



Marquette University
School of Education
Teacher as Leader
EDPL 223
Online
Spring, 2007

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Prerequisite: EDPL 222 is a prerequisite to EDPL 223.

Guiding ethos: This course is aligned with the mission of the School of Education, which promotes an Ignatian view of educators as intellectual, moral, and spiritual leaders, guided by ethics of care and social justice.

Course Description

Teacher as Leader is a 3-credit graduate course designed to explore several roles that instructional leaders engage in, such as Classroom Leader, Team Leader, School Leader, Organization Leader, Professional Leader. Theoretical perspectives and research examining issues related to group dynamics, motivation, communication, and human relations are explored. An essential element of this course is the cultivation of skills and strategies for effective leadership, especially how leaders influence organizational change, decision-making, team building, technology-enhanced education, and demonstrate ethical frameworks of moral authority. Effective leadership promotes social justice.

Course Performance Outcomes Related to Work in this Course
Students completing this course are expected to show evidence of the following:
<ul style="list-style-type: none"> ▪ Describe and critically evaluate potential leadership roles in classrooms, schools, or other organizations.
<ul style="list-style-type: none"> ▪ Demonstrate comprehension and application of leadership theory, group theory, and group skills.
<ul style="list-style-type: none"> ▪ Analyze and synthesize leadership research in conjunction with theories of social justice, ethics, and moral authority.
<ul style="list-style-type: none"> ▪ Use communication skills to motivate others, develop trusting relationships with colleagues, facilitate discussions, and manage conflicts of interest.
<ul style="list-style-type: none"> ▪ Apply the skills of effective leadership and transformational power using cooperative learning and collaborative group dynamics to develop an action plan for organizational change.
<ul style="list-style-type: none"> ▪ Grow as a reflective professional who uses to higher order thinking processes such as evaluation, analysis, and synthesis to lead, create, and initiate.
<ul style="list-style-type: none"> ▪ Develop and strengthen research skills that foster critical and creative thinking.

Course Texts

1) Johnson, D. W., & Johnson, F. P. (2005). *Joining together: Group theory and group skills* (9th ed.). Allyn & Bacon: Needham Heights, MA.

2) Sergiovanni, T. (2006). *Rethinking leadership: A collection of articles* (2nd ed.). New York: Corwin Press.

Recommended:

- Fullan, M. (2007). *Leading in a Culture of Change*. San Francisco: Jossey-Bass.
- Kumashiro, K. (2004). *Against common sense*. New York: RoutledgeFalmer.
- Oldenski, T., & Carlson, D. (Eds.). (2002). *Educational yearning: The journey of the spirit and democratic education*. New York: Peter Lang.

The books can be purchased online through online booksellers such as Amazon.Com or BarnesandNobel.com. or through the BookMarq at Marquette.

Grading

Your grade for this course is calculated using the following breakdown:

- | | |
|--------|---|
| A) 30% | Weekly Assignments (discussion board; leadership journal) |
| B) 10% | Bag O'Tricks |
| C) 10% | Book Review |
| D) 10% | Instructional Setting Design and Artifact |
| D) 40% | Critical Task: Leadership Project |

A) Weekly Assignments (discussion board postings; leadership journal entries)

Every week you will participate in discussion board postings. Frequently throughout the semester you will also submit leadership journal entries. These assignments are described below, and comprise 30% of your final grade.

Discussion Board Rubric and Grading

Your work on the Discussion Board includes weekly threaded discussions and activities. Interaction on the discussion board will be monitored throughout the week. An initial posting is due by midnight on Tuesday of each week.

At least one response to postings of colleagues is due by midnight on Thursday of each week. You are expected to post on average two – four responses throughout the week. Some weeks you may post more than this. The responses should not be all made at once, but spread out, to allow for discussions to develop. Your responses for the week (all of them) will be graded together.

Role: Each week three students will serve in a special role on the discussion board.

Muse: The role of the Muse is to instigate and inspire discussion around the particular readings and topic of the week by finding a connection to something artistic, spiritual, or poetic. The connection may be serious or humorous, and should serve to provoke deeper thinking on the readings and the topic at hand. The Muse is responsible for posting the initial entry to serve as an inspiration to the group's discussion by **midnight on Monday**.

