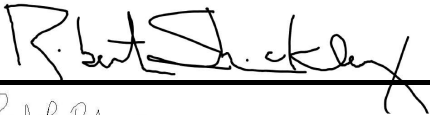




 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Educational Leadership and Research Methodology College Education	
<b>Current Course Prefix and Number</b> EDA 6946	<b>Current Course Title</b> Spring School Leadership Internship	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
<b>Change title to:</b> Internship 2: Spring  <b>Change prefix</b> <b>From:</b> N/A <b>To:</b> N/A  <b>Change course number</b> <b>From:</b> N/A <b>To:</b> N/A  <b>Change credits*</b> <b>From:</b> 2 <b>To:</b> 3  <b>Change grading</b> <b>From:</b> N/A <b>To:</b> N/A  *Review <a href="#">Provost Memorandum</a>	<b>Change description to:</b> N/A  <b>Change prerequisites/minimum grades to:</b> ADE 6381, EDS 6050, EDS 6052, STA 6113, EDS 6100, EDA 6103, & EDA 6945 - with minimum grades of "B-"  <b>Change corequisites to:</b> EDA 6300 EDA 6191  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Date</b> (TERM & YEAR) <i>Spring 2022</i>	<b>Terminate course</b> <b>List final active term</b>	
<b>Faculty Contact/Email/Phone</b>		
<b>Approved by</b> Department Chair _____  College Curriculum Chair _____  College Dean <u>Stephen Silverman</u> UGPC Chair _____  UGC Chair _____  <small>Paul Peluso (Feb 8, 2021 14:32 EST)</small> Graduate College Dean _____  UFS President _____ Provost _____	<b>Date</b> _____ 11/25/2020 _____ 12/2/20 _____ 12/3/2020 _____ Feb 5, 2021 _____ Feb 8, 2021 _____ Feb 8, 2021 _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.



**COURSE NUMBER:** EDA 6946

**COURSE TITLE:** Internship 2: Spring

**COREQUISITE**

EDA 6300: Systems/Community

EDA 6191: Leadership for Social Justice

**CATALOG DESCRIPTION**

**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.

**INSTRUCTOR INFORMATION**

Name:

Office:

Phone Number:

Email Address:

Office Hours:

**COURSE INFORMATION/LOGISTICS**

Semester: Spring

Dates:

Time:

Location:

**REQUIRED TEXT:**

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

**RECOMMENDED TEXT/MATERIALS**

Brunner, C. & Schumaker, P. (1998). Power and gender in the "New View" public schools. *Policy Studies Journal*, 26(1), 30-45.

Carver-Thomas, D., & Darling-Hammond, L. (2017, November 02). What Can We Do About Teacher Turnover? Retrieved June 27, 2018, from <https://www.edutopia.org/article/what-can-we-do-about-teacher-turnover>

Center on Great Teachers and Leaders SEL Social and Emotional Competencies and Skills (CASEL) Retrieved from [https://gtlcenter.org/sites/default/files/SEL\\_Handouts.pdf](https://gtlcenter.org/sites/default/files/SEL_Handouts.pdf)

- Day, D., Gronn, P., & Salas, E. (2004). Leadership capacity in teams. *The Leadership Quarterly*, 15(6), 857-880.
- Derrell, T. (2015, June 3). Formative v. Summative Assessment: What's the Difference? American Intercontinental University. Retrieved from <https://www.aiuniv.edu/blog/2015/june/formative-vs-summative>
- Formative Assessment & Monitoring Student Progress – Focused Instruction, Guided Practice, Collaborative Learning, Independent Learning. Retrieved from <https://schools.archmil.org/CentersofExcellence/DOCsPDFs/Learning-Support-Teams/2015-16/October-8-2015/Formative-Assessments/FormativeAssessmentandMonitoringStudentProgress.pdf>
- Frost Leo, Sheri, and Jane G. Coggshall. "Handout 1: Social and Emotional Learning (SEL) Competencies and Skills." Center on Great Teachers and Leaders at American Institutes for Research, Oct. 2013, Retrieved from [https://www.gtlcenter.org/sites/default/files/SEL\\_Handouts.pdf](https://www.gtlcenter.org/sites/default/files/SEL_Handouts.pdf).
- Great Schools Partnership. (2016, April 21). Equity Definition. Retrieved from <https://www.edglossary.org/equity/>
- Kotter, J. (2008, October 8). Book Excerpt: A Sense of Urgency. Retrieved from <https://hbswk.hbs.edu/item/book-excerpt-a-sense-of-urgency>
- Modeling SEL as a Staff. Retrieved from <https://source.mpls.k12.mn.us/modeling-sel-as-a-staff>
- New Teacher Center (2016). The Big Picture: Comprehensive Systems of Induction. Retrieved from [https://newteachercenter.org/wp-content/uploads/the-big-picture\\_induction-brief.pdf](https://newteachercenter.org/wp-content/uploads/the-big-picture_induction-brief.pdf)
- Power Over v. Power With. Retrieved from <http://thepowerofcollectivewisdom.com/pdfs/power-over.pdf>
- Research Brief: The Informal Formative Assessment Cycle as a Model for Teacher Practice (May 2016). Retrieved from <http://stemteachingtools.org/brief/16>
- Safer, N. and Fleischman, S. (2005). Research matters / How student progress monitoring improves instruction. *Educational Leadership*, 62(5), 81-83.
- Selecting Screening and Progress Monitoring Tools. Retrieved from <https://www.wisconsinpbisnetwork.org/assets/files/External%20Coach%20Material/Selecting%20Tools%20and%20Interventions.pdf>
- Stecker, P., Lembke, E., & Foegen, A. (2008). Using progress-monitoring data to improve instructional decision making. *Preventing School Failure*, 52(2), 48-58.
- Teacherhead (2013, November 16). Getting Started with Lesson Study. Retrieved from <https://teacherhead.com/2013/11/16/getting-started-with-lesson-study-2/>

## 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 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.

#### **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.

### **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): 1.1.2, 1.1.3, 1.1.4, 1.2.2, 1.2.4, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.2.1, 2.2.4, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.4

Florida Principal Leadership Standards (FPLS): 1.1.a, 1.1.b, 1.2.a, 1.2.b, 1.2.c, 1.2.d, 2.2.b, 2.2.c, 2.2.e, 2.3.a, 2.4.a, 2.4.b, 2.4.c, 2.4.d, 2.4.e, 2.4.f, 2.5.a, 2.5.b, 2.5.c, 2.5.e, 3.6.a, 3.7.a, 3.7.c, 3.7.d, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.b

### **COURSE OBJECTIVES**

The learners will:

- Demonstrate the role of a reflective leader to continuously analyze data through progress monitoring and make equitable decisions based on building a culture of learning and urgency to create a dynamic purposeful community.
- Analyze the social and emotional practices evident in their schools and create processes and systems to ensure an equitable and socially just organization.
- Make data driven decisions regarding the hiring of personnel to support authentic learning and create a successful learning organization that supports adult learning and student learning.

