a; 3.8.b; 3.8.c; 4.10.e	The student selects all appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.	The student selects most appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.	The student selects some appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan but omits some crucial elements.	The student does not select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures related to the school safety plan.	Failed to submit, or failed to submit on time
FELE skill 3.2.2; 3.2.3 FPLS 3.7.a; 3.7.b; 3.7.e	The student identifies all appropriate roles, responsibilities, practices and actions that promote a safe learning environment within the school safety plan.	The student identifies most appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan.	The student identifies some appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan but omits some crucial elements.	The student does not identify appropriate roles, responsibilities, practices, and actions that promote a safe learning environment within the school safety plan.	Failed to submit, or failed to submit on time

FELE & FPLS Standards TASK 1 RUBRIC					
Skill	Exemplary	Satisfactory	Emerging	Unsatisfactory	Did not Submit
FELE skill 3.4.2; 3.4.3 FPLS 4.10.b; 4.10.c; 4.10.d	The student identifies all appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	The student identifies most appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	The student identifies some appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights. but omits some crucial elements.	The student does not identify appropriate state and/or federal guidelines, legal requirements, and procedures for maintaining a safe learning environment for the well-being of all students while ensuring compliance with student, staff, and parent rights.	Failed to submit, or failed to submit on time
FELE skill 3.5.1 FPLS 3.9.a; 3.9.d; 3.9.e; 3.9.f; 3.9.g	The student analyzes and communicates in writing, all appropriate information to stakeholders regarding the revisions or changes to the School Safety Plan.	The student analyzes and communicates in writing, most information to stakeholders regarding the revisions or changes to the School Safety Plan.	The student analyzes and communicates in writing, some information to stakeholders regarding the revisions or changes to the School Safety Plan but omits crucial information.	The student does not analyze and communicate in writing, information to stakeholders regarding the revisions or changes to the School Safety Plan.	Failed to submit, or failed to submit on time

TASK # 2	
TASK DESCRIPTOR: School Improvement Planning	
FLORIDA PRINCIPAL LEADERSHIP STANDARDS ADDRESSED: 1.1.b; 1.2.a; 1.2.b; 1.2.c; 1.2.d; 2.3.b; 2.3.c; 2.3.d; 2.3.e; 2.5.b; 3.2.5.d; 2.5.e; 3.6.a.; 3.6.b; 3.6.c; 3.6.d; 3.6.e; 3.7.e; 3.8.a; 3.9.a; 3.9.c	
FELE COMPETENCIES AND SKILLS ADDRESSED: 1.1.1; 1.1.2; 1.1.3; 1.2.1; 1.2.3; 1.2.4; 1.3.3; 1.4.4; 1.4.5; 2.2.1; 2.2.5; 2.4.3; 2.4.4; 3.1.1; 3.1.2; 3.5.1; 3.5.2	

TASK # 2		
TASK DESCRIPTOR: School Improvement Planning		
SUPPORTING ELRM COURSEWORK:	STA 6113 Statistics (Data Analysis); ADE 6381 Adult Learning (CA1 & CA2); EDS 6050 Instructional Leadership (CA1 & CA2); EDS 6052 Instructional Leadership 2 (CA1); EDS 6100 Lead 2: Theory (CA1); EDA 6103 Lead 3 (CA1 & CA2); Administrative Processes (CA1 & CA2)	
ACTIVITIES		
<i>Observe</i>	<i>Participate</i>	<i>Lead</i>
<p>...school administrative team work through the continuous improvement and school improvement processes</p> <p>...the work of a School Advisory Council (SAC) (adhering to state statutes and school board policies)</p> <p>...an administrator who is meeting with leadership team as they discuss monitoring the implementation of action steps within the school improvement plan</p>	<p>...in 8-Step Problem Solving Process which includes identifying and overcoming barriers</p> <p>...in a school's continuous improvement process</p> <p>...in a collaborative environment within their school site</p> <p>...in the prioritization of the school improvement goals</p> <p>...in a SAC meeting(s)</p> <p>...in the production of the school improvement plan using technology (online templates)</p> <p>...analysis of data to inform needs of school improvement planning</p> <p>...in professional development training on various aspects of the SIP process</p>	<p>...a school improvement team subcommittee, including the development of a strategic goal using school-based data and the 8-Step Problem Solving Process</p>
STRATEGIES:	<ul style="list-style-type: none"> • Required for All Activities: Plan and participate in all class activities • Mentor Coaching Responsibilities: Provide access to mentee in all school improvement planning processes; review and discuss all documentation. Monitor and document mentee's internship log. Complete the Task Performance Assessment. • Consultation: School administrative team; District school improvement lead person 	
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write –Up (see Internship Handbook) • Artifact: Completed 8-Step Process worksheet and the completed school improvement goal embedded within the school improvement plan 	