Devil's Advocate: The role of the Devil's Advocate is to keep the discussion vibrant and sharp, avoiding tendencies toward groupthink. The posting of the Devil's Advocate should be respectful, but critical, and provoke further dialogue. The Devil's Advocate is responsible for posting this response that takes an alternative approach to one or more of the discussion threads by midnight on Friday.

Summarizer: As the name implies, this role is to post a summary that encapsulates the main ideas from the discussions of the week. This is by far the most difficult role, but also a very valuable one. By rereading through the discussion threads of the week, the summarizer culls the main ideas that have been bantered about and makes connections back to the readings and topic of the week. The Summarizer is responsible for making this posting by midnight on Sunday.

NOTE: When you make a posting as the Muse, Devil’s Advocate, or Summarizer, this counts for one of your discussion board postings for the week. So the Muse posting serves as the initial posting (and is graded with the same rubric), and the Devil’s Advocate and Summarizer postings serve as response postings (and again are graded with the same rubric).

Initial Posting Rubric: Ideas and Organization		Response Posting Rubric: Critical Thinking and Integration	
* Proficient (A) – well-developed (about 2 fully developed paragraphs); answers the questions asked; introduces new ideas	3	* Proficient (A) – responses to colleagues are articulate; specific references made to course content that indicate an understanding and synthesis of key principles under study; reflect critical thinking	3
* Basic (B) – primary ideas are posted; organization of ideas is weak	2	* Basic (B) – responses to colleagues as required, but support is weak, vague, or largely conjecture	2
* Minimal/Below average (C) – poorly developed: does not add to the discussion; misses the questions; late work	1	* Minimal/Below average (C) – responses to colleagues, but support is lacking and response is based on conjecture with no reference made to readings or coursework	1
* Unacceptable (F) – failure to submit	0	* Unacceptable (F) – failure to submit	0
<i>Grade for initial posting: /3</i>		<i>Grade for response posting: /3</i>	
Total grade for each week’s postings: /6			

Typical Weekly Schedule for Discussion Board:

Weekly Schedule:						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Summarizer posts review of last week’s module	Muse posts initial entry for the current module	Everyone else posts initial entry for the current module	Reading / responding to discussion board	Reading / responding to discussion board	Devil’s advocate posts critical response	Reading / responding to discussion board

Leadership Journal Rubric

In addition to weekly submissions on the Discussion Board, you will submit entries to a Leadership Journal 7 times the semester (Modules 1, 2, 3, 6, 8, 10, & 11). While the Discussion Board is a public forum to dialogue with colleagues, the Leadership Journal is a private forum for you and I. This is a place for you to push yourself in critical reflection on the topics discussed in class. Entries to the Leadership Journal are due periodically throughout the semester and, unless otherwise noted, are due by midnight on Sunday. These entries will typically be 3-5 paragraphs long. Students should create a word file for their leadership journal (FirstnameJournal.doc) and submit this into the dropbox. I will send this same file back with comments, and students can then continue to use the same file for subsequent journal entries.

Leadership Journal Entry Rubric	
* Proficient (A) – clear evidence of critical thinking; analyzes information in relation to course content; specific references made to course content that indicate an understanding and synthesis of key principles under study	3 points
* Basic (B) – beginnings of critical thinking, understanding, and synthesis of course content; however support is weak or vague	2 points
* Minimal/Below average (C) – poorly developed critical thinking, comments based on conjecture with little or no support from course content	1 point
* Unacceptable (F) – failure to submit	0
TOTAL:	/ 3

Late Postings:

Work posted past the deadline receives a drop in half a grade (.5 points) for each 12 hours late. Work submitted more than 72 hours past the deadline will not be accepted. If a student has a reasonable excuse for late work, this policy may be modified. However, as in all coursework at MU, it is the responsibility of the student to contact the instructor to discuss the issue; the instructor makes the final decision on late work waivers.

B) Bag O’Tricks

Three times in the semester (in Modules 2, 5, and 7) you will share in a dyad/triad discussion activity I call “Bag O’Tricks”. Your participation in these discussions will count for 10% of your final grade. You will be assigned 1-2 partners for this assignment, and will work with the same group throughout the semester.

