Florida Agricultural and Mechanical University

Tallahassee, Florida 32307

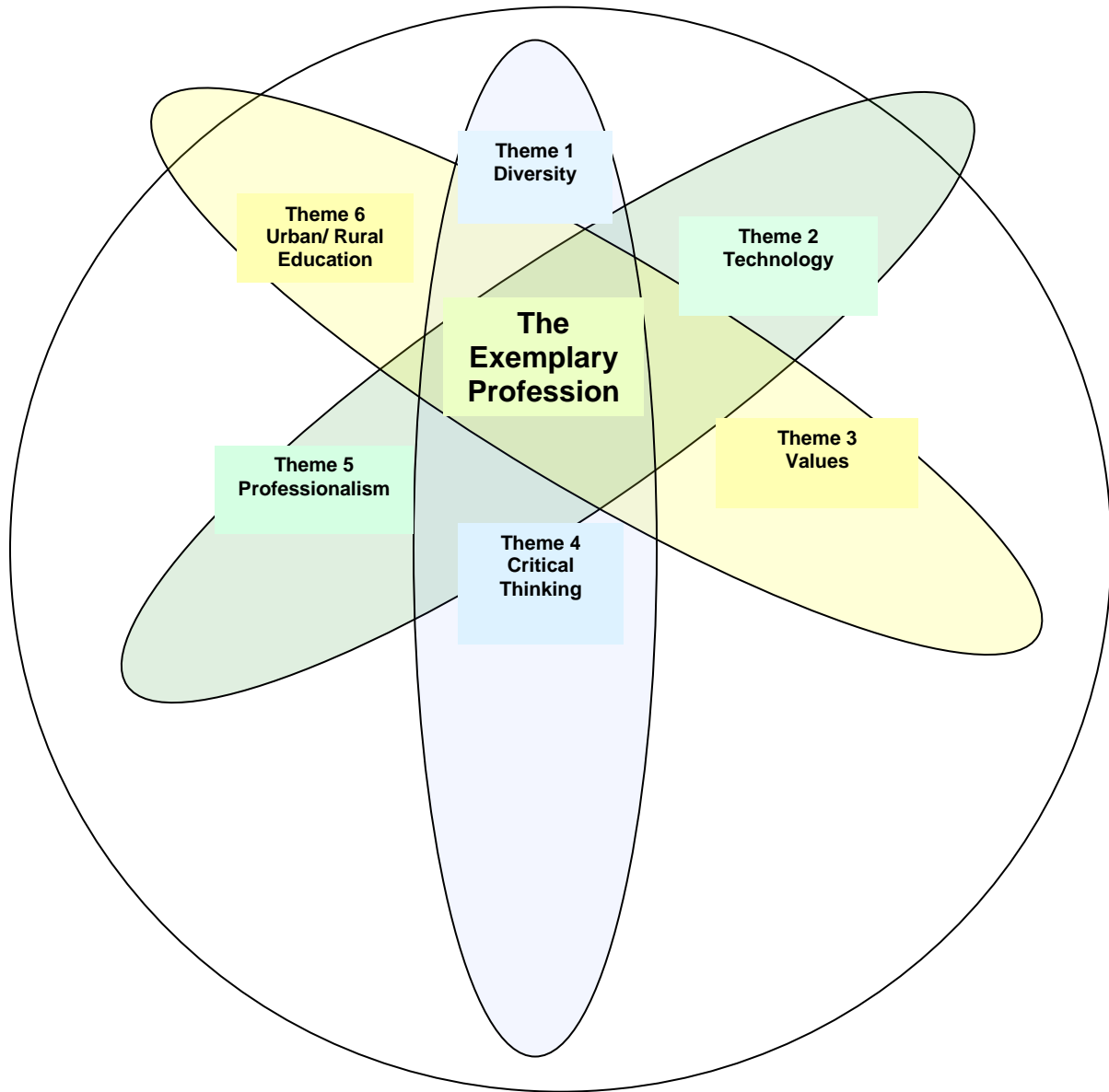## Course Syllabus

Course Number: **EDA 5275** Prerequisite: **Admitted to Master's Program in Educational Leadership**	Course Title: **Application of Technology in Educational Leadership**
Course Credit: **3** semester hours	**Course Hours: 3 per week**
College : Education **Department:** Educational Leadership and Human Services *Exemplary Professionals*	**Required Text/Technology**: Picciano, A.G. **Educational Leadership and Planning for Technology,** Fifth Ed Publisher: Allyn & Bacon Copyright year: © 2011 Pages: 336 **eText is available at http://www.coursesmart.com** **Other Recommended Textbook:** Brooks-Young. S. (2005). *101 best websites for principals.* Eugene, OR: International Society for Technology in Education**.** ***All candidates must enroll in class on Blackboard at http://famu.blackboard.com/** ***APA Manual 6th Edition needed for research** ***All Candidates must acquire a password/login to the following website: www.FloridaSchoolLeaders.org** *** All Candidates** must upload at least 3 artifacts in the **Task-Stream** E-Portfolio. For access to information regarding services to students, go to **http://www.taskstream.com** **SELF-ENROLLMENT CODE: EDA52755SPR2011**
Faculty Name: Dr. THERESA A. SHOTWELL	**Term and Year: SPRING 2011** **Email:** theresa.shotwell_@famu.edu or theresa.shotwell@live.com
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Office Hours/ *(FASTER RESPONSE ANYTIME BY EMAIL or MSN- Messenger)*	*Monday* *4:00-5:30pm*	*Tuesday*	*Wednesday* *4:00-5:30pm*	*Thursday*	*Friday* 4:30-5:30pm

Course Description

This course examines and provides experiences for candidates in acquiring expertise to use various technologies in the administrative and instructional realms of schooling. Course content is designed to assist candidates to select, evaluate, and apply appropriate technological applications in the school environment and in their administrative practice. Candidates are required to analyze educational environments to determine appropriate technology needs. Other learning tasks include developing skills in managing information, effective communications, instructional leadership, educational research, budgeting and student/personnel recordkeeping.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term "exemplary" refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework. Refer to Appendices for more details.

Theme 1
Diversity

Theme 6
Urban/ Rural
Education

Theme 2
Technology

The
Exemplary
Profession

Theme 3
Values

Theme 5
Professionalism

Theme 4
Critical
Thinking

<h1 align="center">DIVERSITY</h1>

- **CF 1**
- **Through this focal area, the FAMU professional education candidate will:**

CF: 1.1 (K)	Understand diverse backgrounds of individuals.	F: 5,6,7	I: 3

<h1 align="center">TECHNOLOGY</h1>

•**CF 2**
•**Through this focal area, the FAMU professional education candidate will:**

CF: 2.1 (S)	Use of available technology and software to support student learning.	F: 4,12	I: 6
CF: 2.2 (S)	Use technology to manage, evaluate and improve instruction.	F: 1,4,10 12	I: 6,7
CF: 2.3 (K)	Know fundamental concepts in technology.	F: 12	I: 1,6
CF: 2.4 (K)	Understand fundamental concepts in technology.	F: 2,12	I: 6
CF: 2.5 (S)	Use fundamental concepts in technology.	F: 12	I: 6
CF: 2.6 (S,D)	Facilitate access to technology for students.	F: 12	I: 6
CF: 2.7 (S)	Facilitate the use of technology by students.	F: 4,12	I: 6

<h1 align="center">VALUES</h1>

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<h1 align="center">CRITICAL THINKING</h1>

•**CF4**
•**Through this focal area, the FAMU professional education candidate will:**

CF: 4.4 (K)	Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.	F:1,4	I: 1,8
CF: 4.5 (S)	Demonstrate the use of higher order thinking skills.	F: 8	I: 4

<h1 align="center">PROFESSIONALISM</h1>

- **CF 5**
- **Through this focal area, the FAMU professional education candidate will:**

CF: 5.1 (K)	Know the content	F: 8	I: 1
CF: 5.6 (S)	Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom.	F: 2	I: 6
CF: 5.7 (S,D)	Display appropriate code of conduct including dress, language, and respective behavior.	F: 9	I:5,9

Overall Goals of the Course

This course is designed to assist candidates to acquire knowledge of and skills in identifying various technology devices. This course prepares candidates seeking to become school leaders to be knowledgeable of administrative and instructional uses of technology in schools. The course forms a foundation from which educators will provide leadership and become agents for realizing the powerful potential of technology in their schools.

Academic Learning Compact

Not Applicable - This is an advance (masters) course.

Specific Behavioral Objectives

Candidates will be able to:

1. Understand the theoretical and practical considerations for planning and implementing technology in schools.

2. Describe various technology devices to complete managerial and administrative tasks. 3. Identify appropriate uses of software in the delivery of instruction.

4 . Apply legal and ethical principles when using technology.

5. Apply planning and evaluation principles to facilitate the integration of technology into the teaching and learning environment.

6. Describe how computers can assist in scheduling, generating reports, maintaining information, effective communications, and making presentations

7. Discuss and analyze various case studies that illustrate real situations and real problems in schools. (e.g. . financial decision options, federal regulation, personal ethics, information system need and team management alternatives).

8 .Undertake clinical experiences in the school as a means of Ascertaining the principal uses of technology in the administrative and management tasks, and instructional environment.

9. Research information through the Internet and other digital information sources.

10. Demonstrate the ability to communicate effectively during oral and written presentations. Demonstrate and utilize rules of argumentation in the critique of others' publications.