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 1.1.1; 1.1.2; 1.1.3; 1.2.4 FPLS 1.1.b; 1.2.b; 1.2.d; 2.3.b; 2.3.e	The student has an in depth understanding that student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	The student has basic understanding that student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	The student has an emerging understanding that student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	The student has a limited understanding that student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	Failed to submit, or failed to submit on time
FELE skill 1.2.1; 1.2.3 FPLS 1.2.a; 1.2.c	The student identifies and selects four or more appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement and create high expectations of student learning.	The student identifies and selects at least three appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement and create high expectations of student learning.	The student identifies and selects two appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement and create high expectations of student learning.	The student does not identify or select at least two appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement and create high expectations of student learning.	Failed to submit, or failed to submit on time

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 1.4.1;1.4.3 FPLS 2.5.b;	The student clearly recognizes and uses diversity as an asset in the development and implementation of the School Improvement Plan, procedures, and practices that motivate all students and improve student learning.	The student moderately recognizes and uses diversity as an asset in the development and implementation of the School Improvement Plan, procedures, and practices that motivate all students and improve student learning.	The student needs improvement to recognize and use diversity as an asset in the development and implementation of the School Improvement Plan, procedures, and practices that motivate all students and improve student learning.	The student does not recognize and use diversity as an asset in the development and implementation of the School Improvement Plan, procedures, and practices that motivate all students and improve student learning.	Failed to submit, or failed to submit on time
FELE skill 1.4.4 FPLS 2.5.d; 2.5.e; 3.8.a	The student effectively includes effective and recurring monitoring and feedback processes that support continuous student learning growth and school improvement within the School Improvement Plan.	The student includes moderately effective and/or limited recurring monitoring and feedback processes that support continuous student learning growth and school improvement within the School Improvement Plan.	The student includes somewhat effective and/or infrequent recurring monitoring and feedback processes that support continuous student learning growth and school improvement within the School Improvement Plan.	The student does not include effective or recurring monitoring and feedback processes that support continuous student learning growth and school improvement within the School Improvement Plan.	Failed to submit, or failed to submit on time

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 1.4.5 FPLS 3.8.a	The student effectively engages all appropriate faculty members in recognizing, understanding, and addressing cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps within the School Improvement Plan.	The student somewhat engages all appropriate faculty members in recognizing, understanding, and addressing cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps within the School Improvement Plan.	The student somewhat engages some appropriate faculty members in recognizing, understanding, and addressing cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps within the School Improvement Plan.	The student does not engage appropriate faculty members in recognizing, understanding, and addressing cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps within the School Improvement Plan.	Failed to submit, or failed to submit on time

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 2.2.1; 2.2.5; 2.4.3 FPLS 1.2.a; 1.2.b; 1.2.d	The student clearly identifies and evaluates two or more effective professional learning opportunities that: focus on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create deliver rigorous, differentiated, and culturally relevant instruction. enhance leadership practices and align with school needs.	The student identifies and evaluates at least one professional learning opportunity that: focus on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create deliver rigorous, differentiated, and culturally relevant instruction. enhance leadership practices and align with school needs.	The student identifies and evaluates at least one professional learning opportunity, but it does not: focus on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create deliver rigorous, differentiated, and culturally relevant instruction. enhance leadership practices and align with school needs.	The student does not identify or evaluate at least one professional learning opportunity that: focuses on student performance as it relates to a school's goals and objectives as stated in the School Improvement Plan and that create delivers rigorous, differentiated, and culturally relevant instruction. enhances leadership practices and align with school needs.	Failed to submit, or failed to submit on time