### **CONTENT OUTLINE**

The following section lists the course topics, divided into modules (class meetings), with their standards, learning goals, and objectives. This is a brief overview of each module.

<b>Module:</b> 1 of 12	<b>Unit Theme:</b> Progress Monitoring- Understand the Purpose of Progress Monitoring to Improve Teacher Practices
<b>FELE Standards for this module:</b> 1.1.2; 1.3.4; 2.2.1; 3.1.2	
<b>FPLS Addressed for this module:</b> 1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e	

<b>Module:</b> 1 of 12	<b>Unit Theme:</b> Progress Monitoring- Understand the Purpose of Progress Monitoring to Improve Teacher Practices
<b>Learning Goals/Objectives for this Module: Students will be able to:</b>	
<ul style="list-style-type: none"> <li>• Define progress monitoring</li> <li>• Explain the importance and necessity of progress monitoring</li> <li>• Identify best practices for monitoring student progress and teacher performance</li> <li>• Explain ways in which progress monitoring improves teacher practice</li> <li>• Understand and identify the impact of timely decisions</li> </ul>	
<b>Module:</b> 2 of 12	<b>Unit Theme:</b> Progress Monitoring- Understand the value of formative data review to inform PLC plan
<b>FELE Standards for this module:</b> 1.2.4; 1.3.1; 1.3.2; 1.3.4; 2.2.1; 3.1.2	
<b>FPLS Addressed for this module:</b> 1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e	
<b>Learning Goals/Objectives for this Module: Students will be able to:</b>	
<ul style="list-style-type: none"> <li>• Distinguish the differences between informal, formal, and summative assessments</li> <li>• Identify elements needed to select and make a progress monitoring tool</li> <li>• Understand and identify the impact of timely decisions</li> </ul>	
<b>Module:</b> 3 of 12	<b>Unit Theme:</b> Progress Monitoring- Understand the value of formative data review to inform PLC plan
<b>FELE Standards for this module:</b> 1.1.2; 1.1.3; 1.1.4; 1.2.3; 1.2.4; 1.3.2; 1.3.3; 1.3.4; 2.2.1; 3.1.2	
<b>FPLS Addressed for this module:</b> 1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e; 2.4.d; 2.4.e; 2.4.f	
<b>Learning Goals/Objectives for this Module: Students will be able to:</b>	
<ul style="list-style-type: none"> <li>• Utilize sample data analysis protocols to analyze student formative assessment achievement data</li> <li>• Use the PLC process to generate lesson planning based on student data analysis</li> <li>• Understand and identify the impact of timely decisions</li> </ul>	
<b>Module:</b> 4 of 12	<b>Unit Theme:</b> Progress Monitoring - Understand How To Sustain a Culture of Learning and Urgency
<b>FELE Standards for this module:</b> 1.1.2; 1.1.3; 1.1.4; 1.3.1; 1.3.2; 1.3.3; 2.2.1; 2.2.3; 2.2.4; 2.3.2; 3.1.2	
<b>FPLS Addressed for this module:</b> 1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e; 2.4.b; 2.4.c; 2.4.d	
<b>Learning Goals/Objectives for this Module: Students will be able to:</b>	
<ul style="list-style-type: none"> <li>• Discuss the stages of a change process</li> <li>• Explain how the Lesson Study framework is part of the continuous improvement process (Plan, Do, Study, Act)</li> <li>• Provide timely feedback regarding the effectiveness of instruction</li> <li>• Understand and identify the impact of timely decisions</li> </ul>	
<b>Module:</b> 5 of 12	<b>Unit Theme:</b> Progress Monitoring - Understand The Leaders "Power" Role in This Process
<b>Unit Theme:</b> Progress Monitoring - Understand The Leaders "Power" Role in This Process	
<b>FELE Standards for this Module:</b> 2.2.4; 3.1.2; 3.1.3	



<b>Module:</b> 5 of 12	<b>Unit Theme:</b> Progress Monitoring - Understand The Leaders “Power” Role in This Process
<b>FPLS Addressed for this Module:</b> 1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e; 2.4.a; 2.4.d; 3.6.a; 3.7.a; 3.7.d	
<b>Learning Goals/Objectives for this Module:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Identify the elements of a team management leadership style</li> <li>• Distinguish the differences between team performance and team development</li> <li>• Distinguish the behavioral characteristics to understand and identify the impact of timely decisions</li> </ul>	
<b>Module:</b> 6 of 12	<b>Unit Theme:</b> Social Emotional Learning (SEL)
<b>FELE Standards for this module:</b> 1.2.2, 1.4.1, 1.4.2, 1.4.3, 1.4.4	
<b>FPLS Addressed for this module:</b> 1.2.a, 1.2.b, 1.2.c, 1.2.d, 2.4.e, 2.4.f, 2.5.a, 2.5.b, 2.5.c	
<b>Learning Goals/Objectives for this Module:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Make connections of the SEL Competencies to social justice</li> <li>• Examine teaching practices that promotes SEL</li> </ul>	
<b>Module:</b> 7 of 12	<b>Unit Theme:</b> Social Emotional Learning
<b>FELE Standards for this module:</b> 1.4.1, 1.4.2, 1.4.3, 1.4.4	
<b>FPLS Addressed for this module:</b> 1.2.a, 1.2.b, 2.4.e, 2.4.f, 2.5.a, 2.5.b, 2.5.c	
<b>Learning Goals/Objectives for this Module:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Examine the “5 SEL Competencies” as related to school staff</li> <li>• Complete an analysis of SEL practices evident in their school as determined by the school climate survey and other school data</li> </ul>	
<b>Module:</b> 8 of 12	<b>Unit Theme:</b> Social Emotional Learning, Appreciative Administration and Social Justice
<b>FELE Standards for this module:</b> 1.4.1, 1.4.2, 1.4.3, 1.4.4	
<b>FPLS Addressed for this module:</b> 1.2.a, 1.2.b, 2.4.e, 2.4.f, 2.5.a, 2.5.b, 2.5.c	
<b>Learning Goals/Objectives for this Module:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Promote SEL, Appreciative Administration and Social Justice in their schools</li> <li>• Present action plan to support SEL within their schools</li> </ul>	
<b>Module:</b> 9 of 12	<b>Unit Theme:</b> Hiring Process: Observe, participate and lead the hiring process at your school.
<b>FELE Standards for this module:</b> 2.1.1, 2.1.2, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.4.3	
<b>FPLS Addressed for this module:</b> 2.3.a, 3.7.a, 3.7.c, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.d	
<b>Learning Goals/Objectives for this Module:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Gain an understanding of policy and procedures that impact the hiring process</li> <li>• Connect policy and procedures to their schools</li> </ul>	