The objectives will be met in accordance with the following Cross-Walk:

CROSS WALK					
Assignment	Behavioral Objectives	FPLS	FELE Sub Test	Conceptual Framework	ELCC
1. Oral Presentations/Reflections **Technology Project: PowerPoint Exercise in Instructional/School Administrative Software Evaluation** The Candidate must present an oral presentation that demonstrates evaluation of hardware and software used in the school's instructional or administrative areas.	1- 6, 9,10	7.1-8	#1,1-4; 3-12, 2; #2-13-1	CF:4.4 (K) CF:4.5 (S) CF: 5.6 (S) CF: 5.7 (S,D)	**3.3b**
2. Article Critique (2) The candidates will use the APA style format to cite references that will address issues related to instructional technology from a refereed journal. The document should show evidence of higher order thinking skills, analysis, synthesis, evaluation, accurate and well organized (via guidelines), relating theories and facts from class. The critiques include personal reflection of how to relate the position of the author with experiences in the school.	9, 11	7.1-8 10.3	#2.1, #2. 2,	CF 2.1-2.7 CF:4.5 (S) CF:5.1(K)	3.3b
3. **Field Experience: Interview with a School Leader** (Principal/Assistant Principal/ Technology Manager). The candidates will participate in **one field experience** with a qualified school administrator for a total of at least 10 hours over at least a two day visit and provide a written and oral report in class.	1-10	7.1-8 10.3	#2.1, #2. 2,	CF 2.1-2.7 (S,K)	3.3b
4. **Chapter Assignments** The candidate will respond to the textbook **case studies** and **discussion questions** that are at the end of the chapters.	1,-7,9	7.1-8 10.3	#2.1, #2. 2,	CF:1.1(K) CF: 5.1 (S) CF: 5.7 (S,D)	3.3b
5. **Exams** Two exams will be administered during the semester	1-6	7.1-8 10.3	#2.1, #2. 2,	CF:1.1(K) CF:2 (SKFD) CF: 5.1 (S) CF: 5.7 (S,D)	3.3b

National/State Standards Addressed in the Course

The following competencies and skills were addressed in this course. (Refer to Cross Walk as to what indicators were included and the Appendices for more details :

1. **Florida Principal Leadership Standards (FPLS) and Program Indicators**
2. **The Florida Educational Leadership Core Skills - FELE Subtest 1-3 Competencies**
3. **Conceptual Framework (CF) in the Professional Education Unit (PEU)**
4. **Educational Leadership Constituent Consortium （ELCC)**

Discussions, Activities, and Assignments. For details see:

	Week 1-2
ICE BREAKER Activity: Introductions **Open Discussion** Course Overview • Use of Blackboard, • Florida Educational Leadership Examination, • the Florida Principal Competencies, • TaskStream –Artifacts **Reading Assignments:** **Chapter 1. Introduction to Technology and Planning,** **Chapter 2. Basic Concepts of Planning** **Discussion: Chapters 1&2**	**ArticleCritique-1 Due Jan 22nd**
Oral Presentations – **Begin Week 3** **Reading Assignments:** **Chapter 3. Technology, Learning, and Equity Issues** **Chapter 4. Technology for School Leadership** **Discussion: Chapters 3-4**	**Weeks 3- 4** **ArticleCritique-2 Due Jan 29th** **Technology Proj- Orals Begin week 4** **Feb 9th**
Oral Presentations **Reading Assignment:** **Chapter 5. Wisdom and Data-Driven Decision Making** **Chapter 6. Technology in Instruction** **Chapter 7. Multimedia in Education** **Discussion: Chapters 5-7**	**Weeks 5-7** **Reflection Due One week after Presentation**
Oral Presentations **Reading Assignment:** **Chapter 8. Chapter 8. Data Communications, the Internet, and Educational Applications** **Chapter 9. Distance Learning** **Chapter 10. Hardware and Software Evaluation** **Examination One** **Discussion: Chapters 8-9**	**Weeks 8-10** **Exam One Due Mar 6th** **Chpt-Assign-1 And Case Study 1 Due Mar 13th**

Oral Presentations **Reading Assignment:** **Chapter 11 People, Technology, and Professional Development** **Chapter 12 Facilities, Policies, and Procedures** **Discussion: Chapters 10-11**	**Weeks 11-12** **Field Exp. Orals Begin Mar 23rd**
Oral Presentations- **Reading Assignment:** **Chapter 13 Financial Planning for Technology** **Discussion:** **Chapters 12-13** **Examination Two**	**Weeks 13-15** **Chpt-Assign-2 And** **Case Study- 2 Due April 3rd** **Field Exp. Report Due April 10th** **Exam Two Due April 17th**

Teaching Methods and Instructions

Situations and events will be identified in the student's current life as well as the world of industries and organizations. The focus is to place the student in real-work situations in decision-making. Experiences to be provided in this course may include reading assignments from additional textbooks, related reading from journals, handouts and lectures; term project and examinations; group discussions; oral presentation by class members; guest speakers; Blackboard portal and action research. Each student is encouraged to read appropriate documents (e.g. textbooks, handouts, related readings) in advance.

Blackboard will be the primary platform used to facilitate communication between the students and the instructors. In addition, use of Blackboard will provide students the opportunity to take advantage of the various resources designed to enhance understanding of the principles and concepts covered in this course. Therefore, use of Blackboard is required! Any student needing assistance and/or having difficulty with any aspect of Blackboard use should speak with the instructor during the first week of class. Students may also get technical assistance by emailing OIT@famu.edu or by contacting Mr. Danny Malone at 850-599-3460 in the FAMU Media Center.

Lectures, discussions and student-generated activities will guide the teaching methodologies and strategies used in the course. Students will participate in homework and Internet assignments that may include reading assignments from additional textbooks, journals, external internet links; term project and examinations; and computer-based tutorial, action research, Each student is encouraged to read appropriate documents (e.g. textbooks, , related readings) in advance.

Course Evaluation and Grading

Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit <u>counts</u>. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the following deliverables:

	Maximum Points	
PARTICIPATION/ATTENDANCE	100	See Class Policies details
TECHNOLOGY PROJECT Oral Presentation	100	See Details Below -(artifact)
PRESENTATION REFLECTION	10	See Details Below
ARTICLE CRITIQUES	100	See Details Below -(artifact)
FIELD EXPERIENCE	100	See Details Below -(artifact)
CHAPTER ASSIGNMENTS	140	See Details Below
EXAMINATIONS	100	See Class Policies and Details below
TOTAL MAX. POINTS	**650**	

GRADING SCORE: **90%-A, 80%-B, 70%-C, 60% D 59%/BELOW - F**

Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit <u>counts</u>. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the assignments listed. All assignments will receive a numerical score ranging from 0-100.

Note: Students must complete at least 80% of the coursework in order to pass the course. Students are strongly urged to keep their own record of points earned. Periodic reports will be available via Blackboard.

Course Requirements/Performance-Based Tasks: **DELIVERABLES and GUIDELINES FOR THE SUBMISSION OF DELIVERABLES with Due Dates**

A. **<u>PROJECTS & ASSIGNMENTS</u>:**   Throughout the course, students will be engaged in various assignments and activities. Students are expected to complete *<u>all</u>* assignments, activities, and projects and are responsible for submitting all assignments on a timely manner.

Absence is not an excuse for not submitting assignments. Partial or late homework, activities and projects assignments will not be accepted. All homework assignments, activities and projects must be neatly formatted and word processed. Documents must be written with clarity and preciseness, and be free of substantial grammatical errors.

<u>ARTIFACTS</u> : Three different assignments are required to be uploaded on Task-Stream. The three artifacts are: *<u>1. TECHNOLOGY PROJECT-Oral Presentation,   2. FIELD EXPERIENCE- Interview with a principal, and   3</u>*. <u>*ARTICLE CRITIQUE -Technology in Education Leadership*</u>.

<u>RUBRICS</u>: **The rubrics for these artifacts are on TaskStream**

B. ASSIGNMENT SUBMISSION REQUIREMENTS:

1. As a heading for every page include your full name, course number, description of assignment, and term (e.g. Joe Smith_ED5275_ Article Critique One_Sum2010)
2. All assignments must be uploaded in the Blackboard digital mail box by labeling each original file with your last name and first initial and description, (e.g. Smithj_EDA5275_Ariticle Critique One_Sum2010, or Smithj_EDA5275_Case Study One_Sum2010, etc.).
3. Important! **Only one file** per assignment due date. More than one will not be graded.
4. All cited sources must be in APA style. All written presentations should conform to APA writing style (6th edition). The information should be presented in a cohesive manner with all sections flowing together harmoniously.
5. Points will be deducted from your work if the instructions are not followed
6. Upload your work in the Blackboard digital mail-box no later than the due date
7. Early work is greatly encouraged. Always keep copies for your record.

C. ASSIGNMENTS/ACTIVITIES - *The following deliverables are required:*

1. *ATTENDANCE/PARTICIPATION*- **(100 points).** Refer to Course Polices below

TECHNOLOGY PROJECT: Oral Presentation (100 points). Post this project on taskstream as one of the course artifacts. In *Professional Attire is required* during presentation. Refer to Appendices for proposed guidelines.

The Candidate must present an oral presentation using a **power-point** that demonstrates evaluation of hardware and software used in the school's instructional or administrative areas. Incorporate **Excel-spread sheet** as a small part of the power-point.

The oral presentation will be evaluated on your ability to develop the conceptual and practical knowledge of the topic, group dynamics, and utilization of instructional tools (visual aides, technology, and other resources) to motivate and maintain focus. Creativity should be used.