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 2.4.4 FPLS 3.7.e; 1.2.a;	The student clearly demonstrates a clear understanding of the need for sustainable and supportive relationships between school leaders, faculty, and staff by creating and implementing effective processes that support collaboration when developing the School Improvement Plan.	The student somewhat demonstrates an understanding of the need for sustainable and supportive relationships between school leaders, faculty, and staff by creating and implementing effective processes that support collaboration when developing the School Improvement Plan.	The student demonstrates a weak understanding of the need for sustainable and supportive relationships between school leaders, faculty, and staff by poorly creating and implementing effective processes that support collaboration when developing the School Improvement Plan.	The student does not demonstrate an understanding of the need for sustainable and supportive relationships between school leaders, faculty, and staff by omitting effective processes that support collaboration when developing the School Improvement Plan.	Failed to submit, or failed to submit on time
FELE skill 3.1.1; 3.1.2 FPLS 3.6.a; 3.6.b; 3.6.c	The student effectively analyzes and evaluates decisions made in the School Improvement Plan process for effectiveness, equity, intended and actual outcome; implements follow-up actions; using the problem-solving process and revises as needed.	The student somewhat effectively analyzes and evaluates decisions made in the School Improvement Plan process for effectiveness, equity, intended and actual outcome; implements follow-up actions; using the problem-solving process and revises as needed.	The student partially analyzes and evaluates decisions made in the School Improvement Plan process for effectiveness, equity, intended and actual outcome; implements follow-up actions; using the problem-solving process and revises as needed.	The student does not analyze or evaluate decisions made in the School Improvement Plan process for effectiveness, equity, intended and actual outcome; implements follow-up actions; using the problem-solving process and revises as needed.	Failed to submit, or failed to submit on time

FPLS & FELE Standards TASK 2 RUBRIC					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE skill 3.5.1; 3.5.2 FPLS 2.3.c; 3.6.d; 3.9.c	The student accurately analyzes all appropriate data and clearly and effectively communicates appropriate information and opportunities for stakeholders, in writing.	The student somewhat accurately analyzes data and somewhat effectively communicates appropriate information and opportunities for stakeholders, in writing.	The student somewhat accurately analyzes data and somewhat effectively communicates appropriate information and opportunities for stakeholders, in writing.	The student somewhat accurately analyzes data and somewhat effectively communicates appropriate information and opportunities for stakeholders, in writing.	

Class Participation

An important component of this course is for students to be prepared to come to class having read and reviewed all assigned readings, completed their assignments, and actively engage in all class activities by utilizing active listening skills, working successfully in teams, fully participating in class discussions, and being on time. The students will be graded based on the School Leaders Master's Program Class Participation Rubric.

Participation Rubric

School Leaders Master's Program Class Participation Rubric					
	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Preparation	Fully prepared shows evidence of readings and presentations. (3 pts.)	Mostly prepared, shows evidence of some readings and some presentations. (2 pts.)	Minimally prepared, shows little evidence of readings and presentations. (1 pts.)	Not prepared, does not show evidence of readings and presentations. (0 pts.)	The student did not participate. (0 pts.)
Group Activities	Fully engaged in group activity, works with team to produce a high-quality product, supports all team members in the work. (3 pts.)	Somewhat engaged in group activity, works with team, the group product is satisfactory, supports some team members in the work. (2 pts.)	Minimally engaged in group activity, works with team some of the time, the group product is minimally acceptable, supports some team members in the work. (1 pts.)	Not engaged in group activity, works with team only some of the time, the group product is not acceptable, hinders the work of the group. (0 pts.)	The student did not participate. (0 pts.)

School Leaders Master's Program Class Participation Rubric					
	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Class Discussions	Actively and respectfully listens to others and builds on comments, without dominating the conversation. Using references to readings, presentations, as well as makes connections to experience. (2 pts.)	Listens to others respectfully and sometimes builds on comments. Sometimes is quiet or dominates conversation. Sometimes uses references to readings, presentations, as well as makes connections to experience. (1 pts.)	Listens to others respectfully and sometimes but does not builds on comments. Overly quiet or overly dominant in conversation. Uses limited references to readings, presentations, as well as makes connections to experience. (0 pts.)	Does not listens to others respectfully and does not builds on comments. Overly quiet or overly dominant in conversation. Does not use references to readings, presentations, or connections to experience. (0 pts.)	The student did not participate. (0 pts.)
Punctuality	On time and ready to work prior to the beginning of class and at the termination of all breaks, always in attendance at class. (2 pts.)	On time and ready to work prior to the beginning of class but is sometimes late at the termination of all breaks, always in attendance at class. (1 pts.)	Late to class at least once and sometimes late at the termination of breaks, always in attendance at class. (0 pts.)	Late to class more than once and sometimes late at the termination of breaks, Misses a day of class. (0 pts.)	The student did not participate. (0 pts.)
*NOTE: This rubric will be used to calculate the student's participation grade. The total points from this Participation Rubric will be divided by 2 to make the maximum point value 12 points for class participation.					