<b>Module:</b> 10 of 12	<b>Unit Theme:</b> Hiring Process: Observe, participate and lead the hiring process at your school.
<b>FELE Standards for this module:</b> 2.1.1, 2.1.2, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.4.3	
<b>FPLS Addressed for this module:</b> 2.3.a, 3.7.a, 3.7.c, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.d	
<b>Learning Goals/Objectives for this Module:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Understand the rationale for determining staffing needs, selecting, interviewing, placing and improving hiring practices</li> <li>• Develop interview questions based on school needs</li> </ul>	

<b>Module:</b> 11 of 12	<b>Unit Theme:</b> Hiring Process: Observe, participate and lead the hiring process at your school.
<b>FELE Standards for this module:</b> 2.1.1, 2.1.2, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.4.3	
<b>FPLS Addressed for this module:</b> 2.3.a, 3.7.a, 3.7.c, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.d	
<b>Learning Goals/Objectives for this Module:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Understand attributes of an ethical interview process and the types of questions to help measure skills and qualities of candidates</li> <li>• Understand how data driven decisions will help hire, recruit and develop teachers</li> </ul>	

<b>Module:</b> 12 of 12	<b>Unit Theme:</b> Hiring Process: Observe, participate and lead the hiring process at your school.
<b>FELE Standards for this module:</b> 2.1.1, 2.1.2, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.4.3	
<b>FPLS Addressed for this module:</b> 2.3.a, 3.7.a, 3.7.c, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.d	
<b>Learning Goals/Objectives for this Module:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Identify teacher induction, retention and professional development that supports teacher practices</li> <li>• Create suggestion to improve the induction/retention efforts at your site</li> </ul>	

## COURSE REQUIREMENTS

### Competency Assessment

There are three 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**

<b>Grading Rubric for All Tasks</b>					
<b><i>Topic</i></b>	<b><i>Exemplary</i></b>	<b><i>Satisfactory</i></b>	<b><i>Emerging</i></b>	<b><i>Unsatisfactory</i></b>	<b><i>No Attempt</i></b>
<b>Task Content</b>	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.	<i>No attempt made (0 pts.)</i>
<b>Task Elements</b>	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.	<i>No attempt made (0 pts.)</i>
<b>Mentor Evaluation (TPA)</b>	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'	<i>No attempt made (0 pts.)</i>
<b>Timeliness</b>	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.	<i>No attempt made (0 pts.)</i>
<b>Content Grade Calculation</b>	<i>Sum of column above:</i>	<i>Sum of column above:</i>	<i>Sum of column above:</i>	<i>Sum of column above:</i>	<b>TOTAL OF CONTENT GRADE (sum of all values to the left):</b>

<b>Grading Rubric for All Tasks</b>					
<b>Topic</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<p><b>Content &amp; Development</b> <i>The student will use clear and persuasive communication</i></p>	<p>Exhibits a comprehensive, accurate, and persuasive understanding of the topic. Major points are identified and clearly and fully supported. External literature and research used are compelling, current and clearly address the topic. Content and purpose are clear, consistent and compelling. (6 pts.)</p>	<p>Exhibits an accurate and comprehensive understanding of the topic. Major points are identified and adequately supported. External literature and research used are current and address the topic. Content and purpose are clear and consistent. (5 pts.)</p>	<p>Exhibits a general understanding of the topic. Major points are identified but not adequately supported. External literature and research used is included but does not adequately address the topic. Content and purpose are unclear and inconsistent. (4 pt.)</p>	<p>Exhibits a limited understanding of the topic. Major points are poorly identified and not supported. External literature and research used are not adequately included. Content vague and purpose is difficult to determine. (2 pts.)</p>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Organization &amp; Structure</b> <i>The student will provide organized and structured writing.</i></p>	<p>Reveals strong understanding of format and structure and the narrative flows well. Paragraphs clearly connected to the topic and points are fully explained. Paragraph transitions are excellent and compelling. (6 pts.)</p>	<p>Reveals an understanding of format and structure and is easy to follow. Paragraphs connected to the topic and points are explained. Paragraph transitions are clear and help the narrative flow. (5 pts.)</p>	<p>Reveals an understanding of format and structure but is not easy to follow. Paragraphs vaguely connected to the topic but points are explained. Paragraph transitions need improvement. (4 pt.)</p>	<p>Reveals a limited understanding of format and structure. Paragraphs not connected to the topic or points not explained. Paragraphs are disjointed and lack transitions. (2 pts.)</p>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Format and References</b> <i>The student will use appropriate formatting following the APA style.</i></p>	<p>Introduction and conclusions are compelling and major points are concisely previewed or summarized. Citations and references are provided and follow APA style with no errors. (6 pts.)</p>	<p>Introduction and conclusions are clear and major points are previewed or summarized. Citations and references are provided and follow APA style nearly always. (5 pts.)</p>	<p>Introduction and conclusions are present but major points are not previewed or summarized. Citations and references are provided and follow APA style but not consistently. (4 pts.)</p>	<p>Introduction and/or conclusion are missing. Citations and references are not provided when necessary. (2 pts.)</p>	<p><i>No attempt made (0 pts.)</i></p>

<b>Grading Rubric for All Tasks</b>					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<p><b>Mechanics (grammar, spelling, length)</b> <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i></p>	<p>Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. Language clear, precise, invoking interest and attention. Length appropriate as described for the assignment. (6 pts.)</p>	<p>Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. Language appropriate and clear. Length appropriate as described for the assignment. (5 pts.)</p>	<p>Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. Language appropriate for the assignment, yet inconsistent. Over or under length necessary to develop the topic. (4 pts.)</p>	<p>Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. Language inappropriate (jargon or conversational tone.) Inadequate or excessive in length. (2 pts.)</p>	<p><i>No attempt made (0 pts.)</i></p>
<b>Writing Grade Calculation</b>	<i>Sum of column above:</i>	<i>Sum of column above:</i>	<i>Sum of column above:</i>	<i>Sum of column above:</i>	<b>TOTAL OF WRITING GRADE (sum of all values to the left):</b>
<i>TOTAL POINTS FROM CONTENT GRADE (see final column in row 5):</i>					/30
<i>TOTAL POINTS FROM WRITING GRADE (see final column in row 10) / 8:</i>					/3
<b><i>TOTAL POINTS FOR COMPETENCY 1 (sum of previous two rows):</i></b>					<b>/33</b>

