Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a) demonstrate strong foundation in subject matter or field of study
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

Outcome 3: Committed and Caring Professionals
a) become change agents
b) maintain professional and ethical standards
c) become life-long learners
EDD605: Methods of Collection and Analysis of Assessment Data

Instructor: Allan J. Mucerino.
Office: CP 520
Phone: 657 278 5663; C 949 636 4543
Email: amucerino@fullerton.edu
Office Hours: By appointment
Course Time: 7-10 pm Wednesdays
Location: CP550

Catalog Description
Methods of system-level data collection and analysis of outcomes of education. Complexity and efficacy of using various types of data for making judgments at the system level about the effectiveness of instruction across classrooms and schools.

Program Objectives & Student Learning Outcomes Addressed by Course
This list is extracted from the full list of student learning outcomes and shows only those applicable to this particular course. Those shown in italics relate to assessment, accountability, and student learning.

II. Professionals Whose Practice is Informed by Scholarly Literature
- Who will critique informal ideas about best practice on the basis of the literature.
- Who will have a sense of the limits of the literature, as to its applicability to the work of educational professionals, its fundamental validity and reliability, and as to questions of which groups are empowered or marginalized by what is implied in the literature.

III. Reflective Practitioners
- Whose professional experience is systematically engaged, compared, and critiqued in classroom and other learning experiences.
- Whose professional experience will be brought to bear on the areas of their study, finding relevance and application for principles derived from the literature.

IV. Critical Thinkers
- Whose thinking is probabilistic, recognizing the indeterminacy of educational and social contexts.

VI. Self-Aware and Ethical Professionals
- Who will seek contexts and means for professional-life-long learning and connections with scholarly literature.

VII. Professionals Who Value Diversity
- Who understand how their life histories shapes their views about the literature, organizations, and groups and who understand how to create collaborative environments that welcome and serve diverse members—cultural/linguistic diversity, gender, ableness, and age-span differences.
**University Policies, Guidelines and Procedures**

**EMERGENCY PROCEDURE NOTICE TO STUDENTS**

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.

**Before an emergency occurs**-
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

**When an emergency occurs**-
1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area; remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

**After an emergency occurs**-
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University's operational status by checking the University's web site at [http://www.fullerton.edu](http://www.fullerton.edu), calling the University's hotline number at 657-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

**EMERGENCY CALLS**

DIAL 9-1-1

All campus phones and cell phones on campus reach the University Police Department

Non-emergency line: (657) 278-2515

24-hour recorded emergency information line: (657) 519-0911

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**Academic Dishonesty (excerpted from UPS 300.021)**

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. The Judicial Affairs web site has detailed information on these issues. [http://www.fullerton.edu/deanofstudents/Judicial/StudentResources.asp](http://www.fullerton.edu/deanofstudents/Judicial/StudentResources.asp)

It usually involves an attempt by a student to show a possession of a level of knowledge or skill, which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [http://www.fullerton.edu/senate/](http://www.fullerton.edu/senate/).

**Students with Special Needs**

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. Information about students’ right to accommodations for documented special needs is available from the Disabled Student Service Office, UH 101, (714) 278-3117 or as documented at [www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/).

**TWO WEEK PLAN FOR DISTANCE INSTRUCTION SHOULD ON-CAMPUS INSTRUCTION BE INTERRUPTED**

In case of instruction interruption, please check the course Blackboard /Moodle site for weekly instructional activities which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.
Course Information

Teachers are expected to use student data as a basis for improving the effectiveness of their practice. The likelihood of teachers using data in decision making is affected by how confident they feel about their knowledge and skills in data analysis and data interpretation (U.S. Department of Education 2008). Education leaders are expected to provide the gateway to that knowledge and skill set. Thus, the primary focus of this class is to provide students with a context and structure for locating, comprehending, and interpreting data for the purpose of evaluating instructional practices and framing instructionally relevant questions.

Gradually narrowing a wide lens, this course begins by examining the assessment spectrum from global [The Program for International Student Assessment (PISA)], to national (National Assessment of Educational Progress) to state accountability policies (STAR and Common Core/ SMARTER Balance) to local (Common Formative Assessments, Summative Benchmarks, Grading practices). Psychoeducational assessments, though they too yield recommendations relevant for educational planning, will only briefly be explored.

This course addresses best practices in information management, reporting, and analytics as well as the promise of Big Data (The 3 “V’s”: high-volume, high-velocity, and high-variety). The use of software programs will be explored as a mechanism for searching for hidden patterns and predicting future outcomes.

Ultimately, this course provides students with the knowledge and experience necessary to address critical “next generation” issues in assessment policy and practice. Students will study the principles of a balanced assessment system and apply them to identify critical problems, develop solutions, and build the capacity to ensure that people work collaboratively to problem-solve using data within their context. More importantly is sustaining the work: building ownership of the progress and challenges of the site, district, and broader community.