    I.   **Prepare a Summary Report: (About one page, using word-doc., doubled-spaced, spelled/ grammar checked, and 1" margins) that: summarizes the topic; describes the methodology and/or philosophies chosen. Attach copy of handouts used and other documentation supporting the presentation. Please include your names, and course information as described in assignment submission above. This report must be submitted to the professor before the presentation.**

    II.   **Prepare a Presentation Plan: Candidate is responsible for preparing a presentation plan. An example the plan is in the Appendices. This plan must be attached to the presentation summary report and submitted to the professor prior to (or beginning) of presentation.**

    III.   **Methodologies and Philosophies:**
The presenter/s will take on the role of the facilitator/teacher during the period allowed for the presentation. Presenter may employ his/her choice of methodologies and philosophies but must following lesson plan's instructional procedures and time lines. Various methodologies may include: lectures, homework assignments, class assignments, examinations; role-play and games; class discussions; metaphors and mnemonic devices; instructional aids; handouts; other reference material; guest speakers and others.

    IV.   **Presentation aids:**
Presenter/s may employ any instructional aids needed for the presentation (e.g. Projector, copies of handouts, video, power point, etc.). Some items may be obtained from professor. ***Student is responsible for reserving needed aids at least one week in advance from the FAMU Media Center 599-3460. The***

professor's signature is needed to borrow equipment/media from the Media Center. Forms are available in the media center or the professor's office.

V.　C**ase Studies, Activities or Exercises:**   The student may address any of these during the presentation.

VI.　Exams/ Quizzes**: Presenter/s may administer exams and quizzes, but they will be rated only as a part of activity.**

VII.　**Evaluations** (see *Appendices*):

A. Students will evaluate the presenters based on a **PEER EVALUATION FORM**. The form will have a rating scale ranging from 1 to 5 (1 is poor and 5 is excellent). The students will respond to questions related to the performances of the presenter in the areas including lesson plan preparation, delivery, classroom management, verbal skills and image.   **Total average will determine the final points for the presentation**. Each presenter may receive a s **maximum of 100** points for the his/her presentation of lesson plan. Major points will be deducted for non-submission of a Presentation Plan. Any student who does not participate in a presentation will receive no-credit.

B. The **SELF EVALUATION FORM** may be randomly given to up to at least five students for observation. The form is not for grading purpose but is to help you become aware your positive and distracting mannerism and behavior during your presentation.

VIII.　**Time Limitations**:   The professor will announce time limitations.

2. *Presentation REFLECTION SUMMARY* – **(10 points).**   Once the student has received the results of the **Peer Evaluations**, ==*within one week*==, the student must submit a typed statement (not more than one page) of their reflections and revisions of the lesson plan/presentation. (e.g. what you liked and did not like about your presentation - what would you change – why – did students enjoy your presentation, were the evaluations fair, etc.)

3. *FIELD EXPERIENCE* **(100 points)**

Student will participate in **one field experience** with a qualified school administrator for a total of at least 10 hours over at least a two day visit and provide a written and oral report in class.

Part I. (75pts): Interview with a School Leader (Principal/Assistant Principal/Technology Manager): Select an organization. Submit in narrative using APA writing style. Using the Field Clinical Form provide the following information (in this specific order):

　1. Date and time of Visits. (Provide an hourly log on your visits)
　2. List area(s) of observation during visitations
　3. Describe the organization chart.
　4. Ascertain the role of the principal in facilitating the integration of technology into the teaching and learning environment.
　5. Ascertain how the principal uses technology to accomplish administrative and management tasks.
　6. Ascertain the technology skills needed to be effective in the role of technology leader.
　7. Ascertain the role of the principal in providing technology for the instructional environment.
　8. Render a diagnosis
　9. List the benefits you gained from experience(s)
　10. Conclusion -Provide a reflective summary of your experience(s)
　11. References

　Scan and attached the signed report page inside the word document file. (Only <u>one file</u> submission)

　Use APA 6TH Ed. writing style (requirement). The <u>Field Clinical Report Form is included in the appendices and is available on Blackboard.</u>

Part II. **The Oral Report (25pts)**: Each candidate must present an oral report on the study. The oral report should not to exceed 10 minutes. Each candidate will present his/her experience to the class.

Due Dates Field Experience See Topical Outline

4. *ARTICLES CRITIQUES 2@ 50 pts= 100points.*

The purpose of the critiques is to review new and sometimes, past conceptual ideas, and/or to review new evidence for conceptual ideas. A research article critique results from critically examining an article. In most cases, you may have to read the articles provided to you several times to understand it in order to properly critique it. Document must identify the core objective of the article. What is(are) the author's premise(s).

Students are to critique two (2) articles. The articles should relate specifically to **Technology in Educational Leadership** from refereed journals. The document should show evidence of higher order thinking skills, analysis, synthesis, and evaluation. In critiquing the articles, think about the article and its research ideas in terms of the chapter reading.

Follow the following guidelines in its specific order (using numbers and subtitles) for completing the critiques:

1. Bibliographic Reference (APA Style) (i.e. full author's name; Title of article; Name of journal Volume, issue, year and page numbers, etc.)

2. Introduction
   a. State the objective/purpose of the article
   b. State the intended audience
   c. Appropriate journal – Check the mission statement of the journal to determine if the article is linked with the appropriate journal
   d. State whether the article is "conceptual" or "empirical", and why you believe it is conceptual or empirical.

      Note: Empirical articles and conceptual articles have similar objectives— that is to substantiate an argument proposed by the author. While a conceptual article supports such an argument based on logical and persuasive reasoning, and empirical article offers empirical evidence to support the argument.

      Empirical articles offer substantial, detailed evidence which the author analyze using statistical methods. Empirical articles must include a hypotheses and detailed research results. Empirical research includes *experiments, surveys, questionnaires, field studies, etc.*

      Conceptual articles may refer to empirical evidence, but they do not provide the detailed analysis of that evidence.

3. Summary of article
   a. Write 2-3 paragraphs that addresses:
      1. What is the problem, issue or opportunity being addressed
      2. What solution is proposed (the solution could be a new model or a theory that explains or remedies the issue or problem

4. Results
   a. Write a brief summary of the important points (conclusions, findings) in the article

5. Article's relationship to class readings
   a. Does the article directly cite any of the class readings i.e., does any class reading appear explicitly in its bibliography or reference sections?
   b. If not, state this explicitly. If so, clearly describe how the authors used the cited article.

6. Contributions – An article make a contribution by adding to the knowledge of researchers in a research field. An article can make a contribution to the research field in many ways. To this end, address the following:
   a. Does the article provide a new way to look at a problem or issues?
   b. Does the article provide new solutions?
   c. Does the article identify new issues?
   d. Does the article provide new insights?
   e. If you believe the article makes no contribution, explain why

7. Foundation—Good research often is built upon theories and frameworks that other researchers have developed. Sometimes articles will be substantially based upon this prior work, and refer back to it in some detail.
   a. Which theoretical foundations does the article and research build on, if any? In what ways? Include reference/citations of the foundation work. (You can determine this in part from the works the article cites.)

8. Reflections: Respond to the following questions:
   a. What is the practical value of the article?
   b. Did the authors provide enough background information for the intended Audience to understand? For you to understand?
   c. What skills, competencies, ideas, strategies, and techniques can be implemented in your professional repertoire?

Due Dates: (See Topical Outline)

5. *CHAPTER ASSIGNMENTS.*

A. *QUESTIONS: (10@ 10pts) 100points*
Instructions: Select any ten chapters from the thirteen chapters and respond to all the questions at the end of each chapter called *Key Concepts and Questions*. For **assignment one,** select *five* chapters from *Chapters 1-6*. For **assignment two**, select *five* chapters from *Chapters 7-13. Type each question or requirement completely* - skip a line – and respond- using full sentence structure and grammar/spell check. 1" margins required.

Remember, only one file, can be uploaded for each due date per assignment. Before uploading, remember to properly name the original file as instructed in the Assignment Submission above. Upload your work in the Blackboard digital mail-box no later than the due date.
Tentative *Due Dates:*
   Chapter Assign One (Chapters1-6) See Topical Outline 50pts
   Chapter Assign Two (Chapters7-13) See Topical Outline 50pts

B. *CASE STUDIES: (2 @20pts) 40points.*
Instructions: **Select two Cases from the Textbook Chapters. The two case studies must be from chapters not chosen for the Chapter Assignments.** Candidates are required to fully respond to the stated questions contained in the Case Study and may use other resources to support responses. APA writing style required for this assignment. *Type each question or requirement completely* - skip a line – and respond- using full sentence structure and grammar/spell check. 1" margins required.

Remember, <u>only one file</u>, can be uploaded for each due date per assignment. Before uploading, remember to properly name the original file as instructed in the Assignment Submission above. Upload your work in the Blackboard digital mail-box and in Task-Stream no later than the due date.

Tentative *Due Dates:*
Case Study One See Topical Outline 20pts
Case Study Two See Topical Outline 20pts

C. __EXAMINATIONS__ *(100 points)* Two on-line exams will be administered. All exams are announced and posted a shortly before due date. The exams may include Multiple choice, True & False, essays, and fill-ins.
Exams tentative Dates: See Topical Outline

EXTRA CREDIT OPTIONS

Students may attend education and accounting *related **SEMINARS AND/OR WORKSHOPS*** during the semester and will receive a **10-point Bonus** for each seminar/workshop **(Not to exceed two).** Business Attire or business casual may be required. To receive credit the student must submit **proof of attendance** and turn in a **typed report within one week** after the date of the event and response to the following questions: (Use full sentence structure and proper grammar).
 What was the name of the workshop/seminar? Location? Time? Date?
1)   **Who was/were the facilitator/s?**
2)   **Approximately how many people attended?**
3)   **Where there many tardy arrivals? Were you tardy?**
4)   **What was the purpose? How long was the event.**
5)   **Describe the type of presentation that was given.**
6)   **How were the facilitator/s and audience dressed?**
7)   **Were you appropriately dressed?**
8)   **Did you ask any questions? What?**
9)   **What did you learn?**
10)   *Would you recommend others to attend the event.*

DON'T WAIT UNTIL THE LAST MINUTE! ALL REPORTS MUST BE *SUBMITTED BY Last Class. Note: This will be the only extra credit offered!*

COURSE POLICIES

EXPECTED BEHAVIOR: Refer the Candidate Disposition Assessment Form in Appendices.