<b>ACTIVITY # 3 Progress Monitoring</b>		
<b>FLORIDA PRINCIPAL LEADERSHIP STANDARDS ADDRESSED:</b> 1.1.a; 1.1.b; 1.2.c; 2.2.b; 2.2.c; 2.2.e; 2.4.a; 2.4.b; 2.4.c; 2.4.d; 2.4.e; 2.4.f; 3.6.a; 3.7.a; 3.7.d		
<b>FELE COMPETENCIES AND SKILLS ADDRESSED:</b> 1.1.2; 1.1.3; 1.1.4; 1.2.3; 1.2.4; 1.3.1; 1.3.2; 1.3.3; 1.3.4; 2.1.1; 2.2.1; 2.2.4; 2.3.2; 3.1.2		
<b>Supporting ELRM Coursework:</b>	STA 6113 Statistics (CA1, CA2); ADE 6381 Adult Learning; EDS 6050 Instructional Leadership; EDS 6052 Instructional Leadership 2; EDS 6100 Lead 2: Theory; EDA 6103 Lead 3: Administrative Processes (CA2); EDA 5931 Lead for Social Justice (CA1, CA2); EDA 6300 Community Partnerships and Diversity	
<b>ACTIVITIES</b>		
<i>Observe</i>	<i>Participate</i>	<i>Lead</i>

<b>ACTIVITY #3 Progress Monitoring</b>	
<p>...attend curriculum meetings when ongoing assessments are discussed and created to determine student mastery levels and how student outcomes should be scored and analyzed</p> <p>...attend instructional leadership and/or curriculum council meetings during which multiple sources of student achievement data are reviewed, analyzed, and disaggregated by subgroups</p> <p>...attend a district assessment meeting where progress monitoring assessment/data is reviewed, analyzed, and disaggregated by subgroups</p> <p>...different models of lesson planning</p>	<p>...in the school improvement process and continuous improvement</p> <p>...in the creation of a progress monitoring tool to track multiple student and teacher achievement results (e.g., by school, by classroom, by subject area, by grade level, by student, by subgroups, etc.)</p> <p>...in data analysis meetings and data disaggregation of formative and summative assessment data that address student achievement</p> <p>...in collaborative discussions with teachers and leaders regarding the analyses of students' and teachers' formative and summative data to determine how to improve students' academic performance, close the achievement gap among student subgroups, and teachers' instructional practices</p> <p>...in relevant professional development to improve data literacy and collaboration skills</p>
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan and participate in all class activities</li> <li>• <b>Mentor Coaching Responsibilities:</b> 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.</li> <li>• <b>Consultation:</b> School administrative team; District school improvement lead person</li> </ul>
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write –Up (see Internship Handbook)</li> <li>• <b>Artifact:</b> Develop a portfolio that includes samples of use of a data analysis tool, intentional lesson planning, feedback from their learning community, and discussion with their leadership team.</li> </ul>

<b>FELE &amp; FPLS Standards TASK 3 RUBRIC</b>					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<b>FELE Skill 1.1.2; 1.1.3; FPLS 1.1.b; 2.3.b; 2.5.f</b>	Students will Clearly identify and analyze all areas of greatest need for improvement based on state accountability measures Effectively evaluate students' learning results based on student performance and growth assessments	Students will Identify and analyze most areas of greatest need for improvement based on state accountability measures Evaluate students' most learning results based on student performance and growth assessments	Students will Identify and analyze a few areas of greatest need for improvement based on state accountability measures Evaluate students' a few learning results based on student performance and growth assessments	Students does not Identify and analyze areas of greatest need for improvement based on state accountability measures Evaluate students' learning results based on student performance and growth assessments	Student did not submit

<b>FELE &amp; FPLS Standards TASK 3 RUBRIC</b>					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<b>FELE skill 1.1.4; 1.2.4; 3.1.2 FPLS 2.4.b; 2.5.d</b>	Students will <ul style="list-style-type: none"> <li>· Identify three or more methods of providing meaningful feedback to improve instructional planning and delivery</li> <li>· Identify three or more effective strategies that engage faculty and staff in order to improve academic performance related to the needs of the school</li> <li>· Analyze and evaluate at least four decisions made for providing feedback to determine effectiveness.</li> </ul>	Students will <ul style="list-style-type: none"> <li>· Identify at least two methods of providing meaningful feedback to improve instructional planning and delivery</li> <li>· Identify at least two effective strategies that engage faculty and staff in order to improve academic performance related to the needs of the school</li> <li>· Analyze and evaluate at least three decisions made for providing feedback to determine effectiveness.</li> </ul>	Students will <ul style="list-style-type: none"> <li>· Identify at least one method of providing meaningful feedback to improve instructional planning and delivery</li> <li>· Identify at least one effective strategy that engages faculty and staff in order to improve academic performance related to the needs of the school</li> <li>· Analyze and evaluate fewer than three decisions made for providing feedback to determine effectiveness.</li> </ul>	Student does not <ul style="list-style-type: none"> <li>· Identify at least one method of providing meaningful feedback to improve instructional planning and delivery</li> <li>· Identify at least one effective strategy that engages faculty and staff in order to improve academic performance related to the needs of the school</li> <li>· Analyze and evaluate fewer than three decisions made for providing feedback to determine effectiveness.</li> </ul>	Student did not submit

