EDAD 5376: Educational Governance

The University of Texas at Arlington
Educational Leadership and Policy Studies
Fall 2016

(Note: In this course, you will be learning material from EDAD 5388: Education Policy Issues in the Public Schools)

INSTRUCTOR INFORMATION:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Taryn Ozuna Allen</th>
<th>Phone:</th>
<th>(817) 272-2804</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Trimble Hall 103E</td>
<td>Faculty Profile:</td>
<td><a href="https://www.uta.edu/profiles/taryn-ozuna">https://www.uta.edu/profiles/taryn-ozuna</a></td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:tozuna@uta.edu">tozuna@uta.edu</a></td>
<td>Mailbox:</td>
<td>Box 19575</td>
</tr>
<tr>
<td></td>
<td>Please note: It is easiest to contact me by email.</td>
<td>Box 19575</td>
<td>701 Planetarium Place</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Arlington, TX 76019-0575</td>
</tr>
</tbody>
</table>

Course Developer: Dr. Ifeoma Amah
Dr. Amah will not be an active member of the course during this session. If students have questions about the course, please contact their Instructional Associate first, then contact the course instructor. The AP Program Coordinator, Dr. Ernest Johnson (ejohnson@uta.edu), is also available for program questions.

COURSE INFORMATION:
Course Number and Title: EDAD 5376 Educational Governance
Course Website: elearn.uta.edu (Log on to Blackboard with NetID and password.)
Semester: Fall 2016
Course Meeting: Web
Please note this course meets entirely online. I encourage students to visit the Blackboard Support website (http://bbsupport.uta.edu/ics/support/default.asp?deptID=8568) to answer questions or request technical assistance. They offer 24/7 support. Also, I encourage students to create a planner with all the deadlines and scheduled work time necessary to be successful in this course.

Course Description: This course involves the examination of positions on policy issues of importance in K-16 public education.

STUDENT LEARNING OUTCOMES:
After completing the course, students will be able to:
1. Gain an understanding of the role of federal, state, and local institutions as well as the process for policymaking as it relates to the U.S. education system.
2. Identify concepts, theories and perspectives used to examine K-16 education policies in public schools.
3. Examine the role of educational leaders and practitioners in using their leadership skills as advocates, makers, and implementers of policies.
4. Enhance their writing, critical thinking, and/or analytical skills.

1 This syllabus is subject to change at the discretion of the instructor. Whenever possible, student participants will be consulted and advance notice will be provided for any changes.
TEXBOOKS AND MATERIALS:

Required:

Please note: Students may use the 3rd edition of the textbook for this course, without penalty.

Recommended:

COURSE POLICIES:

Attendance
Class attendance is critical to learning, and students are expected to actively participate in each online discussion. If circumstances prevent a student from participating online or submitting assignments on time, please email me and their instructional assistant before the missed day as a professional courtesy. Class participation (via discussion postings) is part of the course grade.

Course Communication
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

This course will use the Blackboard system as a source of instruction and information. Please check Blackboard regularly to be aware of announcements, handouts, and other course information. The Blackboard system can be accessed at: https://elearn.uta.edu/webapps/login/. Please contact the Blackboard Support Center with questions: http://bbsupport.uta.edu/ics/support/default.asp?deptID=8568

Guidelines for Submitting Assignments
For the course assignments you submit, please follow the style guidelines contained in the Publication Manual of the American Psychological Association (APA) (6th ed., 2010). It is important that all work be cited based on the APA format. Because of the importance of the issue in academe and the field, any evidence of plagiarism results in an “F” on that assignment, if it is not revised. If the student chooses to revise the assignment, they will have one week to resubmit it once it has been returned. There will be an automatic reduction of one full letter grade on the revised paper. (For example, if you earn an “A” on the revision, it would end up a “B” and so on). Plagiarism is the use of any one else’s ideas or words without providing appropriate attribution. Note: All written assignments are evaluated on content and quality of the writing.