PARTICIPATION: Participation usually enhances learning for all, especially for those who participate. In order to demonstrate active participate, students may participate in virtual classroom. Active participation in the class discussions and activities also imperative.

ATTENDANCE/ABSENCES/TARDINESS*:* Regular attendance (including virtual meetings) for the full class period is imperative to pass this course. *Specific Virtual classroom discussion dates will be determined.* Students must sign-on at each time - on time.

- For <u>meetings more than once a week</u>, 10 points are deducted for each absence. Two absences are excused before points are deducted. Five points will be deducted for each tardiness or early departure from class up to ten minutes. Those who arrive to class after 20 minutes, or those who leave 10 minutes before class is dismissed will be noted as absent.

- For <u>meeting once a week</u>, 20 points are deducted for each absence. One absence is excused before points are deducted. Five points will be deducted for each tardy or early class departure up to 10 minutes; ten points for up to nineteen minutes and for those who arrive after or leave the class before 20 minutes ends of each class will be marked as absent and deducted 20 points.

DISPOSITIONS: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

INCOMPLETE GRADES: An **"I"** grade cannot be assigned in lieu of earning grades of **"D"** and **"F".** Missing exams (including the final) does not justify an "I" grade**.** An "I" may be assigned to those
students who, due to unusual circumstances, failed to complete the course requirements. Qualifications for such a grade must include a course standing of grade "C" or better.

EXAMINATIONS: Make-up examinations will not be administered under any circumstances. If a "take-home" examination is given, the examination must be completed and submitted on the prescribed date and time, however, early submission of take-home exams will be permitted.

TASK-STREAM E-PORTFOLIO*: All Teacher Education Majors* must upload at least 3 artifacts in the **Task-Stream** E-Portfolio.. The cost of Task-stream at student rate are: *(Prices may change at any time).*

1 Semester*	1 year	2 years	3 years	4 years	5 years	6 years
$25	$42	$69	$91	$105	$119	$129

ACADEMIC DISHONESTY POLICY

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying report and documents.

Plagiarism is defined as the use, without proper acknowledgments, of the ideas, phrases, sentences, or larger units of disclosure from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws.

Students are responsible for knowing the policies regarding cheating plagiarism and the penalties for such behavior. Students must take care not to provide opportunities for others to cheat. Students must inform the faculty member if cheating or plagiarism is taking place.

CHEATING/ PLAGIARIZING*: Students who cheat on exams and/or plagiarize/copy on assignments and/or term projects will receive an "F" grade.

PENALTIES FOR ACADEMIC DISHONESTY

It is the sole discretion of the faculty member to levy penalties of individuals that engage in academic dishonesty within the faculty member's class. Penalties may range from reprimands to expulsion within the student's program or the university. It is the sole discretion of the faculty member to determine the severity of the infraction and take steps they deem necessary. These steps may include filing a report to the University's Academic Affairs office.

STUDENTS RIGHTS

If a student is accused of academic dishonesty, he or she may appeal any decision made by the faculty member through the Academic Affairs or Student Affairs office.

POLICY STATEMENT ON NON-DISCRIMINATION It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

ACADEMIC HONOR POLICY The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Use of Technology: For Assignments and Blackboard

- PC or Macintosh computer - system requirements below
- Internet connection (without firewall) - connections listed below
- Speakers on computer
- Microphone - needed two-way online web conferencing
- Task-Streamer E-portfolio
- Blackboard

Windows- MINIMUM REQUIREMENTS

- Intel® Pentium® II 450MHz or faster processor (or equivalent)
- 128MB of RAM, (256MB recommended for complex forms or large documents)
- Microsoft® Windows® Vista, Microsoft Windows XP, Windows Me, Windows 98
- Microsoft Internet Explorer 6.0 or 7.0, Firefox 1.5 or 2.0, Mozilla 1.7
- 280 MB of available hard-disk space
- 800x600 color monitor with 16-bit color or greater video card
- CD/DVD player, CD recorder
- Working Microphone input
- Working Sound output

Macintosh - MINIMUM REQUIREMENTS

- PowerPC® G3, G4, G5 or Intel® processor
- Mac OS X 10.4.3 to 10.4.9
- 128MB of RAM (256MB recommended for complex forms or large documents)
- 170MB of available hard-disk space
- Safari 2.0.2
- 280 MB of available hard-disk space
- 800x600 color monitor with 16-bit color or greater video card
- CD/DVD player, CD recorder
- Working Microphone input
- Working Sound output

Required Internet Connection

- High speed connection
- Cable
- DSL
- Network connection must be clear of firewall blocks that prevent video and audio download.
- It is preferred that students do their primary internet work from a computer at their home or a computer to which they have administrative rights.
- If you are using a computer at an office you may need to work with the network administrator to download and install needed system requirements.

Required Plugins

- Flash Player
- Adobe Acrobat Reader
- Javascript
- ActiveX
- Windows Media Player

Required Software

- Microsoft Word

- *PowerPoint*
- *Excel*
- *Elluminate*
- *Messengers/Chat*

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APPENDICES

- **National/State Standards**

    1. **Florida Principal Leadership Standards (FPLS) and Program Indicators**
    2. **Florida Educational Leadership Exam (FELE) Subtests 1-3 Competencies**
    3. **Conceptual Framework (CF) in the Professional Education Unit (PEU)**
    4. **Educational Leadership Constituent Consortium (ELCC)**

- Candidate Disposition Assessment

- Disposition Remediation Plan

- Conceptual Framework Outcomes Table

- Peer Evaluation

- Self/Image Evaluation

- Special Report Oral Evaluation

- FAMU Scoring Rubric (Example)

- Overview of a Presentation Plan

- Presentation Plan (Example)

- Clinical Field Experiences Form

- Proposed Guidelines For Professional Attire

ICE BREAKER:

GENERAL INFORMATION: Student will be placed into groups of two. Each student will introduce the other by including information discussed below:

`Index Card`

Name	
Occupation	Company
Hometown	
(Please discuss the following questions:)	
Sharing something that many people don't know about you.	
What do you hope to learn from this class?	
If this was the last day of your life how would you like to be remembered?	

National/State Standards

1. Florida Principal Leadership Standards (FPLS) and Program Indicators

1.0 Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

Educational Leadership Program Indicators

1.1 Is aware of processes involved in creating a vision.
1.2 Recognizes the components of a vision statement.
1. 3 Recognizes the importance of a vision in creating school culture and climate.
1.4 Relates the vision to student achievement.
1.5 Communicates the vision to stakeholders.

2.0 Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to candidate learning, especially in the area of reading and other foundational skills.

Educational Leadership Program Indicators

2.1 Facilitates meaningful professional development in order to improve instruction.
2.2 Recognizes student achievement as the outcome of instruction.
2.3 Understands the importance of a professional learning community.
2.5 Uses data to inform decisions about instruction.
2.6 Links the school vision to instructional leadership.
2.7 Recognizes the imperative for Instructional leader to monitor the teaching and learning environment for improvement.
2.8 Understands the change process.
2.9 Demonstrates ability to align curriculum and instruction with standards.
2.10 Understands the importance of parent and community involvement.
2.11 Is aware of contemporary research and best practices in multiple subject areas.
2.12 Communicates essential beliefs about student learning and achievement.
2.13 Demonstrates knowledge of curriculum and effective pedagogical strategies.
2.14 Has a repertoire of supervisory skills to improve teaching and learning

3.0 Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

Educational Leadership Program Indicators

3.1 Engages in organizational planning.
3.2 Understands the district's fiscal operating procedures.
3.3 Is aware of leadership styles and their impact in an organization.
3.4 Demonstrates competencies to create a positive learning environment.
3.5 Communicates effectively orally and in writing.
3.6 Constructs a school budget that prioritizes instruction and student achievement.
3.7 Is aware of the importance of facility monitoring for safety.
3.8 Knowledgeable of federal and state laws related to education and school operations.
3.9 Knowledgeable of federal and state law related to special education.
3.10 Demonstrates competence in managing organizational conflict.
3.11 Is knowledgeable of the Florida Education Finance System.

4.0 Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

Educational Leadership Program Indicators

4.1 Understands the importance of internal and external publics.
4.2 Interacts with community leaders.
4.3 Plans for school and community relations.
4.4 Identifies community agencies for collaboration efforts.
4.5 Understands the importance of business partnerships.
4.6 Provides opportunities for parent involvement.
4.7 Understands the need to work cooperatively with all stakeholders.
4.8 Demonstrates a concern for school image.
4.9 Involves stakeholders in decision making.
4.10 Identifies community resources to support the school.

5.0 Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Educational Leadership Program Indicators
5. Considers the impact of decisions on stakeholders.
5.2 Employs a rational problem-solving decision-making model.
5.3 Understands that decision making has unanticipated consequence.
5.4 Understands that events and problems can have a variety of explanations.
5.5 Employs problem solving techniques.
5.6 Uses data to inform decision making.
5.7 Involves others in the decision making process.
5.8 Supports student learning when making curricular and instructional decisions
5.9 Recognizes time as an important variable in decision making.

