

PVAMU Course Syllabus
EDUL 7223: Educational Governance
Whitlowe R. Green College of Education
Department of Educational Leadership & Counseling

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Office Hours: Mondays 8:00 a.m. -2:30 p.m.; Thursdays 9:00 a.m. – 3:30 p.m.; and Saturdays 9:00 a.m.-11:00 a.m.

Course Location: Virtual Campus

Class Meeting Days & Times: Online

Course Abbreviation and Number: EDUL 7223

Catalog Description

EDUL 7223. Educational Governance. (3-0) Credit 3. Examines school governance and the current practices related to governance in education. Class participants will have the opportunity to create and or refine their understanding of governance with the exploration of current issues in the governance process. Prerequisite: Admission to doctoral program.

Required Texts:

(a) Sergiovanni, T. J., Kelleher, P., McCarthy, M. M., Fowler, F. C. (2009). *Educational governance and administration*, 6th ed. Boston, MA: Pearson Education, Inc.

ISBN-10: 0205581935; ISBN-13: 9780205581931

(b) Duderstadt, J & Womack, F. W. (2004). *The future of the public university in America: Beyond the crossroads*.

ISBN 13: 9780801880629

(c) Course Reader – See page 13 of the syllabus for the specified articles

(d) Collins, J. & Hansen, M. T. (2011). *Great by choice: Uncertainty, Chaos, and Luck-- Why Some Thrive Despite Them All*. New York, NY: Harper Business, Inc.

ISBN-10: 0062120999 ; ISBN-13: 978-0062120991

Recommended Text: American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

Access to Learning Resources:

PVAMU Library, phone (936) 261-1500; web: <http://www.tamu.edu/pvamu/library/>

University Bookstore, phone (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Goals or Overview: The goal of the course is to provide students with a substantive exploration of issues, challenges, and concepts related to educational governance on a national, state, and local level in k-12 and university level settings.

Objectives:

1. Students will understand the historical significance and present usage of governance models in operation at the state and local level.
2. Students will understand the levels of educational governance structures on the local, state, and national levels for K-12 schools.
3. Students will understand the levels of educational governance structures on the local, state, and national levels for universities and colleges.
4. Students will evaluate policies of governance stake-holders at the federal, state, and local level.
5. Students will explore the influence of federal and state legislative bodies on policy decisions of chief state and local district educational leaders.
6. Students will become apprised of current issues and challenges facing leaders concerning governance at the local, state, and national level.
7. Students will engage in problem-based learning activities surrounding governance decisions in schools.
8. Students will evaluate the effectiveness of different governance models for use in state school structures.

National Council of Professors of Educational Administration - NCPEA Knowledge Base Domains

1. Historical, social, cultural & philosophical foundations.
2. Research methods.
3. Learning theory.
4. Curriculum.
5. Student services.
6. Administration of special programs.
7. Personnel/ *Human Resource Management*.
8. Educational management.
9. Educational leadership.

10. Human relations.
11. Organizational change.
12. Site-based leadership.
13. School law and policy.
14. School business and finance.
15. School public relations.
16. School facilities.
17. District leadership.
18. Educational leadership preparation.
19. Technology leadership.
20. International contributions.

Course Objectives/Accrediting Body –Standards Met: See below.
ELCC Standards - [http://www.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf)

Educational Leadership Constituent Council Standards:

Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operation, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Texas Administrator Standards

Competency 001-The principal knows how to shape campus culture by facilitating the development, articulation implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 003 The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Competency 004 The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 005 The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006 The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, selects and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 007 The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Competency 008 the principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

TExES Domains/Standards/Competencies

The following **ExCET** domains/standards/competencies will be addressed:

Domain I	(D-I):	School Community Leadership
Domain II	(D-II):	Instructional Leadership
Domain III	(D-III):	Administrative Leadership

Standard 1: Learner-Centered Values and Ethics

Standard 2: Learner-Centered Leadership and Campus Culture

Standard 3: Learner-Centered Human Resource Leadership and Management

Standard 4: Learner-Centered Communication and Community Relations

Standard 5: Learner-Centered Organizational Leadership and Management

Standard 6: Learner-Centered Curriculum Planning and Development
Standard 7: Learner-Centered Instructional Leadership Management

Course Procedures/Submission of Assignments:

Field & Instructional Leadership Development	100 points
Instructional Conversation & Online Participation	320 points
National Education Agenda Analysis Essay	300 points
Final Examination	180 points
iREAD Selection Narrative Reflections	100 points

Grading Distribution Scale:

- A = 95 – 100
- B = 94 – 85
- C = 84 – 75
- D = 74 – 65
- F = 64 pts. Or below

University Calendar – The academic calendar can be found at

<http://www.pvamu.edu/Include/Registrar/Calendar/2012/Spring%202012.pdf>.