All written assignments should:
• be double-spaced
• be in 12-pt, Times New Roman font
• have standard 1” margins (right margin ragged, left margin justified)
• be in APA format (e.g. title page, header, running head, page number, within text citation, reference page). Additional information on APA Formatting can be found on ELPS library subject guide: http://libguides.uta.edu/policyissues or in the APA Manual.
• be error-free and grammatically correct
Late Work
All assignments need to be completed by the deadline unless approved in advance. Guidelines for each assignment are included in the syllabus. Any late assignments will be accepted up to 5 days after the assignment is due. Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, a full-letter grade for 2-5 days late. If an extenuating circumstance (e.g. serious personal injury or illness, or a death in the immediate family, etc.) arises that may interfere with a student’s ability to complete an assignment on time, she/he must let the professor and instructional associate know as soon as possible. If the instructor judges the situation to warrant special consideration, an alternate due date will be negotiated in writing. (Reminder: Students are responsible for ensuring technology/Internet work to meet deadlines.)

Incomplete Policy
The grade of Incomplete (I) is given only when a student has passing grades in 2/3 of assigned work, but, because of extenuating circumstances, cannot complete all of the course work by the end of the semester. Extenuating circumstances include (1) incapacitating illness which prevents a student from attending classes; (2) a death in the immediate family; (3) change in work schedule as required by an employer; or (4) other emergencies deemed appropriate by the instructor. A grade of Incomplete should not be requested, nor given, for lack of completion of work because of procrastination or dissatisfaction with the grade earned.

Once the appropriate work is completed, the instructor must submit to the Registrar’s Office a completed change of grade form, signed by both the instructor and the chairperson of the department. If no grade change is submitted within 365 days of the grade of Incomplete being assigned, the default grade indicated above will be applied to the course.

Any exceptions to the regulations listed in the student catalog pertaining to grades of incomplete require the approval of the instructor, Graduate Advisor, and department chair.

Title IX
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.
**Additional Plagiarism Web Sites with Examples:**

- Plagiarism Examples *(Rob Toreki, University of Kentucky Department of Chemistry)*
  [http://www.chem.uky.edu/courses/common/plagiarism.html#Examples](http://www.chem.uky.edu/courses/common/plagiarism.html#Examples)
- Avoiding Plagiarism *(UC-Davis)*
- Unacceptable Paraphrases *(Indiana University Writing Tutorial Services)*
  [http://www.indiana.edu/~wts/pamphlets.shtml](http://www.indiana.edu/~wts/pamphlets.shtml)

**Professional Dispositions**

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

**Americans with Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, students may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

**Student Feedback Survey**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Student Support Services Available**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared
students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

**Grading Scale**
Students are expected to keep track of their performance throughout the course and seek guidance early if their performance drops below satisfactory levels. I will use the grading scale below. *Please note: No rounding up for final grades.*

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Anything lower than 60</td>
<td>F</td>
</tr>
</tbody>
</table>
## COURSE SCHEDULE

### Week 1: Monday, August 15-Sunday, August 21, 2016

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapters 1 &amp; 2 from the Birkland (2016) text.</td>
<td>11:59 p.m. Sunday, August 21</td>
</tr>
<tr>
<td>Briefly introduce yourself to your discussion group.</td>
<td></td>
</tr>
<tr>
<td>Reading Reflection Post and Replies</td>
<td>11:59 p.m. Sunday, August 21</td>
</tr>
<tr>
<td>Identity Memo</td>
<td>11:59 p.m. Sunday, August 21</td>
</tr>
</tbody>
</table>

### Week 2: Monday, August 22-Sunday, August 28, 2016

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapters 3 &amp; 4 from the Birkland (2016) text.</td>
<td>11:59 p.m. Sunday, August 28</td>
</tr>
<tr>
<td>Reading Reflection Post and Replies</td>
<td>11:59 p.m. Sunday, August 28</td>
</tr>
<tr>
<td>Policy Memo Summary</td>
<td>11:59 p.m. Sunday, August 28</td>
</tr>
</tbody>
</table>

### Week 3: Monday, August 29-Sunday, September 4, 2016

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapters 5 from the Birkland (2016) text.</td>
<td>11:59 p.m. Sunday, September 4</td>
</tr>
<tr>
<td>Reading Reflection Post and Replies</td>
<td>11:59 p.m. Sunday, September 4</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>11:59 p.m. Sunday, September 4</td>
</tr>
</tbody>
</table>

### Week 4: Monday, September 5-Sunday, September 11, 2016

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 6 from the Birkland (2016) text.</td>
<td>11:59 p.m. Sunday, September 11</td>
</tr>
<tr>
<td>Reading Reflection Post and Replies</td>
<td>11:59 p.m. Sunday, September 11</td>
</tr>
</tbody>
</table>