6.0 Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

Educational Leadership Program Indicators

6.1 Interacts effectively with various audiences and diverse populations.
6.2 Understands the implications of a diverse school staff.
6.3 Understands the instructional needs of students from various cultural backgrounds.
6.4 Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization.
6.5 Supports diverse perspectives in the teaching and learning environment.
6.6 Understands the instructional needs of a diverse student population.

7.0 Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Educational Leadership Program Indicators

7.1 Understands how to facilitate the integration of technology into the teaching and learning environment.
7.2 Uses technology as a personal productivity and instructional tool.
7.3 Understands the role of technology in the teaching and learning process.
7.4 Is informed about research based instructional software.
7.5 Understands teachers need for professional development in technology.
7.6 Is aware of hardware requirements necessary to use software.
7.7 Plans for acquisition of technology (hardware/software) in the school.
7.8 Understands the change process related to innovation.

8.0 Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all candidates in the learning environment, align the curriculum, instruction, and assessment processes to promote effective

candidate performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

Educational Leadership Program Indicators

8.1 Has high expectations for students and staff.
8.2 Makes curriculum decisions based upon data and research.
8.3 Makes instructional decisions based upon student achievement outcomes.
8.4 Uses data to assess and monitor student achievement.
8.5 Ensures curriculum and instruction alignment with standards.
8.6 Uses multiple sources of data to inform decision making, curriculum and instructional improvement.
8.7 Demonstrates an understanding of the methods and principles of program evaluation.
8.8 Demonstrates ability to evaluate instructional strategies and materials.
8.9 Uses diagnostic tools to assess student progress and improve instruction.
8.10 Identifies strategies to improve student achievement.

9.0 Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

Educational Leadership Program Indicators

9.1 Demonstrates an understanding of the major aspects of the Human Resource Function (recruitment, selection, induction, appraisal, compensation, employment continuity, development, and collective bargaining).
9.2 Demonstrates an understanding of the Human Resource Function in the operation of the district and school.
9.3 Recognizes that the Human Resource Function exists to achieve district and school goals.
9.4 Demonstrates an understanding of collective bargaining and its contractual features.
9.5 Understands the legal parameters for the operation of the Human Resource Function.

10.0 Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

Educational Leadership Program Indicators

10.1 Understands that ethics is central to leadership.
10.2 Makes decisions based on the legal, moral and ethical principles.
10.3 Applies ethical and legal principles when using technology in the teaching and learning environment.
10.4 Has a personal code of ethics that embraces diversity, integrity, and the dignity of all people
10.5 Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory policies.
10.6 Applies ethical considerations to decision making.

2. FELE Competencies- Subtests

Subtest #1: Instructional Leadership,
Instructional Leadership,
Managing the Learning Environment Learning,
Accountability, and Assessment

1 Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process

    1. Given a scenario, assess the curriculum and school wide professional development needs of an instructional program.
    2. Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan.
    3. Given a school data set, determine an appropriate instructional improvement strategy.
    4. Identify functions and implications of various curriculum designs.
    5. Given grade-level data on reading, identify strategies to align curriculum, instruction, and assessment.

2 Knowledge of instructional leadership standard as related to research-based best practices

1. Given school-based student assessment data on reading performance, identify research-based reading instruction to improve student achievement.
2. Given school-based student assessment data on reading performance, identify instructional strategies to facilitate students' phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout the content areas.
3. Given a scenario, which may include data, identify programs or initiatives that are research based to integrate reading, writing, and mathematics across all subject areas to increase student achievement.
4. Given a description of recurring problems in student performance in a content area, select strategies for engaging teachers in ongoing study of current best practices.
5. Identify scientifically based research applications to effective teaching and learning methods.
6. Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement.
7. Identify instructional delivery methods that enhance student learning and achievement

3 Knowledge of instructional leadership standard as related to school culture
1. Given data from a school climate survey, identify appropriate strategies for improving student learning.
2. Given data from a school climate survey, identify factors contributing to morale and performance.

4 Knowledge of instructional leadership standard as related to instructional design, teaching, and learning
1. **Given taxonomy of learning, identify instructional objectives to facilitate varying levels of learning.**
2. **Identify age-appropriate learning strategies based on principles of human growth and development.**
3. **Identify practices for evaluating the appropriateness of instructional strategies.**
4. **Identify practices for evaluating the appropriateness of instructional materials.**

5 Knowledge of instructional leadership standard as related to instructional program for students with special needs
1. **Given student special needs characteristics in a specific classroom and walk-through observation notes, identify an appropriate instructional adaptation/modification to provide for students with special needs in that classroom.**
2. **Given an IEP, determine whether or not provisions made are adequate to meet student needs.**

6 Knowledge of instructional leadership standard as related to federal and State law in education and schooling
1. **Given a scenario, identify the State requirements for students to participate in interscholastic or extracurricular student activities.**
2. **Given a scenario, identify employee and student rights and responsibilities under federal statutes.**

7 Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools
1. **Given a scenario, identify legal standards of negligent tort liability applicable to school employees and districts.**
2. **Given a scenario, identify legal standards of intentional tort liability applicable to school employees and districts.**
3. **Given a scenario, identify legal standards that are applicable to site administrators in negotiating contracts for goods and services.**

8 Knowledge of managing the learning environment standard as related to funding of Florida schools
1. **Given an FTE report, identify, interpret, and apply each formula factor used in computing the Florida Education Finance Program allocation.**
3. **Given a school budget, identify funding categories available to a school beyond the Florida Education Finance Program allocation.**
3. **Given a school budget, identify or apply the processes of planning, developing, implementing, and evaluating a budget.**

9 Knowledge of managing the learning environment standard as related to financial accounting and auditing

      1. Given an FTE audit report (e.g., State, district, or school), identify categories that are out of compliance with Florida Statutes (e.g., attendance records, teacher certification, vocational time cards, ESE and ESOL student records).

      2. Given a school internal funds audit report, identify violations of the State Board of Education policies and procedures for the administration and accounting of internal funds (e.g., fund-raisers, purchases, monthly financial reports, bonding of the treasurer).

10 Knowledge of managing the learning environment standard as related to facilities management

      1. Given a State request for a school room utilization update, identify the requirements of the Florida Inventory of School Houses as specified in Florida Statutes (e.g., space requirements for ESE, vocational courses, class size reduction).

      2. Given a school building's security plan, determine compliance with Florida Statutes and State Board of Education rules.

11 Knowledge of managing the learning environment standard as related to student services
      1. Given a school guidance report, determine compliance with Florida Statutes.
      2. Given a faculty handbook, identify the duties of school administrators governing student discipline and school safety per Florida Statutes (e.g., zero tolerance, discipline of exceptional students, emergency management plan, Student Code of Conduct).
      3. Given a parent request to administer medication, identify the guidelines in Florida Statutes regulating the administration of prescribed medications to students by public school employees.

12 Knowledge of managing the learning environment standard as related to student and parental rights
      1. Given the student-parent handbook, determine compliance with Florida Statutes governing parents' rights and responsibilities and/or students' rights and privacy to access student educational records (e.g., deny, release, challenge content, FERPA).
      2. Given a scenario, identify standards and procedures applicable to United States Citizenship and Immigration Services and students attending public schools.

13 Knowledge of managing the learning environment standard as related to federal law for education and schooling
      1. Given a scenario, identify exceptional education entitlements, equal access for students and staff with disabilities, and related rights under federal statutes.

14 Knowledge of learning, accountability, and assessment standard as related to State law for education and schooling
      1. Given a scenario, identify legal standards and procedures applicable to school accountability legislation.
      2. Given a scenario, identify the standards and procedures applicable to the META Consent Decree.

15 Knowledge of learning, accountability, and assessment standard as related to measurement of effective student performance
      1. Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement.
      2. Given a scenario, determine aspects of adequate progress of the lowest 25% in reading and mathematics at the school level.
      3. Given school data sets with differing accountability designations, compare and contrast multiple measures of data to analyze school needs.
      4. Given school data, analyze or develop a plan to address statewide requirements for student assessment (e.g., science, reading, mathematics, writing).
      5. Given school data, analyze or develop a plan to address national requirements for student assessment (e.g., NCLB science, reading, mathematics, writing).

16 Knowledge of learning, accountability, and assessment standard as related to assessment instruments and their applications
      1. Given a scenario, identify the appropriate type of formal assessment instrument (e.g., norm referenced, criterion referenced) to determine student strengths and needs.
      2. Given a scenario, identify the appropriate informal assessment instrument (e.g., observations, checklists, inventories, interviews) to determine student strengths and needs.

17 Knowledge of learning, accountability, and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement
      1. Given a data set of reading test results for students in ESE or ESOL, identify diagnostic tools appropriate for assessing student learning needs.

2. Given a data set of reading test results for students in ESE or ESOL, identify appropriate instructional strategies to improve student performance in reading.

Subtest #2: Operational Leadership
Technology
Human Resource Development
Ethical Leadership
Decision-Making Strategies

1 Knowledge of technology standard in the use of technology for teaching and learning
1. Given a technology plan, identify hardware, software, and related technologies appropriate to design and delivery of instruction.
2. Given a technology plan to integrate technology to improve student performance in a subject area, identify appropriate technology applications to address student performance needs.

2 Knowledge of technology standard related to school operations
1. Given a school technology plan, assess compliance with State technology goals (e.g., copyright law, Internet usage, digital learning environment, instructional leadership, Florida's digital educators, access to technology, infrastructure, support).
2. Given a scenario, select computer hardware and software appropriate to school operations.
3. Given a scenario, identify components of a technology infrastructure related to school and student safety.
4. Given a scenario, select Web-based communication applications.
5. Given a scenario, select presentation software applications.