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
5. Autoplagiarism: recycling content printed verbatim that was authored in previous documents.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Instructor Policies and Procedures: See syllabus contract addendum.

New University Policies and Regulations

***Effective Fall 2011**

New Policy: Withdrawal from the University (Undergraduates Only):

When an **Undergraduate** student withdraws from all classes...

- A registration hold will be placed on the student's record.
- Consultation with the respective department for advisement is REQUIRED to have hold lifted to allow future registration at the University.

New Policy: +/-Transfer Grades Regulation (Undergraduate and Graduate):

- The + and/or – **WILL NOT** be considered in the evaluation. *The grade transferred will report as grade earned, for example C- will transfer as a C.*
- This regulation **IS NOT** retroactive.
- This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

Grade Replacement Regulation (Undergraduate Students Only):

- Students will have the option to replace up to 12 semester credit hours of courses where a C, D or F is earned in a course, effective with courses taken fall 2011.
- Students would have to request to replace the course by the Census Date (12th class date) of the following semester.
- Grades repeated but not replaced will be averaged in the cumulative grade point average.

Administrative Drop (All Students):

- Students who do not attend “at least one day” of class by **February 14, 2012**, will be administratively dropped from that course. **PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.**
- If a student is subsequently dropped from **ALL** of their courses; they will automatically be **WITHDRAWN** from the university.
- Students will be notified of their Administrative Drop via email.
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QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR'S OFFICE AT (936) 261-1049.

Department of Educational Leadership and Counseling Policies

Certification Students ONLY

All students pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education
Office of Teacher Education
Delco Bldg., Room 302
P. O. Box 519; Mail Stop 2425
Prairie View, Texas 77446-0519
Tel: (936) 261-3605

All students pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

WWW.CERTIFYTEACHER.COM

TEExES Practice Materials and Exams

The Whitlowe R. Green College of Education has purchased TExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. Students are strongly encouraged to visit the lab to review materials and take the practice exams to increase success on the TExES examinations.

University Calendar – The academic calendar can be found at

<http://www.pvamu.edu/Include/Registrar/Calendar/2012/Spring%202012.pdf>.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: *Renee R. Williams*
Title: Equal Opportunity Compliance Officer/Title IX Coordinator
Institution: Prairie View A&M University
Office of Student Affairs & Institutional Relations
Address: P.O. Box 519: MS 1107
A.I. Thomas Building, St 013
Prairie View, Texas 77446
Telephone: 936-261-2123
Fax: 936-261-2138
Email: rwilliams@pvamu.edu