Bag O’Tricks is meant to facilitate your practice of specific leadership exercises which are described throughout the Johnson & Johnson (2006) text. Most (though not all) of these exercises are designed to be performed in groups. These exercises are good opportunities to try innovative approaches to understanding the concepts of group dynamics that are presented in the text. When reading through the chapters in Johnson & Johnson, make notes to yourself when you come across an activity that you think might be interesting to try. Then, in the following week or so, try at least one of the activities that you have identified. You should lead colleagues or students through the exercise that you choose, as is most appropriate.

Three times throughout the semester (during Modules 2, 5, and 7) you will be asked to participate in a paired discussion on the exercise(s) that you have tried. In this discussion you are to share what exercise you chose and why you chose it, and to give a brief account of how well it worked. The discussion between you and your partner should help you both determine which exercises you want to add to your own “Bag O’Tricks” as an educational leader!

The Bag O’Tricks discussion threads will be evaluated with the following rubric. Each participant will be given an individual grade.

Bag O'Tricks Rubric	
* Proficient (A) – clear evidence of conducting the exercises; critical reflection on exercises in relation to course content; engaged conversation about strengths and weaknesses of exercises in relation to educational leadership	3 points
* Basic (B) – moderate evidence of conducting the exercises; some reflection on exercises in relation to course content; general conversation about exercises in relation to educational leadership	2 points
* Minimal/Below average (C) – little evidence of conducting the exercises; poor reflection on exercises in relation to course content; weak conversation about exercises in relation to educational leadership	1 point
* Unacceptable (F) – failure to submit	0
TOTAL:	/ 3

C) Book Review

The Book Review assignment for this course should be conducted using one of the three recommended texts. This assignment may be done individually or with a partner, and counts for 10% of your final grade. If done collaboratively, the partners will both be given the same grade (unlike the Bag O'Tricks, where each partner receives an individual grade).

To complete the book review, first read the book carefully. Then, craft an essay critically reviewing the book (maximum length = 3000 words). While there is no set form for this review, some of the following prompts may help you:

- In what ways does this book contribute to our understanding of leadership theory and group theory?
- How does this book extend our understanding of the role that social justice, ethics, and moral authority play for educational leaders?
- How does the text build on, differ from, or conflict with the required texts of this course?

Book reviews are due in Module 9. They will be evaluated with the following rubric:

Book Review Essay Rubric	
Demonstrates critical analysis of literature	/ 4 points
Connects the literature to course concepts	/ 4 points
Is written clearly and succinctly, and submitted on time	/ 2 points
TOTAL:	/ 10 points

Students wishing to revise and resubmit book reviews will be given an opportunity to do so.

D) Instructional Setting Design and Artifact

The purpose of this mini-project is to design and present an optimal instructional setting. Particular attention should be paid to improving the instructional setting to better meet the needs of traditionally marginalized students. This assignment is found in Module 10 and determines 10% of your grade. This module will take place over two weeks:

Week One: Mother Teresa is reported to have said, "We often think our lives are about doing great things, instead we should be doing small things with great love." Much of your reading in educational leadership is about "big plans"...large-scale changes for our schools. The idea here is novel: small plans that make a real difference. Consider, what **small changes** could you make in **your setting**, as an instructional leader, to better meet the needs of all students? How can you nurture and really listen to your diverse learners? How can you "act on the truths we share in common, rather than the fears that divide us"? Share your ideas in a couple paragraphs – no more than 2 pages. Remember...think small!

Week Two: Now it is time to be CREATIVE! Building on your ideas presented last week, and the feedback garnered from classmates, craft your **ideal instructional setting**. Design an artifact to illustrate this setting. Some possible artifacts include:

- Create a PowerPoint presentation or informational brochure describing your ideal school, designed to recruit new students. Your PowerPoint presentation must be between five and ten slides in length and include visuals as well as narrative. Your informational brochure must be designed within the confines of an 8.5 x 11 page and submitted as a document in MS Word file format.
- Create an organizational chart of your ideal school within "Inspiration" or similar software. Within the outline portion of the software, include the details of "why" you put things where you did.
- Create a detailed analogy to explain the relationship between your ideal school and traditional schools. You must take this analogy a total of at least four steps (an initial statement with at least three supporting steps).
- Create a website for your ideal instructional setting. This website should describe your school and be designed to attract new students. Your website must be accessible to the class and include at least three links to supporting sites.