<b>FELE &amp; FPLS Standards TASK 3 RUBRIC</b>					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<p><b>FELE skill</b> <b>1.3.1; 1.3.2;</b> <b>2.2.4;1.3.3;</b> <b>1.2.3</b> <b>FPLS 1.2.c;</b> <b>1.2.d; 2.3.d;</b> <b>2.4.d</b></p>	<p>Students will</p> <ul style="list-style-type: none"> <li>· Clearly identify and effectively implement all district evaluation and monitoring strategies that assure the FEAPS are implemented through effective instruction</li> <li>· Appropriately analyze and assess all teaching practices using district procedures in order to improve a teacher's instructional planning and performance and that create high expectations for students.</li> <li>· Appropriately Identify and evaluate instructional effectiveness of faculty utilizing district adopted classroom observations, rigorous and culturally relevant instructional methods and student assessment outcomes</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>· Identify and implement some district evaluation and monitoring strategies that assure the FEAPS are implemented through effective instruction</li> <li>· Appropriately analyze and assess some teaching practices using district procedures in order to improve a teacher's instructional planning and performance and that create high expectations for students.</li> <li>· Appropriately identify and evaluate instructional effectiveness of faculty utilizing some district adopted classroom observations, rigorous and culturally relevant instructional methods and student assessment outcomes.</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>· Identify and implement a few district evaluation and monitoring strategies that assure the FEAPS are implemented through effective instruction</li> <li>· Appropriately analyze and assess limited teaching practices using district procedures in order to improve a teacher's instructional planning and performance and that create high expectations for students.</li> <li>· Appropriately identify and evaluate instructional effectiveness of faculty utilizing a few district adopted classroom observations, rigorous and culturally relevant instructional methods and student assessment outcomes.</li> </ul>	<p>Students do not</p> <ul style="list-style-type: none"> <li>· Identify and implement a few district evaluation and monitoring strategies that assure the FEAPS are implemented through effective instruction</li> <li>· Appropriately analyze and assess limited teaching practices using district procedures in order to improve a teacher's instructional planning and performance and that create high expectations for students.</li> <li>· Appropriately identify and evaluate instructional effectiveness of faculty utilizing a few district adopted classroom observations, rigorous and culturally relevant instructional methods and student assessment outcomes</li> </ul>	<p>Student did not submit</p>



<b>FELE &amp; FPLS Standards TASK 3 RUBRIC</b>					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<p><b>FELE skill 1.3.4</b> <b>FPLS 2.3.c; 2.3.e; 2.4.e; 2.5.e</b></p>	<p>Students will: · Appropriately identify and implement effective and appropriate formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula as part of the professional learning community.</p>	<p>Students will: · Appropriately identify and implement some effective and appropriate formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula as part of the professional learning community.</p>	<p>Students will: · Appropriately identify and implement a few effective and appropriate formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula as part of the professional learning community.</p>	<p>Students do not: · Appropriately identify and implement a few effective and appropriate formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula as part of the professional learning community.</p>	<p>Student did not submit</p>
<p><b>FELE skill 2.1.1</b> <b>FPLS 2.4.c</b></p>	<p>Students will: · Appropriately analyze and assess at least four processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.</p>	<p>Students will: · Appropriately analyze and assess at least three processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.</p>	<p>Students will: · Appropriately analyze and assess at least two processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.</p>	<p>Students do not: · Appropriately analyze and assess at least two processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.</p>	

<b>FELE &amp; FPLS Standards TASK 3 RUBRIC</b>					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<b>FELE skill 2.2.1; 2.3.2 FPLS 1.2.a; 2.4.a; 2.4.f; 3.6.a; 3.6.d; 3.7.d</b>	Students will: · Identify and evaluate all professional learning that focuses on student performance as it relates to a school's goals and objectives through the professional learning community · Identify at least two effective strategies that provide leadership roles in the professional learning community when appropriate and delegate tasks.	Students will: · Identify and evaluate most professional learning that focuses on student performance as it relates to a school's goals and objectives through the professional learning community · Identify at least one effective strategy that provides leadership roles in the professional learning community when appropriate and delegate tasks..	Students will: · Identify and evaluate some professional learning that focuses on student performance as it relates to a school's goals and objectives through the professional learning community · Identify at least one effective strategy that provides leadership roles in the professional learning community when appropriate and delegate tasks., however the strategy is not effective.	Students do not: · Identify and evaluate some professional learning that focuses on student performance as it relates to a school's goals and objectives through the professional learning community · Identify at least one effective strategy that provides leadership roles in the professional learning community when appropriate and delegate tasks..	Student did not submit

<b>Task # 4</b>	
<i>Social Emotional Learning</i>	
<b>FLORIDA PRINCIPAL LEADERSHIP STANDARDS ADDRESSED:</b> 1.2.a, 1.2.b, 1.2.c, 1.2.d, 2.4.e, 2.4.f, 2.5.a, 2.5.b, 2.5.c	
<b>FELE COMPETENCIES AND SKILLS ADDRESSED:</b> 1.2.2, 1.4.1, 1.4.2, 1.4.3, 1.4.4	
<b>Supporting ELRM Coursework:</b>	STA 6113 Statistics (data analysis); ADE 6381 Adult Learning (CA 2); EDS 6050 Instructional Leadership (CA 1); EDS 6052 Instructional Leadership 2 (CA 1); EDS 6100 Lead 2 Theory (CA 1); EDA 6103 Lead 3 (CA 1); Administrative Processes; EDA 5931 Lead for Social Justice (CA 2); EDA 6300 Community Partnerships and Diversity (CA 1)
<b>ACTIVITIES</b>	
<i>Observe</i>	<i>Participate</i>
... SEL strategies/practices that are evident and those not evident in your school setting for both students and teachers.	....in a one day Professional Development Training on SEL and Appreciative Administration to gain a better understanding of practices and strategies utilized in the school setting and how SEL and Appreciative Administration are connected to Social Justice.
	<i>Lead</i>
	... a digital presentation of your school action plan to your PLC through the lens of SEL, Appreciative Administration and Social Justice to receive feedback and make revisions. Include in the plan how you would assist the PLC team to understand and apply SEL and Appreciative Administration practices in the school setting.
<b>STRATEGIES:</b>	<b>Required for All Activities:</b> An understanding of SEL, Appreciative Administration and Social Justice <b>Related Professional Development:</b> SEL / Appreciative Administration Professional Development Day <b>Consultation:</b> School principal

<b>Task # 4</b> <i>Social Emotional Learning</i>	
<b>PERFORMANCE ASSESSMENT:</b>	<b>Artifact: Presentation of Action Plan</b>

<b>FELE &amp; FPLS Standards TASK 4 RUBRIC</b>					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<b>FELE Skill 1.2.2</b> <b>FPLS 1.2.b; 1.2.c; 1.2.d</b>	Students will: Clearly Identify and effectively analyze all areas of greatest need for improvement in SEL practices within the school as related to academic improvement.	Students will: Identify and effectively analyze most areas of greatest need for improvement in SEL practices within the school as related to academic improvement.	Students will: Identify and effectively analyze some areas of greatest need for improvement in SEL practices within the school as related to academic improvement.	Students do not: Identify and effectively analyze some areas of greatest need for improvement in SEL practices within the school or do not relate to academic improvement.	The student does not submit
<b>FELE Skill 1.4.1, 1.4.2, 1.4.3</b> <b>FPLS 1.2.a; 1.2.b; 2.4.e; 2.4.f; 2.5.a; 2.5.b; 2.5.c</b>	tudents will: Clearly identify at least four appropriate SEL and Appreciative Administration strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students Select and implement at least four appropriate SEL and Appreciative Administration practices that value diversity as an asset in the development and implementation	tudents will: Identify at least three appropriate SEL and Appreciative Administration strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students Select and implement at least three appropriate SEL and Appreciative Administration strategies to use within the PLC that create a culture focused on building a foundation for life in a diverse democratic society and global economy Clearly analyze and select at least four SEL and Appreciative Administration practices that value diversity as an asset in the development and implementation of procedures and	tudents will: Identify at least two appropriate SEL and Appreciative Administration strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students Select and implement at least two appropriate SEL and Appreciative Administration strategies to use within the PLC that create a culture focused on building a foundation for life in a diverse democratic society and global economy Clearly analyze and select at least two SEL and Appreciative Administration practices that value diversity as an asset in the development and implementation of procedures and	tudents do not: Identify at least two appropriate SEL and Appreciative Administration strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students Implement at least two appropriate SEL and Appreciative Administration strategies to use within the PLC that create a culture focused on building a foundation for life in a diverse democratic society and global economy Clearly analyze and select at least two SEL and Appreciative Administration practices that value diversity as an asset in the development and implementation of procedures and	The student does not submit