Required Texts


Recommended Text

Optional Texts

Additional Readings
Students are expected to read articles and portions of books beyond the required reading to support their contributions to seminar discussions and for their assignments.


Dunn, K.E., et al. (2013, Jan). What teachers think about what they can do with data: Development and validation of the data driven decision-making efficacy and anxiety inventory, *Contemporary Educational Psychology*, 38(1). p. 87–98.


Ingram, D., Seashore Louis, K., & Schroeder, R. (2004). Accountability policies and teacher decision making: Barriers to the use of data to improve practice. The Teachers College Record, 106(6), 1258-1287.


Ready, D.D. (2013, Jan.). Associations between student achievement and student learning: implications for value-added school accountability models, Educational Policy, 27(1) p. 92–120.

Reeves (2007). Ahead of the curve: The power of Assessment to transform teaching and learning Bloomington, IN: Solution Tree Press.


Web Sites:

Statewide Longitudinal Data Systems (SLDS) Grant Program: http://nces.ed.gov/Programs/SLDS/
National Center for Education Statistics: http://nces.ed.gov/forum/
Common Education Data Standards: https://ceds.ed.gov/
Data and statistics collected from California schools: http://www.cde.ca.gov/ds/
California student academic achievement information: http://www.cde.ca.gov/t/a/

Course Requirements

Required Assignments and Grading Scale
All assignments are graded on a 4-point scale.

Your grade in this course will be determined by a summative analysis of:

- Seminar participation, forums, journals, and leadership. 20% (.8)
- Final Written Assignment 50% (2.0)
- Chapters Group Assignments/Presentations 30% (1.2)

Course Grades: 3.7 – 4.0 = A; 3.0 – 3.6 = B; <3.0 = C

Plus and minus grades may be given at the end of the semester to recognize exemplary work (e.g., A+) or when accumulated points are at the extreme ends of the scale. Specific assignment descriptions and rubrics are attached.

Students in the program are expected to perform at the doctoral level. Only courses in which grades of A+, A, A-, B+ or B are received may be applied toward degree requirements. Course grades of A+, A, or A- are assigned for outstanding scholarship. Grades of B+ and B are assigned for strong scholarship. Grades of B- may be accepted in partial satisfaction of degree requirements if the student has a grade point average of at least 3.0 in all courses applicable to the degree. Grades of C, D, or F will be assigned when scholarship does not meet course expectations for successful performance.

Participation and Leadership

Participation in the seminar by all members is critical. Preparation for each seminar meeting is the foundation for scholarly dialogue. Prior to each meeting, seminar members are required to read and reflect on the material to be discussed. This will require checking your course syllabus and Titanium to access links to identified resources and other materials. Periodically, online (Forum) discussions are assigned and students should be prepared to participate as knowledgeable and reflective practitioner. The instructor assumes that all
members will make outstanding contributions. However, lack of participation or participation that is not relevant to the background reading will impact your grade in the seminar. Each member of the seminar is responsible for contributing to the progress of the group.

**Late assignments:**

In the absence of compelling circumstances, late assignments will result in a 25% (.2) loss of participation credit.

**Attendance:**

In the absence of compelling personal or professional obligations, students are expected to attend every class session. In the event of an unavoidable conflict, students are expected to notify the instructor in advance and are responsible for the learning objectives addressed in the missed session. Absences in excess of TWO or frequent tardies may result in a loss of participation credit.

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### Summary of Semester Assignments

<table>
<thead>
<tr>
<th>Presentations (2)</th>
<th>Student Learning Outcomes</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Presentations (Group)</td>
<td>- Disseminated and summarized for different groups and cohorts of students.</td>
<td>30% (1.2)</td>
</tr>
<tr>
<td></td>
<td>- Explained, analyzed, and interpreted in the context of the learning topic.</td>
<td>Due As Assigned</td>
</tr>
<tr>
<td></td>
<td>- Contextualized to clarify how the information relates to student achievement.</td>
<td></td>
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<tr>
<td></td>
<td>- Presented using both text and graphics, when appropriate.</td>
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<tr>
<td></td>
<td>- Receptive to feedback on the meaning and interpretation of the information.</td>
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</tbody>
</table>
## Written Assignment
- 9-11 pages plus references using APA style.
- Double-spaced.
- Standard-sized paper \( (8.5” \times 11”) \)
- 1” margins on all sides.

Include a page header (also known as the "running head") at the top of every page. To create a page header/running head, insert page numbers flush right. Then type the title in the header flush left using all capital letters. The running head is a shortened version of your paper's title and cannot exceed 50 characters including spacing and punctuation.