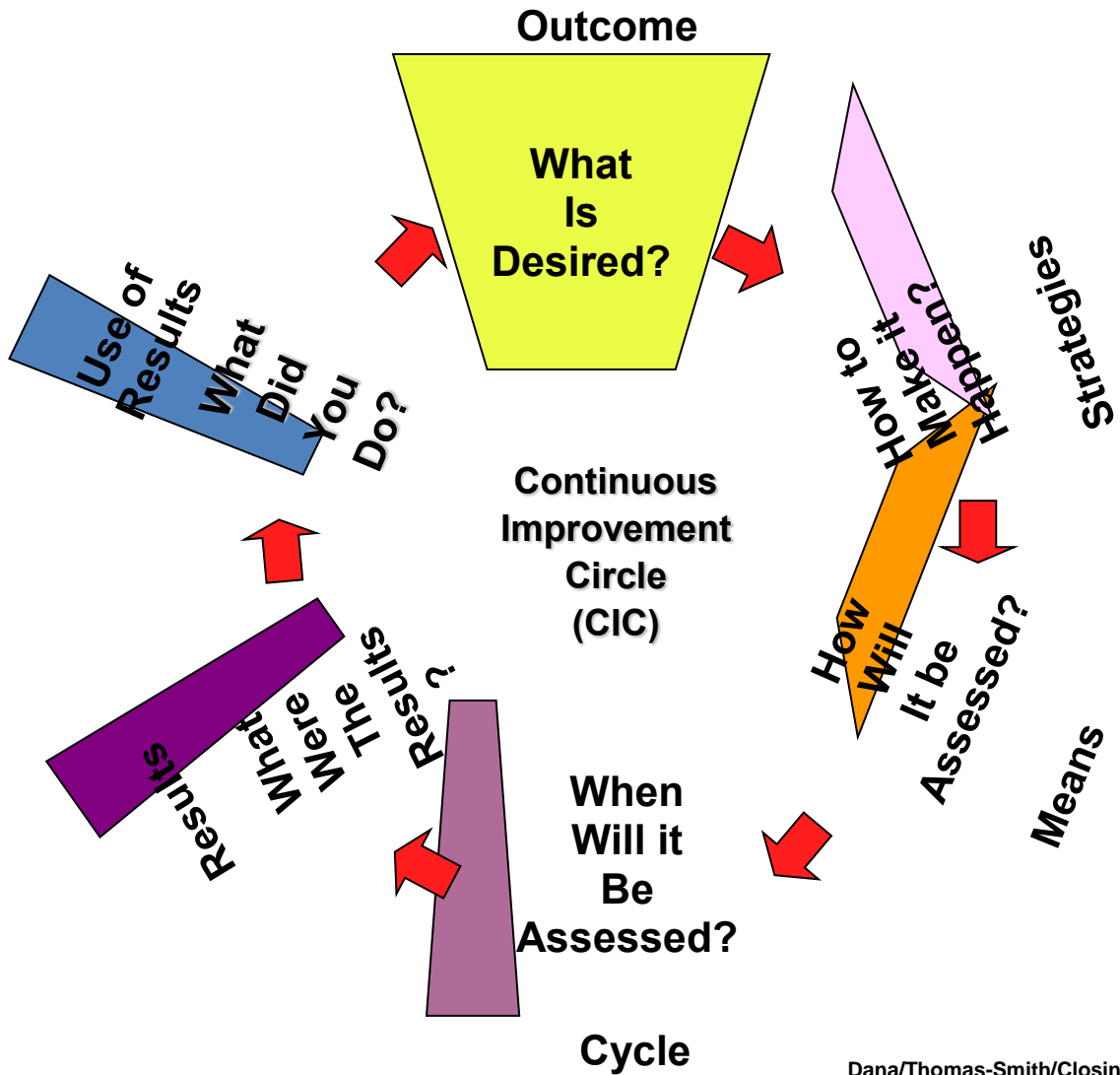
Individuals requesting a disability accommodation should contact:

Name: *Dr. Kay Norman*
Title: Administrator for Diagnostic Testing and Disability Services
Institution: Prairie View A&M University
Email: kfnorman@pvamu.edu

McKinney-Vento Act

Resources and funding are provided by the federal government for the support of students who are homeless. Each school district has been allocated funds and has a representative in charge of these resources and services. Ensure you examine this information and contact school district officials to adequately support homeless students who are attending your school if you are employed in a public k-12 school district. Resources regarding educating homeless students can be found at <http://center.serve.org/nche/m-v.php>. The National Center for Homeless Education has many resources available to assist schools and districts. More information regarding how the act is applied in Texas can be found at <http://www.utdanacenter.org/theo/>. Grant funding information can be found at the Texas Homeless Education Office.

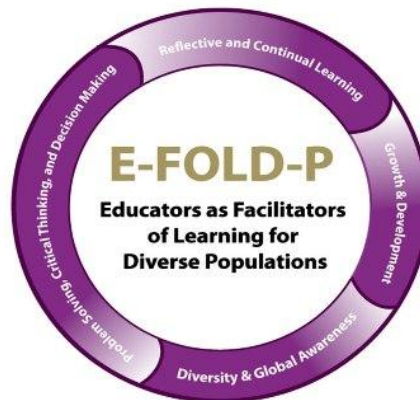
**Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M
University**



Dana/Thomas-Smith/Closing the Loop Six Question

E-FOLD-P (Conceptual Framework) (Educator As Facilitator For Diverse Populations)

- To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.
- To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
- To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



Moodle ePortfolio

Moodle is a tool that Prairie View A&M University uses for assessment purposes. Five of your assignments will be considered as artifacts (items of coursework that serves as evidence that course objectives are met) and will be loaded into both ECourses Moodle. The assignment(s) to be used as Moodle artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors.