<b>FELE &amp; FPLS Standards TASK 4 RUBRIC</b>					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
	of procedures and practices within the PLC	practices within the PLC	practices within the PLC	practices within the PLC	
<b>FELE Skill 1.4.4</b> <b>FPLS 1.2.b; 2.4.f</b>	Students will: Clearly identify and fully implement within the PLC, effective and recurring monitoring and feedback processes that support SEL and Appreciative Administration practices.	Students will: Identify within the PLC, feedback processes that support SEL and Appreciative Administration practices however the process are partially implemented.	Students will: Identify within the PLC, somewhat feedback processes that support SEL and Appreciative Administration practices however the process are not effectively implemented.	Students do not: Identify within the PLC, somewhat feedback processes that support SEL and Appreciative Administration practices and the process are not effectively implemented.	The student does not submit

<b>Task # 5</b>	
Hiring Process	
<b>FLORIDA PRINCIPAL LEADERSHIP STANDARDS ADDRESSED:</b> 2.3.a, 3.7.a, 3.7.c, 3.7.e, 3.8.c, 3.9.a, 3.9.b, 4.10.d	
<b>FELE COMPETENCIES AND SKILLS ADDRESSED:</b> 2.1.1, 2.1.2, 2.3.3, 2.4.1, 2.4.2, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.4.3	
<b>Supporting ELRM Coursework:</b>	STA 6113 Statistics (CA1); ADE 6381 Adult Learning (CA1); EDS 6050 Instructional Leadership (CA1); EDS 6052 Instructional Leadership 2 (Identification, Selection and Retention of Quality Staff); EDS 6100 Lead 2: Theory (CA1); EDA 6103 Lead 3: Administrative Processes (CA2); EDA 5931 Lead for Social Justice (CA2); EDA 6300 Community Partnerships and Diversity (CA2)
<b>ACTIVITIES</b>	
<i>Observe</i>	<i>Participate</i>
<p>...the process for determining and understanding policies and procedures that impact the hiring process</p> <p>...the process for determining staffing needs</p> <p>...the process for selecting, interviewing, placing and improving hiring practices</p> <p>...the process to help hire, recruit, and develop teachers</p>	<p>...in a discussion with your principal and/or HR department to understand the hiring policies and procedures</p> <p>...in a discussion to determine staffing needs that support positive shifts in the culture of teaching and learning</p> <p>...in a discussion to determine ethical interview questions to help measure skills and qualities of potential candidates</p> <p>...in an discussion with your school leadership team or district professionals to understand the incentives and professional development available for new teachers</p>
	<i>Lead</i>
	<p>...a job fair committee or job fair process</p> <p>...a portion of a school-based interview committee process</p> <p>...a professional development for new teachers</p> <p>...a plan for retention and/or incentives for new teachers</p>

<b>Task # 5</b> Hiring Process	
<b>STRATEGIES:</b>	<p><b>Required for All Activities:</b> Plan and participate in all class activities</p> <p><b>Mentor Coaching Responsibilities:</b> Provide access for mentee to all hiring practices, interview questions, application and selection process, support to induct and retain teachers after hire. Document professional development for new teachers, review and discuss all documentation. Monitor and document mentee's internship log. Complete the Task Performance Assessment.</p> <p><b>Consultation:</b> School administrative team; District human resource contact department, hiring department.</p>
<b>PERFORMANCE ASSESSMENT:</b>	<p><b>Required for All Activities:</b> Activity Reflection Write –Up (see Internship Handbook).</p> <p><b>Artifact:</b> Job Fair documentation, interview questions, professional development documentation for new teachers, plan for retention and/or incentives for new teachers.</p>

<b>FELE &amp; FPLS Standards TASK 5 RUBRIC</b>					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<b>FELE</b> <b>Skill 2.1.1,</b> <b>2.1.2, 2.3.3</b> <b>FPLS</b> <b>3.7.a;</b> <b>3.7.c;</b> <b>3.9.b</b>	The student completely analyzes and assesses processes and methods of recruiting and employing a diverse faculty strategies to induct new faculty to the school culture strategies to provide succession planning in key positions	The student analyzes and assesses most processes and methods of recruiting and employing a diverse faculty strategies to induct new faculty to the school culture strategies to provide succession planning in key positions	The student analyzes and assesses a few processes and methods of recruiting and employing a diverse faculty strategies to induct new faculty to the school culture strategies to provide succession planning in key positions	The student does not analyze and/or assess processes and methods of recruiting and employing a diverse faculty strategies to induct new faculty to the school culture strategies to provide succession planning in key positions	The student does not submit

<b>FELE &amp; FPLS Standards TASK 5 RUBRIC</b>					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<b>FELE Skill 2.4.1; 3.4.3</b>	The student will identify all appropriate behaviors for hiring staff as presented in federal and state law, policies, procedures and in the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Educational profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006	The student will identify most appropriate behaviors for hiring staff as presented in federal and state law, policies, procedures and the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Educational profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006	The student will identify a few behaviors for hiring staff as presented in federal and state law, policies, procedures and the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Educational profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006	The student does not identify appropriate behaviors for hiring staff as presented in federal and state law, policies, procedures and the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Educational profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006	The student does not submit
<b>FELE Skill 2.4.2 FPLS 3.7.a; 4.10.d</b>	The student identifies examples of resilient behaviors that maintain focus on the school vision within each of the following processes: the hiring, interviewing, professional development, and retention plan.	The student identifies examples of resilient behaviors that maintain focus on the school vision within three of the following processes: the hiring, interviewing, professional development, and retention plan.	The student identifies examples of resilient behaviors that maintain focus on the school vision within two of the following processes: the hiring, interviewing, professional development, and retention plan.	The student does not identify examples of resilient behaviors that maintain focus on the school vision of the following processes: the hiring, interviewing, professional development, and retention plan	The student does not submit
<b>FELE Skill 2.4.4</b>	The student will identify at least four processes that create and support sustainable and collaborative relationships.	The student will identify at least three processes that create and support sustainable and collaborative relationships.	The student will identify two processes that create and support sustainable and collaborative relationships.	The student identifies fewer than two processes that create and support sustainable and collaborative relationships.	The student does not submit