GRADED ASSIGNMENTS

Each task will be evaluated using the appropriate rubric to determine the level of mastery demonstrated. In addition, instructors will evaluate the tasks using the grading rubric to calculate a grade for the task and the course. Any task that scores at the unsatisfactory level must be corrected and resubmitted. The instructor will determine the final grade for each task by totaling the points earned in each component of the grading rubric.

Grading Rubric Possible Points	Point Value
Safety Plan Task	25
Safety Plan Presentation (In Class)	10
School Improvement Plan Task	25
School Improvement Activity (In Class)	10
SEL Activity 1 (In Class)	10
SEL Activity 2 (In Class)	10
Class Participation	10

SCHOOL LEADERS MASTER'S PROGRAM COURSE GRADING SCALE

This grading scale will be used to determine the final grades given in the course.

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67
C+	79-81	= 2.33	F	Below 62	= 0.00

END OF COURSE SURVEY

Student Perception of Teaching (SPOT) surveys will be completed online. Please keep in mind that SPOTs are an extremely effective tool to evaluate the quality of instruction. Departments, schools, and colleges use individual instructor data and comments in annual evaluations, as well as for tenure and promotion. SPOT results are presented to faculty in summary form after the end of the semester. Individual SPOT responses are completely anonymous and remain anonymous. Faculty has no way of linking a SPOT to a particular student.

To begin the SPOT process:

1. Log on to MyFAU and click on the "SPOT" tab at the top of the page.
2. Click the "Complete My SPOTs" button to see the courses in which you are enrolled.
Now also available through Canvas!
3. Click on each course to complete the SPOT for that course

If you have any questions about the process, please contact the Office of Testing and Evaluation at testandeval@fau.edu.

SCHOOL LEADERS MASTER'S PROGRAM POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES:

Students should read and refer to the School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. Assignments are due when indicated in the syllabus. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all

the required work because of exceptional circumstances. *Students who find themselves in this situation must meet with the professor.*

ATTENDANCE POLICY

According to FAU, the Department of Educational Leadership and Research Methodology, and the School Leaders Master's Program protocols and Attendance Policy, "Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor." Refer to the School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. Students must attend **ALL** classes. Students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor and the School Leaders Master's Program Coordinator responsible for that student's cohort. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. The School Leaders Master's Program Coordinator responsible for that student's cohort reserves the right to approve or disapprove any absence. It is the student's responsibility to make up all assignments missed during his or her absence.

CLASSROOM ETIQUETTE / BEHAVIOR POLICY

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions."

CODE OF ACADEMIC INTEGRITY (4.001)

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/regulations/chapter4/4.001> Code of Academic Integrity.pdf

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all SAS procedures. For more information, visit the SAS website at <http://www.fau.edu/sas>.

SPECIAL LEARNING NEEDS

It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you desire accommodations to complete course requirements, please arrange a meeting early in the semester to discuss your request.

STUDENT CODE OF CONDUCT (4.007)

"The University's Student Code of Conduct is an integral part of the educational mission of the University, emphasizing the development of each individual's acceptance of his or her own

personal and social responsibilities and to ensure fairness and due process for all students. Since behavior which is not in keeping with standards acceptable of the University community is often symptomatic of attitudes, misconceptions, and emotional crises; reeducation and rehabilitative activities are essential elements of the disciplinary process.

A humanistic approach is employed. The University's Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University's mission."

For the complete code, please see:

<http://www.fau.edu/artsandletters/new-pdfs/4.007.Student%20Code%20of%20Conduct.pdf>

RELIGIOUS HOLIDAYS

It is our policy, in accordance with the Board of Trustees' rules and Florida Law to make reasonable accommodations for observing religious holidays.

CONTRACTUAL OBLIGATIONS

Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school or workplace. In completing specific field-based assignments (such as interviews), be sure to keep your principal-mentor informed of course requirements.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provide FAU students a range of services—individual, counseling, support meetings, and psychiatric services, to name a few—offered to help improve and maintain emotional well-being. For more information, go to <http://fau.edu/counseling>.