3 Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff
1. Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation.
2. Given an out-of-field teacher report, identify various methods for acquiring Florida Teacher Certification (e.g., highly qualified teachers, critical shortage, special needs).
3. Given a sample of an interview, identify violations of federal and State laws that protect an applicant from job discrimination (e.g., AIDS, civil rights, Americans with Disability Act).

4 Knowledge of human resource development standard as related to performance assessment procedures
1. Given an instructional assessment instrument, determine compliance with Florida Statutes and State Board regulations for employee evaluation (i.e., management of students, maintenance of discipline, knowledge of subject matter, pay for performance, use of technology, and criteria for continual improvement).
2. Given an unsatisfactory performance evaluation, identify the Florida statutory requirements to facilitate employee growth (i.e., the performance improvement plan, notification of deficiencies, conference for the record).
3. Given an individual professional development plan, determine compliance with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher).

5 Knowledge of human resource development standard as related to managing personnel records
1. Given a sample of content from an employer's personnel file, determine compliance with Florida Statutes governing personnel files.
2. Given public information requests, determine compliance with Florida Statutes governing access to personnel files and records (e.g., medical records, complaints related to investigation, payroll deduction records, Social Security numbers).

6 Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees
1. Given a recommendation to terminate an employee's contract, identify the school site administrator's responsibilities regarding termination as required in Florida Statutes (e.g., union contract, professional service contract, annual contract, continuing contract).
2. Given case studies with accompanying documentation, identify and apply the Standard of Just Cause for any adverse employment decision as required by Florida Statutes (e.g., dismissal, suspension, demotion, reinstatement).

7 Knowledge of human resource development standard as related to collective bargaining agreements
1. Given a collective bargaining agreement, identify the role of the administrator in managing the contract per Florida Statutes (e.g., grievances, school policies, enforcement, and punitive actions related to all classifications of school personnel).

8.Knowledge of human resource development standard as related to data analysis
1. Given school or classroom data, analyze teacher performance over time.

9 Knowledge of human resource development standard as related to State law for education and schooling
1. Given a scenario, identify standards and procedures applicable to State certification, selection, evaluation, discipline, and reappointment of school district employees.

10 Knowledge of ethical leadership standard as related to ethical conduct
1. Given the Code of Ethics of the Education Profession in Florida, identify violations of ethical conduct as stated in Florida Statutes (e.g., conviction of a crime involving moral turpitude; gross insubordination; misconduct in office; neglect of obligations to students, public, school personnel).

11 Knowledge of ethical leadership standard as related to federal and State law for education and schooling
1. Given a scenario, identify judicially recognized rights and responsibilities guaranteed under the Constitution (e.g., First, Fourth, Fourteenth Amendments).
2. Given a scenario, identify the statutory powers and duties of the Florida Board of Education, Commissioner of Education, local school boards, superintendents, and principals.
3. Given a situation, identify standards and procedures of State administrative law, public disclosure, record keeping, and child welfare.

12 Knowledge of decision-making strategies standard as related to federal and/or State law for education and schooling
1. Given a scenario, identify standards and procedures applicable to federal and/or State statutory provisions for accomplished practices, pupil progression, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools, curricula, and facilities.

13 Knowledge of decision-making strategies standard as related to change
1. Apply current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, learning organizations).
2. Select examples of organizational conditions or leadership actions that create positive attitudes toward change.

14 Knowledge of decision-making strategies standard as related to data analysis
1. Given school data, perform procedural measures for school grade calculation.
2. Given a school improvement plan, identify criteria for learning gains of varying subgroups using disaggregated data.

Community and Stakeholder Partnerships
Diversity
Vision

1 Knowledge of community and stakeholder partnerships standard as related to community relations
1. Select strategies to promote community cooperation and partnerships.

2 Knowledge of community and stakeholder partnerships standard as related to assessment instruments and their applications
1. Given an audience, interpret standardized test results (e.g., percentiles, stanines, raw scores, scale scores).

3 Knowledge of community and stakeholder partnerships standard as related to State law for education and schooling
1. Given a situation, identify reporting procedures of the Florida Department of Law Enforcement's Missing Children program.
2. Given a scenario, interpret school advisory committee requirements as identified in State statutes.

4 Knowledge of community and stakeholder partnerships standard as related to student services
1. Given case studies of students with disabilities, identify the accommodations and services required per Florida Statutes (e.g., diagnostic and learning resource centers, ADA facilities, interagency support services).

5 Knowledge of community and stakeholder partnerships standard as related to student and parental rights and responsibilities
1. Given the student-parent handbook, identify rights and responsibilities of students, parents, and guardians per Florida Statutes (i.e., notification, due process hearings, student academic progress, school choice preference, health examinations/immunizations, student academic improvement plan, truancy procedures, instructional materials).

6 Knowledge of diversity standard as related to federal and State law for education and schooling and organizational communication
1. Given a scenario, apply legal interpretations of the purpose and intent of federal statutes related to equal access and the prohibition of all forms of discrimination in public schools.
2. Given a scenario, identify effective, research-based communication strategies

7 Knowledge of vision standard that works to relate State standards, the needs of the students, the community, and the goals of the school
1. Identify effective strategies for communicating relevant information about State standards, student needs, community needs, and the goals of the school to appropriate stakeholders.
2. Identify effective strategies for communicating relevant information about the instructional program to the community, staff, and district personnel.
3. Identify practices and implications of effective communication and interpersonal relationships.

8 Knowledge of vision standard as related to data analysis
1. Given school data, develop and organize a school action plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community.

9 Effective writing and data analysis for a school-based application
1. Given a scenario including data, analyze, interpret, and evaluate data for a specific target audience.

3. **Conceptual Framework Outcomes Table**

DIVERSITY

• CF 1 • Through this focal area, the FAMU professional education candidate will:

CF:1.1 (K)	Demonstrate understanding of diverse backgrounds of individuals.	F: 5,6,7	I: 3
CF:1.2 (S,D)	Support diverse student learning through differentiated instruction.	F: 5,7	I: 3,8
CF:1.3 (S,D)	Create and foster learning opportunities adapted to diverse learners.	F: 5,6	I: 3,8
CF:1.4 (S)	Practice responsive strategies that foster acculturation, mediation, and resolution.	F: 5,6	I: 3
CF:1.5 (K, S)	Establish a climate that values diversity and supports learning for all students.	F: 5, 7, 9, 10	I: 5

TECHNOLOGY

•CF 2•Through this focal area, the FAMU professional education candidate will:

CF: 2.1 (S)	Us a variety of technology tools and software to support student learning.	F: 4,12	I: 6
CF: 2.2 (S)	Use technology to manage, evaluate and improve instruction.	F: 1,4,10,1 2	I: 6,7
CF: 2.3 (K)	Demonstrate knowledge of fundamental concepts in technology.	F: 12	I: 1,6
CF: 2.4 (K)	Demonstrate an understanding of concepts related to software, hardware and application.	F: 2,12	I: 6
CF: 2.5 (S)	Use technology to prepare and teach lessons and promote creativity among students.	F: 12	I: 6
CF: 2.6 (S,D)	Demonstrate the ability to access a variety of tools to enrich media communication.	F: 12	I: 6
CF: 2.7 (S)	Teach students to use various types of technology.	F: 4,12	I: 6

VALUES

•CF3•Through this focal area, the FAMU professional education candidate will:

CF: 3.1 (S)	Work with colleagues in a professional manner.	F: 6	I: 2,5
CF: 3.2 (S)	Use clear and accurate communication with students, families and other stakeholders.	F:11,6	I: 9,10
CF:3.3 (S,D)	Promote perspectives, ideas, people and cultures.	F: 5,6	I: 3
CF: 3.4(D)	Establish and work to achieve goals.	F: 3,9	I: 5,9
CF: 3.5(D)	Create learning opportunities that foster cooperation, support and individual participation among students.	F: 7,2	I:5,10

CRITICAL THINKING

•CF4•Through this focal area, the FAMU professional education candidate will:

CF:4.1 (K)	Demonstrate an understanding of a variety of instructional/ professional strategies to encourage student development of critical thinking and performance.	F:4,7	I: 4
CF:4.2 (S)	Demonstrate the use of a variety of instructional/professional strategies to encourage students' development of critical thinking and performance.	F:2,7	I: 4
CF:4.3 (D)	Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.	F: 4	I: 1,4
CF:4.4 (K)	Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.	F:1,4	I: 1,8
CF:4.5 (S)	Demonstrate the use of higher order thinking skills.	F: 8	I: 4

PROFESSIONALISM

•CF5•Through this focal area, the FAMU professional education candidate will:

CF: 5.1 (K)	Know the content.	F: 8	I: 1
CF: 5.2 (S)	Use the appropriate pedagogy to provide all students with the opportunity to learn.	F:7,9	I: 7
CF: 5.3 (D)	Demonstrate commitment to professional growth & development.	F:3,7	I: 9
CF: 5.4 (K,S)	Use major concepts, principles, theories & research related to the development of children and adults.	F: 7	I: 2
CF: 5.5 (S)	Construct learning opportunities that support student development & acquisition of knowledge & motivation.	F: 7	I: 5
CF: 5.6 (S)	Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom.	F: 2	I: 6
CF: 5.7 (S,D)	Display appropriate code of conduct including dress, language, and respective behavior.	F: 9	I:5,9
C.F:5.8 (K,S)	Know and use student personnel services.	F:5,10,12	I: 2,10

URBAN/RURAL EDUCATION

•CF6•Through this focal area, the FAMU professional education candidate will:

CF:6.1 (S)	Demonstrate the ability to work in school settings with varied levels of human and material resources.	F: 9,10,11	I: 10
CF:6.2 (S,D)	Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.	F: 11	I: 3
CF:6.3 (K)	Understand the conditions of both rural and urban students and families.	F: 5, 11	I: 2,3
CF:6.4 (S)	Communicate effectively with students' parents and the community.	F: 5,11	I: 6

Explanation of Conceptual Framework Themes

- **1. Diversity.** The exemplary professional understands diverse student backgrounds and has the skills, and disposition to employ this understanding to support student learning. He/she accepts and fosters diversity. The candidate practices strategies such as acceptance, tolerance, resolution and mediation, and establishes a comfortable environment in which all students can learn.