<b>FELE &amp; FPLS Standards TASK 5 RUBRIC</b>					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<b>FELE Skill 3.1.1; 3.1.2; FPLS 3.7.e; 3.9a</b>	The student will analyze, prioritize and evaluate all decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance as part of hiring process.	The student will analyze, prioritize and evaluate most decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance as part of hiring process.	The student will analyze, prioritize and evaluate a few decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance as part of hiring process.	The student does not analyze, prioritize and evaluate decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance as part of hiring process.	The student does not submit
<b>FELE Skill 3.1.4; 3.2.4; FPLS 3.8.c</b>	The student will select all appropriate steps in a change process that effectively facilitates implementations of new policies or procedures as related to the hiring, induction, or retention process and evaluate the process for effective strategies for managing schedules and delegating responsibilities.	The student will select most appropriate steps in a change process that effectively facilitates implementations of new policies or procedures as related to the hiring, induction, or retention process and evaluate the process for effective strategies for managing schedules and delegating responsibilities.	The student omits some steps in a change process that effectively facilitates implementations of new policies or procedures as related to the hiring, induction, or retention process and evaluate the process for effective strategies for managing schedules and delegating responsibilities.	The student does not select steps in a change process that effectively facilitates implementations of new policies or procedures as related to the hiring, induction, or retention process and evaluate the process for effective strategies for managing schedules and delegating responsibilities.	The student does not submit

### **Journals: Reflective Decision Making**

A major goal of this course is to promote students' capacity as reflective decision makers. Students will meet this goal through reflective journal writing based on the learning in each module, class discussions, and the work they are conducting at their respective schools. This assignment will be assessed using the standard School Leaders Master's Program Reflective Writing Rubric.

### **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.

### 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 for the purpose of calculating 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 Total Possible Points	Point Value
Progress Monitoring Task	25
SEL Task	25
Hiring Task	25
SEL Presentation (Module 8)	10
Hiring Activity (Module 12)	5
Progress Monitoring Activity (Module 5)	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	93-100	= 4.0	C	73-76	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-66	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	Below 60	= 0.00

### SCHOOL LEADERS MASTER'S PROGRAM STANDARD RUBRICS

The following rubrics are used across the School Leaders Master's Program to evaluate student performance. Please refer to your instructor for further explanation of rubrics. Students should understand that "Satisfactory" is the "Passing" rating for assessment. Rubrics are developed so that the sum of the scores is used to develop a "Passing" grade.

#### Reflective Writing Rubric

This rubric is for reflection assignments on readings, class discussions, presentations, and website information. Note that the self-reflection section is to be written in the first person.

- 1) Synthesis of Learning
  - a. Provides a clear synthesis of information related to the unit topic.
  - b. Includes appropriate citations for references
- 2) Personal reflections:
  - a. How does what you learned apply to your current leadership?
  - b. What challenges do you foresee as you grow in your leadership?



<b>School Leaders Master's Program Reflective Writing Rubric</b>					
<b>Topic</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<b>Synthesis of Learning</b> <i>Synthesis of information related to the topic.</i>	Provides a thorough synthesis of information related to the concepts presented in class. (6 pts.)	Provides a basic synthesis of information related to the concepts presented in class. (5 pts.)	Provides a limited synthesis of information related to the concepts presented in class. (4 pts.)	Does not synthesize the information related to the concepts presented in class. (2 pts.)	The student did not submit. (0 pts.)
<b>Personal Reflection</b> <i>First Person writing</i>	Provides a meaningful personal connection to the readings, presentations, learning activities and demonstrates a deep personal understanding of the topic. (6 pts.)	Provides a basic personal connection to the readings, presentations, learning activities and demonstrates a basic personal understanding of the topic. (5 pts.)	Provides a limited personal connection to the readings, presentations, learning activities and demonstrates a limited personal understanding of the topic. (4 pts.)	Does not make a personal connection to the readings, presentations, learning activities and does not demonstrate a personal understanding of the topic. (2 pts.)	The student did not submit. (0 pts.)

### School Leaders Master's Program Writing Rubric

This rubric is for all non-reflection written assignments. All written assignments should follow APA style. This rubric will be incorporated within the specific rubric of each written assignment.

<b>School Leaders Master's Program Writing Rubric</b>					
<b>Topic</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<b>Content &amp; Development*</b> <i>The student will use clear and persuasive communication</i>	<ul style="list-style-type: none"> <li>- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.</li> <li>- Major points are identified and clearly and fully supported.</li> <li>- External literature and research used are compelling, current and clearly address the topic.</li> <li>- Content and purpose are clear, consistent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an accurate and comprehensive understanding of the topic.</li> <li>- Major points are identified and adequately supported.</li> <li>- External literature and research used are current and address the topic.</li> <li>- Content and purpose are clear and consistent. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a general understanding of the topic.</li> <li>- Major points are identified but not adequately supported.</li> <li>- External literature and research used is included but does not adequately address the topic.</li> <li>- Content and purpose are unclear and inconsistent. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a limited understanding of the topic.</li> <li>- Major points are poorly identified and not supported.</li> <li>- External literature and research used are not adequately included.</li> <li>- Content vague and purpose is difficult to determine. (2 pts.)</li> </ul>	<i>No attempt made (0 pts.)</i>