When designing this artifact, select relevant and significant information from what you have read and learned in this course to support and validate your choices. If appropriate, include a description of your artifact (500 words maximum).

Rubric for the “Design Your Instructional Setting Project”	
* Proficient (A) – well-developed ideas; answers the questions asked; supports and validates work with connections to course content; introduces new ideas	3 points
* Basic (B) – primary ideas are posted; organization and support of ideas is vague or weak; some requirements are missing	2 points
* Minimal/Below average (C) – poorly developed work; does not demonstrate graduate level work; misses the questions; late work	1 point
* Unacceptable (F) – failure to submit	0
TOTAL:	/ 3

E) Leadership Project- Critical Task 12

The Leadership Project, Critical Task 12, is a semester-long project and determines 40% of your grade. The Project serves as an opportunity to initiate, collaborate and lead others in planning a significant instructional or organizational innovation. It should take place in your own school or organization and be linked to systematic reform as a compliment to one's Research Project. A complete description of the Leadership Project is in **Attachment A**.

The Leadership Project is due at the end of the semester. However, throughout the semester various drafts of the project are due:

Module 2	2/3	Rough Outline Due (One page overview)
Module 4	2/17	Draft One Due (Introduction and Rationale)
Module 8	3/31	Draft Two Due (Planning, Implementation, and Assessment)
Module 12	5/2	Final Draft due

Using Your Leadership Project to Serve Others

While not required, I strongly encourage you to implement your Leadership Project within your school setting. Projects that provide a service to a real-life client or organization are considered examples of service learning. More information on service learning at Marquette is available at www.mu.edu/servicelearning. If you intend to implement your Leadership Project, please fill out the MU Service Learning form in **Attachment B**.

Inclusion: This course is conducted in a manner that affirms the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class (Marquette University, 2006).

Accommodations. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments in this course to enable you to fully participate. Contact me as early in the course as practicable about such accommodations. I will try to maintain the confidentiality of the information that you share with me. If you need to miss class because of a religious observance, please let me know at least two weeks in advance.

Campus resources. If you have questions about campus policies and services you may wish to contact the Marquette Office of Disability Services, Alumni Memorial Union room 317 (www.marquette.edu/oses/disabilityservices/index.shtml; 414-288-1645)

Attendance

Online courses at Marquette are designed to be highly interactive and collaborative. Online students are expected to actively contribute and respond, in a timely way, to fellow students and the instructor in the online discussions. Individual circumstances may prevent a student from entering the course site for a period of time. It is the student's responsibility to contact the instructor if the student wishes to receive credit for any missed online activities. If a student fails to participate in two assigned discussions or activities within the time parameters established, and has not notified the instructor, the instructor may drop the student from the class.

EDPL Academic Integrity Policy

EDPL, along with all of Marquette University, holds a strong commitment to high standards of academic integrity. We acknowledge the importance of protecting others' intellectual property, of creating original work, and of maintaining a high level of honesty. Any occurrences in violation of this commitment, such as plagiarism, falsification of records, or cheating, will be taken seriously and will result in disciplinary consequences that may range from re-doing an assignment to failing a course to expulsion from the program.

Incomplete Grades

New guidelines for issuance and completion of incomplete work in the graduate program went into effect August, 2005. See your Graduate School Handbook for a complete explanation of these rules. If you have any questions, contact the Dean of the Graduate School. Incomplete grades can be issued only in extreme cases, and when the student's current grade in the course is in the passing range [usually a grade of B or higher].

Attachment A:

**Marquette University School of Education
M.A. Curriculum & Instruction**

**EDPL 223 Teacher as Leader
Critical Task #12 School Leadership Proposal**

**Standards Addressed:
NCA Goals**

- #5 Advocate for school programs that support the learning and well-being of a diverse student population.