References and Course Resources

Arizona Governance Roles - <http://www.azsba.org/docs/Education%20Governance.pdf>

Brown Center on Education Policy - <http://www.brookings.edu/brown.aspx>

Center on Educational Governance - <http://www.usc.edu/dept/education/cegov/>

Clearinghouse on Educational Policy and Management –
<http://eric.uoregon.edu/index.html>

Consortium for Policy Research in Education – www.cpre.org

Education Commission of the States – www.ecs.org

The Transition Team – www.change.gov

The White House – President Barack Obama – www.whitehouse.gov

U. S. Department of Education - <http://www.ed.gov/index.ihtml>

Regional Education Laboratories - <http://ies.ed.gov/ncee/edlabs/>

Blase, J. & Blase, J. (2003). Handbook of Instructional Leadership: How successful principals promote teaching and learning (2nd ed.). Thousand Oaks, CA: Corwin Press.

Clark, S. N., & Clark, D. C. (2002). Making leadership for learning the top priority. *Middle School Journal*, v34(2),50-55.

Dufour, R. (2003). Building a professional learning community. *School Administrator*, 60(5), 13-18.

Evertson, C. M., Emmer, E. T., & Worsham, M.E. (2003). *Classroom management for elementary teachers* (6th ed.). Boston: Allyn & Bacon.

Evertson, C. M., Emmer, E. T., & Worsham, M.E. (2003). *Classroom management for secondary teachers* (6th ed.). Boston: Allyn & Bacon.

Fink, E., & Resnick, L. B. (2001). Developing principals as instructional leaders. *Phi Delta Kappan*, v82(8), 598-606.

Fullan, M. & St. Germain, C. (2006). Learning places: A field guide for improving the context of schooling. Thousand Oaks, CA: Corwin Press.

Fullan, M. & St. Germain, C. (2004). Leadership Sustainability. Thousand Oaks, CA: Corwin Press

Green, R. L. (2008). Practicing the art of leadership: A problem-based approach to Implementing the ISLLC standards. Upper Saddle River, NJ: Prentice-Hall, Inc.

Lael, A. (2002). Instructional Leadership: Learning on the job. *Principal*, v81(4),65.

Wiles, J & Bondi, J. (2000). Supervision: A guide to practice (5th ed.).Upper Saddle River, NJ: Merrill Prentice Hall.

Sergiovanni, T. (2006). Rethinking leadership. Thousand Oaks, CA: Corwin Press.

Course Reader Selections – Please read and/or download these documents as they will guide the instructional conversations for the semester.

1. *The Federal Education Agenda*: -
<http://www2.ed.gov/policy/landing.ihtml> (primary source)
<http://www.whitehouse.gov/agenda/education/> (primary source)
<http://www.recovery.gov/Pages/home.aspx> (how recovery monies are spent)
<http://www.whitehouse.gov/issues/education/educate-innovate>

2. *Evaluating the “Crazy Quilt”: Educational Governance in California*, Brewer, Dominic J., and Smith, Joanna (2007), University of Southern California.
<http://irepp.stanford.edu/projects/cafinance-studies.htm> (View the technical and research summary report.)

3. *Contracting as a Mechanism for Managing Education Services* - Jane Hannaway
http://www.cpre.org/images/stories/cpre_pdfs/rb28.pdf

4. *Do Higher State Test Scores in Texas Make for Better High School Outcomes?*
Martin Carnoy, Susanna Loeb , and Tiffany L. Smith
http://www.cpre.org/images/stories/cpre_pdfs/rr47.pdf

5. *How the Government Defines Rural has Implications for Education Policies and Practices* Michael L. Arnold, GroupBelinda Biscoe, Thomas W. Farmer, Dylan L. Robertson, Ph.D., Kathy L. Shapley, Ph.D.
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=72&productID=33>

6. *Quality Counts, 2010* – Editorial Projects in Education
(The designated sections will be provided in eCourse.)
<http://www.edweek.org/ew/toc/2010/01/14/index.html?intc=ml>

Course Assignments and Points Distribution

Scoring Tool 1 - Instructional Discourse Scoring Tool and Assignments

Field & Instructional Leadership Development	10%
Instructional Conversation & Online Participation	32%
National Education Agenda Analysis Essay	30%
Final Examination	18%
iREAD Selection Narrative Reflections	10%