<b>School Leaders Master's Program Writing Rubric</b>					
<b>Topic</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<p><b>Organization &amp; Structure*</b> <i>The student will provide organized and structured writing.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> <li>- Reveals strong understanding of format and structure and the narrative flows well.</li> <li>- Paragraphs clearly connected to the topic and points are fully explained.</li> <li>- Paragraph transitions are excellent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure and is easy to follow.</li> <li>- Paragraphs connected to the topic and points are explained.</li> <li>- Paragraph transitions are clear and help the narrative flow. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure but is not easy to follow.</li> <li>- Paragraphs vaguely connected to the topic but points are explained</li> <li>- Paragraph transitions need improvement. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals a limited understanding of format and structure.</li> <li>- Paragraphs not connected to the topic or points not explained.</li> <li>- Paragraphs are disjointed and lack transitions. (2 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Format and References</b> <i>The student will use appropriate formatting following the APA style.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are compelling and major points are concisely previewed or summarized.</li> <li>- Citations and references are provided and follow APA style with no errors. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are clear and major points are previewed or summarized.</li> <li>- Citations and references are provided and follow APA style nearly always. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are present but major points are not previewed or summarized.</li> <li>- Citations and references are provided and follow APA style but not consistently. (4 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and/or conclusion are missing.</li> <li>- Citations and references are not provided when necessary. (2 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Mechanics (grammar, spelling, length)</b> <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> <li>- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary.</li> <li>- Language clear, precise, invoking interest and attention.</li> <li>- Length appropriate as described for the assignment. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary.</li> <li>- Language appropriate and clear.</li> <li>- Length appropriate as described for the assignment. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary.</li> <li>- Language appropriate for the assignment, yet inconsistent.</li> <li>- Over or under length necessary to develop the topic. (4 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary.</li> <li>- Language inappropriate (jargon or conversational tone.)</li> <li>- Inadequate or excessive in length. (2 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p>*NOTE: When incorporated within an assessment rubric, the total points from this Master's Program Writing Rubric will be divided by 4, 6, or 8 to make the maximum value of the writing either 6, 4, or 3 points towards the total value of the written assignment.</p>					

<b>School Leaders Master's Program Class Participation Rubric</b>					
	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<b>Preparation</b>	Fully prepared shows evidence of readings and presentations. (6 pts.)	Mostly prepared, shows evidence of some readings and some presentations. (5 pts.)	Minimally prepared, shows little evidence of readings and presentations. (4 pts.)	Not prepared, does not show evidence of readings and presentations. (2 pts.)	The student did not participate. (0 pts.)
<b>Group Activities</b>	Fully engaged in group activity, works with team to produce a high-quality product, supports all team members in the work. (6 pts.)	Somewhat engaged in group activity, works with team, the group product is satisfactory, supports some team members in the work. (5 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. (4 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. (2 pts.)	The student did not participate. (0 pts.)
<b>Class Discussions</b>	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. (6 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. (5 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. (4 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. (2 pts.)	The student did not participate. (0 pts.)
<b>Punctuality</b>	On time and ready to work prior to the beginning of class and at the termination of all breaks, always in attendance at class. (6 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. (5 pts.)	Late to class at least once and sometimes late at the termination of breaks, always in attendance at class. (4 pts.)	Late to class more than once and sometimes late at the termination of breaks, Misses a day of class. (2 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.					

### 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](mailto: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](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>.

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# 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 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-"*

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.



**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

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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.
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Please find also attached:

- the updated syllabi for the internships (3)
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- 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](mailto:mbrady@fau.edu)

---

**From:** Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>  
**Sent:** Tuesday, September 29, 2020 12:18 PM  
**To:** Carman Gill <[gillc@fau.edu](mailto:gillc@fau.edu)>; Dale Williams <[DWILLIAM@fau.edu](mailto:DWILLIAM@fau.edu)>; Hanizah Zainuddin <[zainuddi@fau.edu](mailto:zainuddi@fau.edu)>; Michael Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>; Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>  
**Cc:** Safeeia Azam <[Sazam1@fau.edu](mailto:Sazam1@fau.edu)>; Kimberley McKeag <[kmckeag@fau.edu](mailto:kmckeag@fau.edu)>; Kathleen Dubois <[kdubois4@fau.edu](mailto:kdubois4@fau.edu)>; Daniel Reyes-Guerra <[dreyes@fau.edu](mailto: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](#)

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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)

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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

**To:** Carman Gill <Gillc@fau.edu>; Dale Williams <dwilliam@fau.edu>; Hanizah Zainuddin <zainuddin@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>

**Cc:** 'Safeeia Azam' (sazam1@fau.edu) <sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; 'kdubois4@fau.edu' (kdubois4@fau.edu) <kdubois4@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>

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**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>  
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---

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**Sent:** Tuesday, September 29, 2020 12:18 PM  
**To:** Carman Gill <[Gillc@fau.edu](mailto:Gillc@fau.edu)>; Dale Williams <[dwilliam@fau.edu](mailto:dwilliam@fau.edu)>; Hanizah Zainuddin <[zainuddi@fau.edu](mailto:zainuddi@fau.edu)>; Michael Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>; Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>  
**Cc:** 'Safeeia Azam' ([sazam1@fau.edu](mailto:sazam1@fau.edu)) <[sazam1@fau.edu](mailto:sazam1@fau.edu)>; Kimberley McKeag <[kmckeag@fau.edu](mailto:kmckeag@fau.edu)>; 'kdubois4@fau.edu' ([kdubois4@fau.edu](mailto:kdubois4@fau.edu)) <[kdubois4@fau.edu](mailto:kdubois4@fau.edu)>; Daniel Reyes-Guerra <[dreyes@fau.edu](mailto:dreyes@fau.edu)>  
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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

On Oct 20, 2020, at 11:41 AM, Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)> wrote:

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Cc: 'Safeeia Azam' ([sazam1@fau.edu](mailto:sazam1@fau.edu)) <[sazam1@fau.edu](mailto:sazam1@fau.edu)>; Kimberley McKeag <[kmckeag@fau.edu](mailto:kmckeag@fau.edu)>; 'kdubois4@fau.edu' ([kdubois4@fau.edu](mailto:kdubois4@fau.edu)) <[kdubois4@fau.edu](mailto:kdubois4@fau.edu)>; Daniel Reyes-Guerra <[dreyes@fau.edu](mailto:dreyes@fau.edu)>  
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<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:

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Hanizah Zainuddin, Ph.D  
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Cc: 'Safeeia Azam' (<[sazam1@fau.edu](mailto:sazam1@fau.edu)> <[sazam1@fau.edu](mailto:sazam1@fau.edu)>); Kimberley McKeag <[kmckeag@fau.edu](mailto:kmckeag@fau.edu)>; 'kdubois4@fau.edu' (<[kdubois4@fau.edu](mailto:kdubois4@fau.edu)> <[kdubois4@fau.edu](mailto:kdubois4@fau.edu)>)  
<[kdubois4@fau.edu](mailto:kdubois4@fau.edu)>; Daniel Reyes-Guerra <[dreyes@fau.edu](mailto:dreyes@fau.edu)>  
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<Level 1 Certification K-12 Program Catalog Change.docx>

<Masters Degree K-12 Catalog Change.docx>

<New-Change-Program-Request-Level 1 Certification Program.pdf>

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

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

<Specialist Program K-12 Catalog Change.docx>