NBPTS

- 5.1 Teachers collaborate with other professionals in planning and coordinating curriculum that supports the learning and well-being of a diverse student population.
- 5.2 Teachers work with school administrators toward school-wide improvements that support the learning and well-being of a diverse student population.
- 5.3 Teachers effectively work on teams in the interest of the school community

Wisconsin Standards

- 9.12 The teacher draws upon professional colleagues within the school and other professional areas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.
- 10.9 The teacher participates in collegial activities designed to make the school a productive learning environment.
- 10.10 The teacher fosters relationships with school colleagues and parents to support students' learning and well-being
- 10.11 The teacher can identify and use community resources to foster student learning.

Task Description:

Initiate, collaborate and lead others in planning a significant instructional or organizational innovation in own school or organization that can be linked to systematic reform as a compliment to one's Research Project. This project is the Critical Task Assignment for the course, and determines 40% of your grade.

Directions:

The Leadership Project consists of two parts. The first part is to plan and implement a project that results in a significant change, according to specified criteria. The second part is to write an academic paper about your project, including detailed explanations of specific aspects of the project. Following are a detailed description of the parameter and expectations of the project and a "template" of the required sections of the paper.

Part I - Leadership Project Expectations and Parameters

The expectations of the Leadership Project include a specific set of parameters that the Project must fit within to be acceptable for the requirements of this course. The Project must be real (not theoretical), must show evidence of collaboration, must be designed to meet a real need, and must be grounded in educational theory and research.

First, the Project must be a "real" demonstration of significant instructional change, rather than a theoretical exercise, in that you must actively include others in the planning process. Though you may choose to implement your Project, implementation is not a requirement for this course. It is important that you begin thinking about ideas for your Project and discussing them with others early in the semester, so that you have sufficient time to complete the Project. Waiting until the end of the semester to write a theoretical paper will not meet the requirements of this course.

Second, the Project must include the participation of relevant "others." A Project planned and implemented alone does not constitute a "leadership" Project. A person acting alone does not demonstrate leadership, so people working with you in the planning and/or implementation process should be an integral part of your Project. Your Discussion Board work related to the development of the Leadership Project will serve to document this collegial collaboration requirement and how other school district personnel are involved in this.

Finally, the Project needs to be clearly based on the needs of your class, school, or organizational guidelines and grounded in educational theory and research. Merely pursuing what seems to be a "good idea" is insufficient for this Project. The rationale for your Project must be clear and supported. One aspect of the rationale for your Project must be that it meets the needs of your class, school, or organization. You will need to demonstrate what those needs are and how you know they are needs. (Ex: *For months this has been an issue at faculty meetings, I distributed a survey, test scores need to be at level X and they're at level Y.*) Another aspect of the rationale for your Project is that it fits within district or organizational initiatives or guidelines - there needs to be continuity between what you're doing and the overall direction of the system. Finally, the rationale for your Project must include sound grounding in educational theory and research - your Project needs to be supported by what the "experts" say.

In sum, the Leadership Project should serve as a "lab" for the leadership concepts and theories of this course. The Leadership Project is a requirement for this course to provide you an opportunity to see the concepts and theories of this course in action, and to make your own connections to and assessments of how these concepts and theories apply to your "real world" experience. The Project needs to include discrete objectives and goals and a plan for how the Project will be assessed based on those objectives and goals. It should be clear what you what

you want to accomplish with your Project and a method for "measuring your level of accomplishment" needs to be a consideration of the planning and process. You may find it helpful to plan for a way to note or document situations that arise during the planning of your Project that relate to course concepts and may be important to include in your Project paper.

Part II - Leadership Paper Template

A. Cover Page

This needs to include basic cover page information - your name, the title of your paper, the class name, the semester in which you are taking the course, that you are taking the course at Marquette University.

B. Abstract

The abstract is a short summary of your project. In this case, your abstract needs to be about 100 words long. The abstract should be included on its own page, following the Cover Page and before the body of the paper.

C. Introduction

The Introduction should begin the body of the paper. It needs to provide a preview of what you will be including in your paper. By the end of the Introduction, the reader should have a pretty good picture of your project, including who is involved in it and what you intend to accomplish with it. It needs to address the following issues:

- A description of your project - what does it "look like" and what does it involve?
- A description of the people involved in your project - who are they, what roles do they play, why were they involved?
- A description of the goals and objectives of the project - what do you intend to accomplish with this project?