### Week 5: Monday, September 12-Sunday, September 18, 2016

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 9 from the Birkland (2016) text.</td>
<td>11:59 p.m. Sunday, September 18</td>
</tr>
<tr>
<td>Reading Reflection Post and Replies</td>
<td>11:59 p.m. Sunday, September 18</td>
</tr>
<tr>
<td>Final Policy Memo</td>
<td>11:59 p.m. Sunday, September 18</td>
</tr>
</tbody>
</table>
ASSIGNMENTS AND POINTS/PERCENTAGE VALUE:

<table>
<thead>
<tr>
<th>Title</th>
<th>Points / Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reflection Post and Replies</td>
<td>20 (4 points for each week)</td>
</tr>
<tr>
<td>Identity Memo</td>
<td>10</td>
</tr>
<tr>
<td>Policy Memo Summary</td>
<td>10</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>25</td>
</tr>
<tr>
<td>Final Policy Memo</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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ASSIGNMENTS:

1. Reading Post and Replies:
Class participation is instrumental to learning and development, and active engagement is expected for graduate students. There are four online discussions scheduled for this class.

Students are to respond to the weekly readings from the Birkland text. Students are required to respond to a **minimum of two other postings from colleagues/classmates within their respective groups**. Responses should acknowledge good points, present additional questions, and/or offer different opinions.

2. Identity Memo Assignment:

The purpose of the course is for students to decide on the level of their future involvement. Most students are considering advancement into administration. If so, students must be prepared to engage in policy discussions. Students must have an understanding of how policies are made, implemented and evaluated.

In this paper, students can also look deeper than the policy itself to beliefs/values and to the problem policies are trying to solve. If everyone had the same beliefs/values, there would be no need for policies because we would all agree. If there were no problems to solve, there would be no need for policies. Of course, we can also disagree on the degree of the problem to be solved. Policy is connected to conflict and conflict resolution.

In **no more than three pages** (excluding references, following APA guidelines), students will identify a state or national policy issue (e.g. House Bill 5, NCLB, IDEA, affirmative action, Top Ten Percent Plan, G.I. Bill, Development, Relief, Education for Alien Minors (DREAM) Act, or Concealed Carry on School Campuses, etc.) in the K-12 or higher education setting that has or presently shapes their personal and/or professional experiences or about which they have a major concern. Consider the following questions: When did you first become aware of this education policy issue and in what context? How has this issue informed your own academic, personal and/or professional experiences or concerns in the K-12 and/or higher education setting? Do you believe this education policy issue receives enough attention or too much attention? Why or why not? What role do you believe this education policy should play in the educational experiences of majority and non-majority students, faculty, staff, and/or others?

In this paper, the intent is for students to personally and/or professionally relate to policies. Consider the following questions: How might you have been personally and/or professional affected by policies either to the positive and/or to the negative? What policy issues might you see as having positive effects on you
or on society? What policy issues might you see as having negative effects on you or society? As students think about various policies, they should be thinking of the topic on which they have enough passion to explore with the intent to influence policy makers. This could be how policies are implemented in schools or districts. This could also be how students would like to influence the policy makers at their school, district, state or national level.

In this paper, students may agree with a policy but disagree with the implementation of the policy through the rules and/or enforcement of the rules. If so, then students would want to develop an argument for a change in policy or in a change of the rules, etc. Students would discuss the intended consequences of the policy but find evidence of unintended consequences to support their argument for change.

**NOTE:** As you are going to make a claim/argument in your final policy paper, please remember you will be providing evidence to support it (i.e. references). Your claim/argument/opinion has to have been informed in some way. When you use information from a source (e.g. academic journal article, book, website, report, etc), please make sure you cite it in the appropriate APA format.

**3. Policy Memo Summary Assignment:**

In reflecting on the education policy issues students discussed in the identity paper, they will further develop the policy they selected or think about other policies in the K-12 or higher education field they want to develop for you policy memo assignment. In *no more than two pages* (excluding references, following APA guidelines), please address the following questions to begin to think about the policy memorandum:

1) What federal or state policy issue have you selected for your policy memo (which is due in week/module 5)? Remember that federal and state policies have an effect on districts, schools, and classrooms. *(Note: Remember that this assignment is to identify and select a policy issue. Try to identify major debates/discussions that you want to address on your issue.)*

2) What question(s) and/or key information do you hope to address about this policy issue? Remember you can also include the beliefs/values behind the policy issue or the degree to which there is a problem.