BIBLIOGRAPHY

Books:

Krownapple, J. (2017). *Guiding teams to excellence and equity: Culturally proficient facilitation*. Thousand Oaks, CA: Corwin Press.

Journals:

Curran, F. C., (2018, July 19). Improving school climate, not just security, is key to violence prevention. Retrieved from <http://theconversation.com/improving-school-climate-not-just-security-is-key-to-violence-prevention-96898>

Massachusetts Department of Elementary and Secondary Education (2015). *Building a School Culture that Supports Teacher Leadership*. Retrieved from <http://www.doe.mass.edu/eval/leadership/BuildingSchoolCulture.pdf>.

CHANGES TO CATALOG DESCRIPTION FOR SCHOOL LEADERS PROGRAM COURSES

Current Descriptions

Law and Policy (EDA 6232) 3 credits

Prerequisite: Educational Leadership majors only

Corequisites: EDA 6207 and EDA 6947

This course focuses on the practical aspects and applications of constitutional, statutory and case law relating to education, with particular emphasis on Florida and the law and policy implications and processes related to school leadership.

Fall School Leadership Internship (EDA 6945) 2 credits

Prerequisites: ADE 6381 and EDA 6103 and EDS 6100 with minimum grades of "B-," and certificate of completion of Technology Modules

One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to level 1 certification. A stand-alone course, it requires six on-campus seminars and 150 hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

Spring School Leadership Internship (EDA 6946) 2 credits

Prerequisites: ADE 6381 and EDA 6103 and EDS 6100 with minimum grades of "B-," and certificate of completion of Technology Modules

One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to level 1 certification. A stand-alone course, it requires six on-campus seminars and 150 hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

Summer School Leadership Internship (EDA 6947) 2 credits

Prerequisites: ADE 6381 and EDA 6103 and EDS 6100 with minimum grades of "B-," and certificate of completion of Technology Modules

This course is one of three internship courses that are a corequisite requirement for all school leader educational leadership programs leading to Level 1 certification. A stand-alone course, it requires six on-campus seminars and 150 hours of logged tasks during which interns will be involved on the continuum of observing, participating and leading.

Changes

~~Law and Policy (EDA 6232) 3 credits~~

~~*Prerequisite: Educational Leadership majors only*~~

~~*Corequisites: EDA 6207 and EDA 6947*~~

~~This course focuses on the practical aspects and applications of constitutional, statutory and case law relating to education, with particular emphasis on Florida and the law and policy implications and processes related to school leadership.~~

~~Fall School Leadership Internship 1: Fall (EDA 6945) 2 3 credits~~

~~*Prerequisites: ADE 6381 and EDA 6103 and EDS 6100 EDS 6050, EDS 6052, and STA 6113 with minimum grades of "B-," and certificate of completion of Technology Modules*~~

~~One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires six attending semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.~~

~~Spring School Leadership Internship 2: Spring (EDA 6946) 2 3 credits~~

~~*Prerequisites: ADE 6381 and EDA 6103 and EDS 6100, EDS 6050, EDS 6052, STA 6113, EDS 6100, EDA 6103, & EDA 6945 with minimum grades of "B-," and certificate of completion of Technology Modules*~~

~~One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires six attending semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.~~

Summer School Leadership Internship 3: Spring (EDA 6947) 2 3 credits

Prerequisites: ADE 6381, ~~and EDA 6103 and EDS 6100~~ EDS 6050, EDS 6052, STA 6113, EDS 6100, EDA 6103, EDA 6945, EDA 6300, EDA 6191, & EDA 6946 with minimum grades of "B-," ~~and certificate of completion of Technology Modules~~

~~This course is e~~One of three internship courses that are a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires ~~six~~ attending semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

New Descriptions

Internship 1: Fall (EDA 6945) 3 credits

Prerequisites: ADE 6381, EDS 6052, and STA 6113 with minimum grades of "B-"

One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires attendance in semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

Internship 2: Spring (EDA 6946) 3 credits

Prerequisites: ADE 6381, EDS 6050, EDS 6052, STA 6113, EDS 6100, EDA 6103, & EDA 6945 with minimum grades of "B-"

One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires attendance in semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