- **2. Technology.** The exemplary professional makes use of available technology to support student learning and uses technology to manage, evaluate and improve instruction. The candidate knows, understands, and uses fundamental concepts in technology and facilitates access to the use of electronic resources for students. The candidate uses technology to manage, evaluate and improve instruction.

- **3. Values.** The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate for learning.

- **4. Critical Thinking.** The exemplary professional understands and uses a variety of instructional strategies to encourage students' development of critical thinking and performance. The candidate values critical thinking and self-directed learning as habits of mind.

- **5. Professionalism.** Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students' development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

- **6. Urban/Rural Education.** The exemplary professional is prepared to work in school settings with limited resources as well as settings that focus on rural/urban contexts with opportunities and challenges that these environments provide. Exemplary professionals have the ability to understand the plight of both rural and urban students and demonstrate a propensity to communicate with them and their parents.

(Revised 1/7/08 to include Urban/Rural Education)

a. Educational Leadership Constituent Consortium. (ELCC). Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors.

Element	Standards for School Building Leadership
Standard 3.0—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, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	
3.1 Manage the Organization:	**3.1a** 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. **3.2a** Candidates demonstrate the ability to involve staff in conducting operations and setting priorities 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. **3.3b** Candidate creatively seeks new resources to facilitate learning.
Standard 4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	
4.0 Collaborates with Families and Other Community Members.	**4.1c** Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.

	4.1e Candidates develop various methods of outreach aimed at business, religious, political and service organizations. **4.1h** Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media. **4.3a** 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.
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.	
6.0 Understand the Larger Context.	**6.1a** 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. **6.1c** Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effect on families, communities, children, and learning. **6.2a** Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

Candidate's Name: _____ **Student ID:** _____ **Program Area:** _____

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	3	2	1
	The candidate *consistently* and *thoroughly* demonstrates indicators of performance. (90–100 %)	The candidate *usually* and *extensively* demonstrates indicators of performance. (89-80%)	The candidate *sometimes* and *adequately* demonstrates indicators of performance. (79-70%)	The candidate *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.

Professionalism : The Teacher Candidate demonstrates professionalism (Please use a ✓ to indicate level of performance.)	Outcome			
	F (4)	A (3)	M (2)	U (1)

Punctuality
- Does not exceed three unexcused absences, per university catalog 2009-2010
- In class at or before specified time, per Registrar
- Attends class, field experiences, meetings
- Models appropriate dress and grooming
- Completes assignments on or before due date
- Emotional Management
  - Handles feelings appropriately(manages anger, frustration, excitement)
  - Reacts reasonably to situations
  - Finds a healthy balance between emotions
- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures
- Follows established procedures and policies

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	3	2	1
	The candidate *consistently* and *thoroughly* demonstrates indicators of performance. (90–100 %)	The candidate *usually* and *extensively* demonstrates indicators of performance. (89-80%)	The candidate *sometimes* and *adequately* demonstrates indicators of performance. (79-70%)	The candidate *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.

Effective Communication: The Teacher Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance.)	Outcome			
	F (4)	A (3)	M (2)	U (1)

- Uses standard English language in various settings
- Uses appropriate tone of voice for the setting
- Articulates concepts clearly (avoids words such as you know, um, uh-uh, and okay)
- Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)
- Avoids confrontational behavior

Continues on following page.

Candidate's Name:_____   **Student ID:**_____   **Program Area:**_____

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	3	2	1
	The candidate *consistently* and *thoroughly* demonstrates indicators of performance. (90–100 %)	The candidate *usually* and *extensively* demonstrates indicators of performance. (89-80%)	The candidate *sometimes* and *adequately* demonstrates indicators of performance. (79-70%)	The candidate *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.

Professionalism : The Teacher Candidate demonstrates professionalism (Please use a ✓ to indicate level of performance.)		Outcome			
		F (4)	A (3)	M (2)	U (1)

Punctuality
- Does not exceed three unexcused absences, per university catalog 2009-2010
- In class at or before specified time, per Registrar
- Attends class, field experiences, meetings
- Models appropriate dress and grooming
- Completes assignments on or before due date
- Emotional Management
  - Handles feelings appropriately(manages anger, frustration, excitement)
  - Reacts reasonably to situations
  - Finds a healthy balance between emotions
- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures
- Follows established procedures and policies

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	3	2	1
	The candidate *consistently* and *thoroughly* demonstrates indicators of performance. (90–100 %)	The candidate *usually* and *extensively* demonstrates indicators of performance. (89-80%)	The candidate *sometimes* and *adequately* demonstrates indicators of performance. (79-70%)	The candidate *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.

Effective Communication: The Teacher Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance.)		Outcome			
		F (4)	A (3)	M (2)	U (1)

- Uses standard English language in various settings
- Uses appropriate tone of voice for the setting
- Articulates concepts clearly (avoids words such as you know, um, uh-uh, and okay)
- Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)
- Avoids confrontational behavior

END

Disposition Remediation Plan

Date: _____

Candidate_____   **Faculty** _____

Disposition (s) being addressed by this plan:

_____

_____

_____

_____

_____

Evidence of progress in addressing this deficiency will be shown by

_____

_____

To verify progress in addressing this deficiency, the appropriate individuals listed below may be contacted:

Progress is expected to be observed initially within_____ days/weeks and will be monitored for a period of not less than_____.

Required Signature:

_____   _____
Candidate   **Date**

_____   _____
Faculty   **Date**

_____   _____

PEER   EVALUATION

TO EVALUATORS: Your comments as well as ratings are useful to the presenter. Use the back side of this page for additional comments. Please place a number between 5 and 1 in the *rating* box below.   Far left (5) is the highest rating; far right (1) is the lowest. Please do not leave any blanks.

TO Presenter: Please distribute copies of your outline to all before starting your presentation.

Presenter _____ Date _____

Topic_____Concept/s_____

RATING		5	4	3	2	1
I. ORGANIZATION OF PRESENTATION						
1. Presentation preparation evident		yes		somewhat		no
2. Presentation beginning effective		yes		somewhat		poor
3. Subject-matter knowledge apparent		yes		somewhat		no
4. Strategies selection effective		yes		somewhat		poor
5. Closure effective		yes		somewhat		poor
II. PRESENTER IMPLEMENTATION						
6. Eye contact excellent		yes		somewhat		no
7. Enthusiasm evident		yes		somewhat		poor
8. Speech delivery		articulate		minor problems		no
9. Voice inflection; cueing		effective		minor problems		poor
10. Vocabulary use		well chosen		minor problems		poor
11. Aids, props, & materials		effective		okay		none
12. Use of examples and analogies		effective		needs improvement		none
13. Student involvement		effective		okay		none
14. Use of overlapping skills		good		okay		poor
15. Nonverbal communication		effective		a bit confusing		distracting
16. Use of active listening		effective		okay		poor
17. Responses to students		personal & accepting		passive or indifferent		impersonal & antagonistic
18. Use of questions		effective		okay		poor
19. Use of student names		effective		okay		no
20. Use of humor		effective		okay		poor
21. Directions and refocusing		succinct		a bit vague		confusing
22. Teacher mobility		effective		okay		none
23. Use of transitions		smooth		a bit rough		unclear
24. Presentation motivating		very		somewhat		not at all
25. Momentum (pacing) of lesson		smooth & brisk		okay		Too slow / fast

Total   _____

Constructive Comments:

Do not complete the following	**SCORE**
TOTAL POINTS = (All Evaluations)	**MAXI MUM POINTS = 125 x ____ (No. of Evaluations)**
A.	B.

FINAL SCORE *(A/Bx100)=*

SELF-EVALUATION OF PRESENTATION
"The first impression is a lasting one"
The purpose of this tool is to provide only you with insight and feedback as to how others view you has an presenter.
Not use to determine grade.

Presenter's Name: _____

I. IMAGE	Excel	Good	Avg.	Fair	Poor
Business Attire					
Posture					
Friendly Manner					
Eye Contact					
Facial Expression					
Voice Tone					
Gestures					

II. VERBAL	Excel	Good	Avg.	Fair	Poor
Message Organized					
Projection					
Pauses					
Pronunciation/Enunciation					
Pitch/Voice Range					
Grammar Usage					

Constructive Comment:

III. DISTRACTING VERBIAGE/FILLERS
Indicate the redundant fillers or words used (i.e. and, and-ugh, ugh, but, okay, you-know, etc.).