D. Rationale

A significant portion of the theoretical underpinning for your Leadership Project will probably come from your Research Project. It is appropriate to take largely from, and modify and update as necessary, the literature review from your Research Project to address what the literature – the educational theories and research – says to support your project, then to add to that a discussion of the needs and initiatives of your classroom, school or organization. Overall, this section needs to address the following issues:

- What are the needs that warrant your project?
- How do you know that these changes are really needed?
- What are the system guidelines and initiatives on which your project is based and how does your project fit in with those initiatives and guidelines?
- What educational theories and research - educational literature/articles - support your project - both what you're doing and how you're doing it? What do the published "experts" say about issues related to your project and what guidance and support do they provide for what you're doing? This includes specific references to/citations of published work. Again, it is appropriate for this section to pull largely from the literature review done for your Research Project.

E. Planning

The planning section needs to detail the planning process of your project. How do you take it from an idea to the point of implementation? Starting with your initial idea, describe how the plans for your project developed. This section needs to address the following issues:

- What were the steps in the planning process? What happened? How did your idea change and develop, especially in light of the input of others?
- Who was involved in the planning process? What roles did they play? What impact did their participation have?
- What challenges and high points were part of the planning process?

F. Implementation

This section discusses how your plan might actually be put in place, and needs to include the following:

- A detailed implementation timeline - what will happen and when, if this project is implemented?
- A description of each step of the implementation process - what are the specific steps of the implementation process so that someone could implement it based solely on your paper?
- Who needs to be included in the implementation process, including the roles they play?
- What challenges do you foresee in implementing this project? What do you need to be prepared for? What do you need to be attentive to?

G. Assessment

This section ties back to the objectives and goals you detailed in the Introduction of the paper. Having specified objectives and goals, how will you collect information to see if you actually achieved those objectives and goals? This section should describe how you plan to use ongoing (formative) assessment and ending (summative) assessment, and what that assessment will mean to you and your school or organization. It should address the following:

- What will "success" or "effectiveness" look like for your project? How would someone be able to tell that your project was successfully implemented?
- What "tools" will you use to measure or describe that success or effectiveness?
- From whom will you be seeking feedback about your project and why?
- In your formative assessment, how will you incorporate data from that assessment into your ongoing project?
- How will summative assessment data be of use to you and your school or organization?

H. Leadership Evaluation

Including a section detailing your leadership evaluation provides a place and opportunity for you to analyze the leadership project in relationship to the concepts and theories of the Teacher as a Leader course. By including a separate section to discuss your evaluation of your project as a leadership experience, it will be very clear how this project has served you as a learning experience and what connections you have made between in-class theory and real world application. This section needs to address the following, in terms of course concepts and theories:

- A critical evaluation of your role as the leader of this project – what experiences did you have that supported or differed from the reading and theoretical discussions in the course? What leadership challenges did you face? What surprises did you have? What situations did you find particularly pleasing or fulfilling?
- A critical evaluation of the roles/behavior of others as they relate to the concepts and theories presented in the course - did people behave as you expected? Did you see theories of group communication, group dynamics, etc. at play as you worked with others on this project?

I. Reference Page

Since you are required to reference/cite literature, you must include a reference page. The reference page needs to follow APA formatting guidelines (as does your in-text citations). Information about APA formatting can be found by the following means:

- The official APA publications guide available at the library or at many bookstores - Publication Manual of the American Psychological Association (4th ed. APA: New York. 1994).
- An on-line search of "APA Reference Guides" or "APA Style Guides".
- APA style guide links included in the External Links section of this course

Rating Scale

Rating Scale Key: U = Unsatisfactory; S = Satisfactory; E = Exemplary
Criteria for passing this critical task (check one):