Internship 3: Spring (EDA 6947) 3 credits

Prerequisites: ADE 6381, EDS 6050, EDS 6052, STA 6113, EDS 6100, EDA 6103, EDA 6945, EDA 6300, EDA 6191, & EDA 6946 with minimum grades of "B-"

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From: [Robert Shockley](#)
To: [Paul Peluso](#); [Mikaela Kursell](#)
Cc: [Kimberley McKeag](#); [Kathleen Dubois](#); [Safeeia Azam](#); [Jarrett Warshaw](#); [Maysaa Barakat](#); [Daniel Reyes-Guerra](#)
Subject: FW: For COE Department Chairs
Date: Monday, November 2, 2020 12:46:53 PM
Attachments: [Course Change Form_EDA6945_Internship 1.docx](#)
[Course Change Form_EDA6946_Internship 2.docx](#)
[Course Change Form_EDA6947_Internship 3.docx](#)
[Educational Leadership School Leaders Program Course Changes for Catalog.docx](#)
[Final_7_2020_EDA_6945_Partnership.docx](#)
[Final_7_2020_EDA_6946_Partnership.docx](#)
[Final_7_2020_EDA_6947_Partnership.docx](#)
[Level 1 Certification K-12 Program Catalog Change.docx](#)
[Masters Degree K-12 Catalog Change.docx](#)
[Specialist Program K-12 Catalog Change.docx](#)
[RE For COE Department Chairs.msg](#)
[RE For COE Department Chairs.msg](#)
[Re For COE Department Chairs.msg](#)
[Re For COE Department Chairs.msg](#)
[Re For COE Department Chairs.msg](#)
[New-Change-Program-Request-Master of Education.pdf](#)
[New-Change-Program-Request-Level 1 Certification Program.pdf](#)
[New-Change-Program-Request-Specialist \(1\).pdf](#)
Importance: High

Paul,

The department of Educational Leadership and Research Methodology is recommending for Graduate Program Committee review the following changes to the Certification, Master's Degree, and Specialist Degree programs in School Leadership. These changes have been reviewed by all COE chairs and statements of no conflict are attached. These changes are as follows:

- Up our three semesters of internship courses from 2 credits each to 3 credits each, given that they have moved from meeting six times in the semester to now weekly meetings as well as significant in-school task work.
- Eliminate the School Law Course. As an FYI, the content from this course will now be incorporated into on-line learning modules and the Policy course. Modules will be required to take and pass as a part of their program but are not credit-based learning.
- Update the catalog with these changes and correct some of the errors that are currently in the catalog.
- This change affects programs in School Leadership that lead to Florida Department of Education State Approved Level 1 Educational Leadership Certification.

Please find also attached:

- the updated syllabi for the internships (3)
- the course change forms for the internships (3)
- the Certification Program change form (although this is no longer going to be an option, it is good to have it on the books in case there are questions when Specialist students get the Level 1 Certification stamped on their transcript before they complete the degree) (1)
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- the Specialist Degree Program change form (1)
- the catalog changes documents that accompany the Certification, Master's, and Specialist Program change forms for:

- catalog course description changes (1)
- catalog program table changes (3)

Please let me know if there are questions or concerns regarding these proposals. Bob

From: [Robert Shockley](#)
To: [Michael Brady](#)
Subject: RE: For COE Department Chairs
Date: Tuesday, September 29, 2020 2:10:00 PM

Thanks Mike.

From: Michael Brady <mbrady@fau.edu>
Sent: Tuesday, September 29, 2020 1:04 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Subject: RE: For COE Department Chairs

Bob – I've read your proposed changes. I don't see any conflicts or unintended overlap with courses or curriculum in the ESE Department.

Good luck with the changes.
MB

Michael P. Brady, PhD
Professor and Chair
Department of Exceptional Student Education
Florida Atlantic University
561-297-3281
mbrady@fau.edu

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Tuesday, September 29, 2020 12:18 PM
To: Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Kathleen Dubois <kdubois4@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>
Subject: FW: For COE Department Chairs
Importance: High

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Please let me know if there are any perceived conflicts with your department's program and/or courses. Thanks. Bob

From: [Paul Peluso](#)
To: [Robert Shockley](#)
Subject: Re: For COE Department Chairs
Date: Tuesday, October 20, 2020 4:28:32 PM
Attachments: [Outlook-e2ypufbu.png](#)

Hi Bob,

First, I do not see any issues with Teaching and Learning.