3) What stakeholder(s) (e.g. policy makers, district officials, practitioners, etc.) do you hope to prepare this policy memo for? In trying to “change people’s minds” you should also be preparing to understand things from their point of view. However, you have to convince them that they should “change their minds.” If you think they are wrong, you should explain why they are wrong.

4) What resources do you plan on using to help you learn more about your topic and help you prepare you policy memo?

5) What other matters do you have regarding your topic that you will need to address for the final policy memo assignment?

**4. Annotated Bibliography Assignment:**

Based on the information shared in the policy memo summary, develop an annotated bibliography of 6-8 resources (e.g. academic journal articles, books/book chapters, institutional reports, etc.) to help support the arguments about the policy issue. An annotated bibliography is a brief, descriptive and evaluative summary that provides a review of the readings relevant to a particular policy issue. In other words, an annotated bibliography allows students to analyze, assess, and reflect on the references for the policy
memo. Therefore, for each annotation please make sure to include:

1) List each reference in the appropriate APA format
2) Briefly address (in a paragraph and in your own words) the following points in 100-150 words:
   a) evaluate the authority or background of the author(s)
   b) comment on the intended audience
   c) discuss the main points/ findings of the reading
   d) explain the importance or value of the article for your policy memo

After completing the annotated bibliography, please respond to the following question (150-200 words):
What arguments can you make about how these resources: 1) are similar and different and 2) inform the next steps towards completing the final policy memo.

An example of an annotated bibliography is under “Resources (W3)” in the Week 3 module. For additional information on annotated bibliographies, please visit: https://owl.english.purdue.edu/owl/resource/614/03/.

5. Final Policy Memo Assignment:

The memo assignment is designed to be a concise and efficient write-up of an education policy issue. This memo is designed to be no more than seven pages (excluding references, following APA guidelines), and it should be written as a common memorandum. It should be written to a specific education stakeholder (e.g. school official, organization, elected official, or state agency Head or Director).

A memo (or policy memo) is a document that provides analysis and/or recommendations for a particular audience regarding a particular issue or problem. A well-written memo reflects attention to purpose; it is well organized; and it has a clear, concise style, and it advocates for a particular course of action or policy stance. It is not just a summary of a topic or issue. Students should have an audience in mind for your policy memo (typically a policymaker), and they need to think carefully about the needs and expectations of your audience. For example, if the audience is an elected official seeking analysis on a highly technical matter, students should generally assume that the official lacks substantial technical expertise. Students will need to define technical terms and provide enough background about the situation they are discussing that such a “lay” audience can grasp the arguments. On the other hand, if students are writing for a technically trained audience, they will waste time and energy providing background information that the readers already know.

Overall, the memorandum should: (1) identify the decision maker by role (i.e. governor, chief state school officer, chancellor, etc.); (2) in one page or less describe a policy problem associated within a K-12 or higher education setting in the state or national level; (3) describe and provide a research-based rationale for policy options to address the problem; and (4) make a recommendation.

The Policy Memo should:
• be no more than 7 double spaced pages (excluding references)
• contain all key information in the first paragraph
• Follow the guidelines in “Policy Memo Guide #2” (under “Resources (W4), Policy Memo Resource, Policy Memo Guides”) to include:
   Heading (Slide 11)
   Summary (Slide 12)
   Background (Slide 13)
Examples and additional information are located under “Resources (W4)” in the Week 4 module and “Resources (W5)” in the Week 5 module.

**GRADING RUBRICS:**
The following rubrics will be used to score assignments and discussion posts/replies (*Note: All grading rubrics for the course assignments will be based on a 100-point scale): 

### Reading Post And Replies Rubric (Weeks 1-5)

<table>
<thead>
<tr>
<th></th>
<th>Targeted Points Earned (4 points)</th>
<th>Acceptable Points Earned (2-3 points)</th>
<th>Unacceptable Points Earned (0-1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content/Formatting/Grammar</strong></td>
<td>Strong &amp; consistent evidence of meeting or exceeding standards for assignment.</td>
<td>Satisfactory, mostly consistent evidence of meeting standards for assignment.</td>
<td>Little or no evidence of meeting standards for assignment.</td>
</tr>
</tbody>
</table>