IV. DISTRACTING MANNERISMS   (Check all that apply).
Shuffling of feet____   Fidgeting_____   Hands in pockets_____   Snapping Cap on Pen____
Rattling coins in pockets_____   Fussing with hair_____   Handling eye glasses_____
Nervous laugh or giggle_____   Other:_____
Constructive Comment: _____

Shotwell 1998

SPECIAL REPORT ORAL   EVALUATION

Course:_____

PRESENTER:_____ **Date** _____

EXPERENCE:_____

EVALUATOR: Professor_____

I. ORGANIZATION OF PRESENTATION	RATING	5	4	3	2	1
1. Presentation preparation evident		Yes		somewhat		no
2 Subject-matter RELEVANT		Yes		somewhat		poor
II. PRESENTATION IMPLEMENTATION	▆					
3. Speech delivery		Articulate		minor problems		poor
4. Use of examples and analogies		Effective		needs improvement		none
5. Presentation motivating		Very		somewhat		not at all

Total   _____

Constructive Comments:_____

_____

_____

_____

SCORE:
MAXI MUM POINTS = 25
TOTAL POINTS

Scoring Rubric- One example of the a scoring rubric that may be used in measuring some activities or assignments is the **FAMU:**

Favorable (4)	**A**cceptable (3)	**M**arginal (2)	**U**nacceptable (1)
Favorable performance is exemplified in outcomes (products) that exceed or meet established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to outcomes (products), which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as "F" products and assigned a numerical score in the range of 90-100.	**Acceptable p**erformance is exemplified in outcomes (products) that approach or proximate established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to outcomes (products), which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as "A" products and assigned a numerical score in the range of 80-89.	**Marginal** performance is exemplified in outcomes (products) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to outcomes (products), which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as "M" products and assigned a numerical score in the range of 70-80.	**Unacceptable** performance is exemplified in outcomes (products) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to outcomes (products), which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as "U" products and assigned a numerical score in the range of 60-69.

<p style="text-align:center">Presentation PLAN</p>

OVERVIEW
What? Why? How?

1. **Descriptive Data:** Presenter's Name, Course, Date, Grade Level, Unit, Topic, Time duration, etc.

2. **Goals and Objectives** (Instructional/Learning): What?
    A. Goals - Statements of intended accomplishments from lesson.
    B. Objectives - (not learning activity) - What the student will learn.

3. **Rationale:** Why? Explains why the presentation is important and why the presentation methods chosen will achieve the objectives.

4. **Procedures:** (Delivery/Implementation of Plan):   How?
    Instructional/Learning activities
    * Introduction   *Presentation Development   *Presentation
    * Conclusion   *Timetables

5. **Materials and Equipment Needed:**
    * Handouts   *media   *books   *demos   *artifact

---

6. **Reflection and Revision** *(Complete this session after receipt of peer evaluations)*
    e.g. What would you change?
          How well do you think your presentation went?
          Did student enjoy the presentation?
          Do you think the peer evaluations were fair?

Presenter: Dr. Theresa Shotwell   **Class:** Marketing   MKA 3011
Date: Fall 2008   **Unit:** Marketing Value Decisions
Topics: Virtual Value: The World of Marketing – Chapter 1   **Time Duration:** 90 minutes

Goals and Objectives of Presentation
A. **Instructional Goals:** The goal of this unit is for students to
    1) Understand what is marketing.
    2) Understand the marketing process
    3) Understand how marketing is done.
    4) Understand why marketing is important.

B. Instructional Objectives: At the completion of this presentation, participants will be able to
    1)   Describe what marketing is all about
    2)   Define the marketing mix
    3)   Understand the basics of marketing planning
    4)   Describe the evolution of the marketing concept
    5)   Explain why marketing is important to all of us

Rationale:
This unit is important because the student should know about the field of marketing and how this field relates to the individual as a future businessperson and as a consumer. It is also important to know how marketing influences everyone.

Instructional Procedure (with approximate timelines):
Arrive early to greet students. At the start of this unit the classroom chairs will be arranged whereby students will have a clear view of the power point presentation and will produce a friendly learning environment.

Activities **-(textbook pages 1 –27) 60 minutes.**
1. **10 minutes:**   **Attendance and Introduction**
2. **15 minutes:**   **Lecture and Discussion:** *What is Marketing? - page 3*
3. **10 minutes:**   **Lecture and Discuss:** *How is marketing done? – page 13*
4. **10 minutes:**   **Lecture and Discuss:** *The Evolution of Marketing Concepts? – page 15*
5. **15 minutes:**   **Lecture and Discuss:** *Why is Marketing important? – page 19*

Assessment:
15 minutes: **Closure: Activity or Summary and Review (Q&A)**

Equipment and Materials Needed: Textbook, Power-point, handouts, and Outline.

EDA 5275: APPLICATION OF TECHNOLOGY IN EDUCATIONAL LEADERSHIP

CLINICAL FEILD EXPERIENCES FORM

DIRECTIONS: Please complete the following form for your clinical field experiences. Please type all materials and have it signed by the appropriate persons. Each candidate is required to participate in at least two visits at a total of 10 hours.   Additional sheets may be added as needed to support your responses to the information.

Candidate's Name_____ Student ID#_____

Clinical Field Site_____ Telephone Number_____

Total Hours Completed During Experience ____

Site Administrator's Name_____ Title _____

Site Administrator's Approval _____Date _____

1. Date and time of Visits. (Provide an hourly log on your visits)
2. List area(s) of observation during visitations
3. Describe the organization chart.
4. Ascertain the role of the principal in facilitating the integration of technology into the teaching and learning environment.
5. Ascertain how the principal uses technology to accomplish administrative and management tasks.
6. Ascertain the technology skills needed to be effective in the role of technology leader.
7. Ascertain the role of the principal in providing technology for the instructional environment.
8. Render a diagnosis
9. List the benefits you gained from experience(s)
10. Conclusion -Provide a reflective summary of your experience(s)
11. References

_____
Signature and Title of Site Supervisor   **Date**

_____
Signature of Candidate   **Date**

Proposed GUIDELINES FOR PROFESSIONAL ATTIRE

Students are expected to dress in "PROFESSIONAL attire" during certain components of this course. The rationale for these suggestions is that conservative attire is appropriate for most environments including presentations, symposium, forum and job interviews.

The following proposed guidelines will identify what is expected for "professional attire".

SUITS   Conservative cut; solid, pinstripe or pin-check. Choice of colors: <u>NAVY.</u> <u>GRAY</u> <u>CHARCOAL</u>, <u>DARK</u> <u>BROWN</u>, or <u>BLACK</u>. No pastel colors. Men should avoid wearing solid black suits - (reserve for semi-formal occasions).

Skirts should be straight or pleated; easy to sit in, loose fitting; no high slits or side openings; not more than 3 inches above the knee. **NO PRINTS.** Skirt must match suit jacket. Females cannot wear pants. However, a pants suit with a **long** matching jacket is okay. All jacket must cover hips and long sleeved).

JACKETS MUST BE WORN TO SYMPOSIUM/FORUM. NO BLAZER/SKIRT, BLAZER/PANT, BLAZER/DRESS COMBINATIONS. NO DRESSES.

NOTE: Navy and gray are "power" colors and the most appropriate for forum, presentations and interviews.

SHIRTS   **Long-sleeve** cotton or broadcloth: solid or conservatively striped. Choice of colors: white, ivy, beige or pale blue.

BLOUSES   Solid colors, white and pastel; silk and cotton; **(NO PRINTS).** Accent with multicolor scarves.

TIES   Medium width ties--three inches, silk if possible; colors muted and in contrast to the suit. Designs need not be limited to neat striped patterns or small dots. Paisley and floral patterns are acceptable, but should be muted. Pocket handkerchiefs ***never*** match ties. Ties should always cover belt buckles.

BELTS   Same color of shoes. No belts out-side of suits.

HOSE   <u>*WOMEN*</u>*:* Natural, taupe, off-black, navy blue, gray. *No knee-highs.* (Note: All hose should be sheer enough to see the natural skin tone.)

SOCKS   <u>*MEN*</u>*:* Over the calf length in: black, charcoal gray, navy or brown. Socks should always cover calves.

SHOES   Shoes must be cleaned and shined. Avoid wearing shoes with torn or over-worn hills.
WOMEN: black, navy, or brown to match wardrobe; basic pump with medium or low heels. No open toe, open backs, sling, or multi-color trim shoes.
MEN: Leather tassel loafer, wing tip or cap toe, lace-up; in dark brown, black, or cordovan.

JEWELRY   Should be minimal. Avoid flashy or eye catching jewelry. No facial jewelry such as nose rings, tongue ring or other facial piercing. Both men and women should avoid wearing front gold-teeth. Cover tattoos.
Women: No more than five pieces of jewelry should be shown. One ring per hand; a watch <u>or</u> bracelets that do not dangle or detract. One string necklace or chain. Women may wear one pair small stud earrings. (no gypsy hoops).
Men: No more that three pieces of jewelry should be should. MEN CANNOT WEAR EARRINGS. Chains or necklace can not be shown. One ring per hand and a watch or bracelet.

HAIR   **Men** avoid jheri curls, processed looks, and sculptured looks. Maintain a neat, well-groomed haircut.. If your hair is locked, wear them away from face and clean.
Women avoid sculptured looks. Avoid formal or after-five looks. Wear hair simple and away from face.

MAKE-UP   **Women:** Make-up should look natural. Avoid formal or after-five looks. Use neutral colors for eye-shadows (no blues, green, white, etc.). Lipsticks worn should also be settle.
Men: No make-up is necessary. However, a transparent face powder may be applied to avoid a shinny appearance.

NAILS   **Women:** Wear natural length nails with a neutral color nail polish. No jewelry or designs on nails.
Men: Wear nails short and manicured. Clear polish is okay.

**MUSTACHE
& BEARDS** Neat and trimmed.

PERSONAL HYGIENE   Clean, healthy smile, good general hygiene, fresh-clean presence. Fragrance lightly scented and applied.

Now to make the outfit a complete success you should be aware in the way you walk, sit or stand (posture) and speak.