Second, do you plan to terminate the Law course that you are eliminating, or not?

Finally, because this is a large set of changes, if you could just enumerate what you are doing in a memo, it will help reviewers as this moves outside of the College.

Thanks,

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT
Senior Associate Dean
College of Education

Interim Chair
Department of Teaching and Learning

Professor
Department of Counselor Education

ACA Governing Council Representative, International Association of Marriage and Family Counselors (IAMFC)

Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

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(561) 297-3602 (Dept.)
(561) 297-2309 (Fax)



From: Robert Shockley <SHOCKLEY@fau.edu>

Sent: Tuesday, October 20, 2020 11:41 AM

To: Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>

Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>

Subject: FW: For COE Department Chairs

Colleagues,

Last month I sent this request out regarding proposed program changes to our School Leaders Program. Because I had sent out another request a few days earlier regarding GRE requirements it must have been confusing. With the exception of Mike Brady I have not heard back from any of you on the proposed changes noted below. Please let me know if there are any conflicts with your department programs. Thanks. Bob

From: Robert Shockley

Sent: Tuesday, September 29, 2020 12:18 PM

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Please let me know if there are any perceived conflicts with your department's program and/or courses. Thanks. Bob

From: [Dale Williams](#)
To: [Robert Shockley](#)
Subject: RE: For COE Department Chairs
Date: Tuesday, October 20, 2020 4:12:11 PM

No conflicts. Good luck.
Dale

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Tuesday, October 20, 2020 11:41 AM
To: Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>
Subject: FW: For COE Department Chairs
Importance: High

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Please let me know if there are any perceived conflicts with your department's program and/or courses. Thanks. Bob

From: [Carman Gill](#)
To: [Hanizah Zainuddin](#); [Robert Shockley](#)
Cc: [Dale Williams](#); [Michael Brady](#); [Paul Peluso](#); [Safeeia Azam](#); [Kimberley McKeag](#); [Daniel Reyes-Guerra](#)
Subject: Re: For COE Department Chairs
Date: Tuesday, October 20, 2020 4:33:15 PM

Hi Bob,

There are no perceived conflicts with CE department's program and/or courses. Thanks,
Carman

From: Hanizah Zainuddin <zainuddi@fau.edu>
Sent: Tuesday, October 20, 2020 12:06 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Cc: Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>; Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>
Subject: Re: For COE Department Chairs

Hi Bob:

My deepest apologies. I forgot to inform you earlier that CCEI does not see any conflict with ELDRM's curriculum proposals.

Best wishes,
Hani

Hanizah Zainuddin, Ph.D
Interim Chair and Associate Professor
Dept. of Curriculum, Culture, & Educational Inquiry
ED 347, College Of Education
Boca Raton, FL 33431
Tel: 561-297-3965
Fax: 561-297-2925

“In diversity, there is beauty and there is strength” ~ Maya Angelou

Sent from my iPhone

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<Course Change Form_EDA6946_Internship 2.docx>

<Course Change Form_EDA6947_Internship 3.docx>

<Educational Leadership School Leaders Program Course Changes for Catalog.docx>

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<Final_7_2020_EDA_6946_Partnership.docx>

<Final_7_2020_EDA_6947_Partnership.docx>

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<Masters Degree K-12 Catalog Change.docx>

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<New-Change-Program-Request-Master of Education.pdf>

<New-Change-Program-Request-Specialist (1).pdf>

<Specialist Program K-12 Catalog Change.docx>

From: [Hanizah Zainuddin](#)
To: [Robert Shockley](#)
Cc: [Carman Gill](#); [Dale Williams](#); [Michael Brady](#); [Paul Peluso](#); [Safeeia Azam](#); [Kimberley McKeag](#); [Daniel Reyes-Guerra](#)
Subject: Re: For COE Department Chairs
Date: Tuesday, October 20, 2020 12:06:42 PM

Hi Bob:

My deepest apologies. I forgot to inform you earlier that CCEI does not see any conflict with ELDRM's curriculum proposals.

Best wishes,
Hani

Hanizah Zainuddin, Ph.D
Interim Chair and Associate Professor
Dept. of Curriculum, Culture, & Educational Inquiry
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<New-Change-Program-Request-Specialist (1).pdf>

<Specialist Program K-12 Catalog Change.docx>