- Demonstrates Mastery (All ratings are satisfactory or exemplary; none are unsatisfactory.)
 - Not Demonstrated (One or more ratings are unsatisfactory.)
- Project represents a significant instructional or organizational innovation that can be linked to current school, district or organizational goals. (NBPTS #5.2, WIS. #9.12, WIS. #10.9, WIS. #10.10, WIS. #10.11)
 - Project is based on, is an extension of, is an outgrowth of, or otherwise complements one's Research Project.
 - Written report clearly identifies and describes the rationale and goals for the project.
 - Written rationale for the project is adequately grounded in educational theory and research (appropriately cited), includes an explanation of the needs of the organization for which the project is planned, and describes the connection of the project to school, district or organizational initiatives. (NBPTS #5.2, NBPTS #5.3, WIS. #9.12, WIS. #10.9, WIS. #10.10, WIS. #10.11)
 - Written report discusses the planning process, and details plans for implementation and assessment, including a proposed timeline.
 - Written report critically describes and evaluates the author's role as a leader, and the roles of those who assisted in the planning process in terms of leadership concepts, principles and theories. (NBPTS #5.1, NBPTS #5.3, WIS. #9.12, WIS. #10.9, WIS. #10.10, WIS. #10.11)
 - Written report is clearly organized, well written and proofread.
 - Bibliography is included.

- Minimum 6-8 references (print/Internet/human), written in APA style
- Authors are encouraged to include as appendices any artifacts that help describe, explain or clarify the planning or proposed implementation process (e.g., photographs, testimonials, letters, video, website, printed material). Human Subjects Guideline: Written permission from the subject, or from the legal guardian of the subject (if under age 18), must be electronically scanned and included in the project.
- Presentation of the project is articulate and well organized, confident and knowledgeable, engaging and responsive to the audience.

Scoring Rubric – Critical Task #12 School Leadership Project (EDPL 223)

Criterion	Exemplary (3 points) <u>exceeds</u> standards for criteria that are “Satisfactory”	Satisfactory (2 points)	Unsatisfactory (1 point) <u>is below</u> standards for criteria that are “Satisfactory”
<i>1. Collaboration with other professionals in planning and coordinating curriculum that supports the learning and well-being of a diverse student population</i> WIS #9.12 NBPTS #5.1		The project clearly delineates how other professionals are engaged in the planning and coordination process for the project; and how the curriculum project accommodates the individual differences and needs of a diverse student population.	
<i>2. Work with school administrators toward school-wide improvements that support the learning and well-being of a diverse student population</i> WIS #10.9 NBPTS #5.2		The project clearly delineates how school administrators are engaged in the goals of the project as part of school-wide improvement; and how the improvement accommodates the individual differences and needs of a diverse student population.	
<i>3. Work on teams in the interest of the school community</i> WIS #9.12 NBPTS #5.1		The project clarifies the role of the team members in achieving goals related to school community interests and visions. Project goals are clearly stated and rationalized.	
<i>4. Connections with professional colleagues within the school and other professional areas</i>		The project communicates how the professional team actively worked together to share ideas, problem solve, and reach	

<i>as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback</i> WIS #9.12; #10.10 NBPTS #5.1		consensus. A Timeline is included.	
<i>5. Participation in collegial activities designed to make the school a productive learning environment</i> WIS #10.9 NBPTS #5.2		The activities the professional team engaged in to create a productive and collegial learning environment are clear and appropriate for the goals of the project.	
<i>6. Work with school colleagues and parents to support students' learning and well-being</i> WIS #10.10; #10.11 NBPTS #5.3		Students' performance achievement is at the core of the project, and is supported by all stakeholders (school and families); an assessment process and procedural guidelines for assessment are included.	
<i>7. Identification and use of community resources to foster student learning</i> WIS #10.11 NBPTS #5.3		Appropriate community resources are identified to support and augment student performance and achievement of project goals.	

Student Name: _____ **ID:** _____

Evaluator: _____

Date: _____

Rating:

Criteria for passing this critical task: (check one)

- Demonstrates Mastery (All ratings are satisfactory or exemplary.)
- Does Not Demonstrate Mastery (One or more ratings are unsatisfactory.)

**MU Service Learning Sign-Up Sheet
On-line Course**

MU ID: _____ Professor: _____

LAST Name: _____ Course: _____

FIRST Name: _____ Site Choice: _____

Local Phone Number: _____

Cell Phone: _____

*If participating in Service Learning
for 2 classes, please fill out the
following information:*

Local Address: _____

City: _____ Zip: _____ *Professor II:* _____

E-mail: _____ *Course II:* _____

Major: _____ *Site Choice II:* _____

Yr. in School: *FR SO JR SR GRAD*

Car Available? *YES NO*

Have you done Service Learning before?

Gender: *M F*

YES NO