**Standards for assignments:**
Students who receive targeted points on assignments *consistently*:
- address all guiding questions & instructions for assignment
- use clear description to show understanding of topic, including *evidence or examples*
- show *reflection/critical engagement* with the topic and course readings
- adhere to the APA formatting requirements
- use clear, well-organized writing with correct writing mechanics

### Identity Memo Rubric (Week 1)

<table>
<thead>
<tr>
<th></th>
<th>Targeted Points Earned (8-10 points)</th>
<th>Acceptable Points Earned (5-7 points)</th>
<th>Unacceptable Points Earned (0-4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content/Formatting/Grammar</strong></td>
<td>Strong &amp; consistent evidence of meeting or exceeding standards for assignment.</td>
<td>Satisfactory, mostly consistent evidence of meeting standards for assignment.</td>
<td>Little or no evidence of meeting standards for assignment.</td>
</tr>
</tbody>
</table>

**Standards for assignments:**
Students who receive targeted points on assignments *consistently*:
- address all guiding questions & instructions for assignment
- use clear description to show understanding of topic, including *evidence or examples*
- show *reflection/critical engagement* with the topic and course readings
- Adhere to the APA formatting requirements
- use clear, well-organized writing with correct writing mechanics

### Policy Memo Summary Rubric (Week 2)
<table>
<thead>
<tr>
<th>Content/Formatting/Grammar</th>
<th>Strong &amp; consistent evidence of meeting or exceeding standards for assignment.</th>
<th>Satisfactory, mostly consistent evidence of meeting standards for assignment.</th>
<th>Little or no evidence of meeting standards for assignment.</th>
</tr>
</thead>
</table>

**Score**

**Standards for assignments:**
Students who receive targeted points on assignments consistently:
- address all guiding questions & instructions for assignment
- use clear description to show understanding of topic, including evidence or examples
- show reflection/critical engagement with the topic and course readings
- Adhere to the APA formatting requirements
- use clear, well-organized writing with correct writing mechanics

**Annotated Bibliography Rubric (Week 3)**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Exemplary (20-25 points)</th>
<th>Accomplished (15-19 points)</th>
<th>Proficient (10-14 points)</th>
<th>Developing (5-9 points)</th>
<th>Below Expectation (0-4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content/Formatting/Grammar</td>
<td>Strong &amp; consistent evidence of meeting or exceeding standards for assignment.</td>
<td>Very good, consistent evidence of meeting standards for assignment.</td>
<td>Satisfactory, mostly consistent evidence of meeting standards for assignment.</td>
<td>Some inconsistent, evidence of meeting standards for assignment.</td>
<td>Little or no evidence of above.</td>
</tr>
</tbody>
</table>

**Standards for assignments:**
Students who receive exemplary points on assignments consistently:
- address all guiding questions & instructions for assignment
- use clear description to show understanding of topic, including evidence or examples
- show reflection/critical engagement with
- Adhere to the APA formatting requirements throughout paper
- use clear, well-organized writing with correct writing mechanics

**Final Policy Memo Rubric (Week 5)**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Exemplary (28-35 points)</th>
<th>Accomplished (21-27 points)</th>
<th>Proficient (14-20 points)</th>
<th>Developing (7-13 points)</th>
<th>Below Expectation (0-6 points)</th>
</tr>
</thead>
</table>

11 of 13
<table>
<thead>
<tr>
<th><strong>Content/ Formatting/ Grammar</strong></th>
<th>Strong &amp; consistent evidence of meeting or exceeding standards for assignment.</th>
<th>Very good, consistent evidence of meeting standards for assignment.</th>
<th>Satisfactory, mostly consistent evidence of meeting standards for assignment.</th>
<th>Some inconsistent, evidence of meeting standards for assignment.</th>
<th>Little or no evidence of above.</th>
</tr>
</thead>
</table>

**Standards for assignments:**
Students who receive exemplary points on assignments *consistently*:
- address all guiding questions & instructions for assignment
- use clear description and arguments to show understanding of topic, including *evidence or examples*
- show *reflection/critical engagement* with the topic as well as course and outside readings
- correct use of APA formatting style requirements throughout paper
- use clear, well-organized writing with correct writing mechanics
EDUCATIONAL LEADER CONSTITUENCY COUNCIL STANDARDS:

For students seeking principal certification, the course is intended to meet these 2011 standards set by the Educational Leadership Constituent Council for “school building level leaders:”

**ELCC Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

**ELCC Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

**ELCC Standard 6.0:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.