Instructional Conversation & Online Participation - 32%

(11 points for initial response; nine points for three participation responses to peers; 2% per week over 16 weeks/ 20 points per week)

Administrative candidates will respond to discussion topics related to school governance issues. These prompts will require candidates to critically reflect on the provided topic, provide evaluative feedback about the prompt, and analyze and synthesize research related to the discussion area. Candidates should cite at least two policy answers in providing substantive analysis. Additionally, candidates should follow-up with the conversation of another peer in the class commenting critically and substantively about the points shared. Additionally, your responses will be evaluated for meeting ELCC standards using the Instructional Discourse Scoring Tool. The results of scores from these responses will be entered in the True Outcomes system. Additionally, you are to upload your evaluated responses to the True Outcomes system.

Instructional Discourse Scoring Tool

<i>Mastery of ELCC Standards</i>	<i>Superior 3</i>	<i>Acceptable/ Marginal 2-1</i>	<i>Unacceptable 0</i>
Thorough Analysis and Discussion of Concept/Case Reasoning	Candidates complete an advanced level of discussion of concepts with significant levels of analytical evaluation	Candidates complete a standard level of discussion with some analytical evaluation	Candidates complete an inappropriate or poor level of discussion of concepts with limited analytical evaluation
	Candidates conceptualize effective leadership practices for addressing the leadership and governance issues commensurate with the applicable theory and literature on best practices.	Candidates conceptualize sound leadership practices without addressing research and theoretical foundations.	Candidates conceptualize poor leadership practices that would negatively impact the vision of the school.

National Education Agenda Analysis Essay 30%

Candidates will read and analytically reflect on the current congressional year's federal education agenda to evaluate the components of the agenda for addressing educational issues, benchmarks, and needs on a federal, state, and local level. The *Education Agenda readings* can be found at the following URLs: -

<http://www2.ed.gov/policy/landing.ihtml> (primary source)

<http://www.whitehouse.gov/agenda/education/> (primary source)

<http://www.recovery.gov/Pages/home.aspx> (how recovery monies are spent)

<http://www.whitehouse.gov/issues/education/educate-innovate>

Candidates will read the content of the agenda and current Elementary and Secondary Education Reauthorization Act and write an analytical essay in narrative format addressing how the agenda adequately addresses or fails to address the challenges and goals of the education of children in the United States on a federal, state, and local level. Candidates should cite the relevant literature, appropriate research, and applicable theory in the analysis i.e. when suggestions or criticisms are offered, citations must be included to support your ideas. For Parts 1-3 below, candidates should provide policy suggestions that and educational leaders at the respective governance level could use to improve implementation of the agenda.

After reading the agenda and Elementary and Secondary Education Reauthorization Act, candidates should critique the agenda and submit an essay with the following components: (a) an introductory paragraph (without labels), (b) Part 1: Analysis of the Educational Agenda at the National Level, (c) Part 2: U. S. Education Agenda and State-Level Issues, (d) Part 3: Aligning the U. S. Education Agenda on the Local Level, (e) a concluding paragraph, and (f) Reference page labeled References. All aspects of the assignment should adhere to the *Publication Manual of the American Psychological Association* (6th edition) in all aspects especially, use of quotes, seriation, and citation of references. Additionally, your essay will be evaluated for meeting Educational Leader Constituent Consortium standards and National Council of Professors of Educational Administration domains (see pp. 2-4) using the following scoring tool (see next pages).

National Education Agenda Analysis Essay Scoring Tool

Evaluation Criteria and Applicable ELCC Standard with sub-standards	Superior (2)	Acceptable (1)	Unacceptable (0)
<p>3.1 Manage the Organization (a) Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.</p>	<p>Strategies and suggestions reflect an advanced level of awareness of sound (i.e. peer-refereed, empirical, adhering to national IRB standards) research and theory commensurate with the degree level.</p>	<p>Strategies and suggestions reflect a novice level of awareness of sound research and theory.</p>	<p>Strategies and suggestions are inappropriate and/or are not linked with sound research.</p>
<p>3.1 Manage the Organization (b) Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.</p>	<p>Suggestions adhere to GASB principles, are feasible, and enhance the quality of addressing education issues at the applicable governmental level.</p>	<p>Suggestions adhere to GASB principles, are feasible, and sustain the quality of addressing education issues at the applicable governmental level.</p>	<p>Suggestions adhere to GASB principles, are unfounded and detract the quality of addressing education issues at the applicable governmental level.</p>
<p>4.2 Respond to Community Interests and Needs (b) Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse</p>	<p>Strategies and suggestions reflect an advanced level of awareness of sound (i.e. peer-refereed, empirical, adhering to national IRB</p>	<p>Strategies and suggestions reflect a novice level of awareness of sound research.</p>	<p>Strategies and suggestions are inappropriate and/or are not linked with sound research.</p>

school and community conditions and dynamics.	standards) research commensurate with the degree level.		
4.3 Mobilize Community Resources (a) Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	All suggestions adhere to GASB principles.	Most suggestions adhere to GASB principles.	Suggestions conflict with GASB principles.
6.1 Understand the Larger Context (a) Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.	Strategies and suggestions reflect an advanced level of awareness of sound (i.e. peer-refereed, empirical, adhering to national IRB standards) research and theory commensurate with the degree level.	Strategies and suggestions reflect a novice level of awareness of sound research and theory.	Strategies and suggestions are inappropriate and/or are not linked with sound research or theory.
(d) Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	Strategies and suggestions uphold and are enhance following legal principles and statutes commensurate with the degree level.	Strategies and suggestions reflect some understanding of legal principles and statutes.	Strategies and suggestions are unethical, illegal, and/or immoral.

(e) Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.	Candidates suggestions reflect awareness of economic conditions facing school leaders, yet provides alternatives.	Candidates suggestions reflect awareness of economic conditions facing school leaders.	Candidates suggestions are unrealistic and not measureable given the economic conditions facing school leaders.
6.3 Influence the Larger Context (b) Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.	Candidates understand the components of the education agenda and can conceptualize procedures to support the educational context to enhance quality experiences of students and families in schools.	Candidates understand the components of the education agenda and can conceptualize procedures to support the educational context to sustain quality experiences of students and families in schools.	Candidates don't understand the components of the education agenda and/or cannot conceptualize procedures to support the educational context to enhance quality experiences of students and families in schools.
6.3 Influence the Larger Context (c) Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	The candidate's policy recommendations address inclusion of diverse groups to support equity in learning.	The candidate's policy recommendations don't limit of the learning opportunities of diverse groups.	The candidate's policy recommendations marginalize and/or further disenfranchise diverse groups of learners.

Assessment 5: Reflective Journal Narratives

Thorough Analysis and Discussion of Book	Candidates complete an advanced level of discussion of concepts with significant levels of analytical evaluation.	Candidates complete a standard level of discussion with some analytical evaluation.	Candidates complete an inappropriate or poor level of discussion of concepts with limited analytical evaluation.
Comprehension and Analysis of Information for Application of Content to Real-world Settings	Candidates discussed how the book content relates to course concepts with reference to applicable research and theory.	Candidates discussed how the book content relates to course concepts with some examples.	Candidates failed to discuss or inadequately discussed how the book content related to course concepts
Comprehension and Analysis of Written Information 6.1 Understand the Larger Context	Candidates understand how to conduct and use information, resources, and research to address key organizational goals.	Candidates understand how to use information, resources, and research to address key organizational goals.	Candidates have limited understanding of how to use information, resources, and research to address key organizational goals.
Substantive and Effective Use of Standard Writing Mechanics Commensurate with Degree Level	Candidates write with a superior command of American Standard English and writing conventions as well as demonstrate writing that indicates reflective and critical thinking.	Candidates write with a command of American Standard English and writing conventions as well as demonstrate writing that indicates critical thinking.	Candidates write with limited/no command of American Standard English and writing conventions as well as demonstrate writing that indicates critical thinking.
3.2 Management of Operations a. Candidates demonstrate the ability to involve staff in conducting operations	Candidates understand how to work collaboratively, lead, and participate in projects with other stakeholders to	Candidates understand how to work collaboratively, and participate in projects with	Candidates understand how to participate in projects with or lack awareness of how to collaborate with other stakeholders to address

<p>within the governance structure and setting priorities and goals using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</p>	<p>address and support key organizational goals and challenges.</p>	<p>other stakeholders to address and support key organizational goals and challenges.</p>	<p>and support key organizational goals and challenges.</p>
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