The paper must present a in-depth analysis of a school or district using all four commonly used forms of data:

1. **Achievement Data (3 consecutive years)**
   - Accountability measures
   - Standardized test results
   - Grade point averages
   - Local assessments (benchmarks)
   - Formative assessments (CFA)
   - Other assessments

2. **Demographic Data (3 consecutive years)**
   - Enrollment
   - Attendance
   - Ethnicities
   - Gender
   - Home backgrounds
   - Language proficiency

3. **Perception Data (3 consecutive years)**
   - What are student perceptions of the school?
   - What are teacher perceptions of the school?
   - What are parent perceptions of the school?
   - What are community member perceptions of the school?

4. **School Process Data (3 consecutive years)**
   - Instructional strategies
   - Homework policies
   - Placement practices
   - Assessment practices
   - Intervention practices
   - Behavior support

By examining the data from all four categories over three consecutive years, you are expected to identify differences in achievement and

## Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognized how their personal and professional experiences shape their views about the literature, organizations, and groups.</td>
<td>50% (2.0)</td>
</tr>
<tr>
<td>Recognized how to create collaborative environments that serve diverse members.</td>
<td>Accepted 12/3</td>
</tr>
<tr>
<td>Critiqued informal ideas about best practice on the basis of the literature.</td>
<td>Due 12/10</td>
</tr>
<tr>
<td>Exhibited thinking that is probabilistic, recognizing the indeterminacy of educational and social contexts.</td>
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<tr>
<td>Sought contexts and means for professional-life-long learning and connections with scholarly literature.</td>
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<tr>
<td>Targeted a particular audience.</td>
<td></td>
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<tr>
<td>Included examples of documented use of assessment results and information.</td>
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</tr>
<tr>
<td>Focused on improvement of student performance and institutional processes through the use of evidence.</td>
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<tr>
<td>Clearly stated in language that is understandable for specific and multiple audiences</td>
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</tr>
</tbody>
</table>

This assignment shows the practical connection with the work world and addresses the following CPSEL:

**CPSEL # 2 Instructional Leadership**
discuss those differences in a sophisticated manner using your professional experience and knowledge gained from this course. A minimum of eight separate scholarly sources must be cited.

Format your paper as follows:

Title Page (Page 1)
Introduction (Page 2)
Your in-depth analysis/discussion (5-7 pages)
Your limitations (1 or 2 pages).
Your conclusions (1 or 2 pages)
Your references (1 or 2 pages)
### Participation, Leadership, Reflection

(An ode to communication)

Communicative ability need not be solely due to innate oratorical flair. Yet, a leader’s ability to function as a change agent may depend on his or her ability to deliver messages that motivate recipients to act. To that end, students are expected to use the open forum approach to become more effective and persuasive communicators.

Leaders take risks:

- Disagree politely, but disagree when you think there has been an important error.
- Make contributions during discussions that are on-topic, illuminating, substantiated, and concise.
- Bring additional resources on topics to be discussed.

Leaders are supportive of peers:

- Provide constructive feedback
- Share resources
- Listen

Leaders are reflective practitioners:

- Think about their own actions.
- Reassess their personal biases and assumptions on a continuing basis.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>% of Grade</th>
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</thead>
<tbody>
<tr>
<td>- Avoid leadership ambivalence which weakens credibility and enables recipients to resist.</td>
<td>20% (.8)</td>
</tr>
<tr>
<td>- Relevant contributions are integrated into the discussion and involve and often include others.</td>
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</tr>
<tr>
<td>- Persuade and influence others to work in a common direction.</td>
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<tr>
<td>- Encourage and enable peers with diverse skills and backgrounds to communicate and interact.</td>
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<tr>
<td>- Constructively challenge each other’s ideas.</td>
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</tbody>
</table>
## ACADEMIC CALENDAR - FALL SEMESTER 2014*

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 18</td>
<td>Monday</td>
<td>Academic year begins</td>
</tr>
<tr>
<td>August 23</td>
<td>Saturday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>September 1</td>
<td>Monday</td>
<td>Labor Day - CAMPUS CLOSED</td>
</tr>
<tr>
<td>October 1</td>
<td>Wednesday</td>
<td>Initial period for filing application for admission to the fall 2015 semester begins</td>
</tr>
<tr>
<td>October 13</td>
<td>Monday</td>
<td>Columbus Day - CAMPUS OPEN</td>
</tr>
<tr>
<td>November 11</td>
<td>Tuesday</td>
<td>Veterans Day - CAMPUS CLOSED</td>
</tr>
<tr>
<td>November 24 - November 29</td>
<td>Monday-Saturday</td>
<td>Fall Recess - NO CLASSES                                      CAMPUS OPEN 11/24-26 CAMPUS CLOSED 11/27-28</td>
</tr>
<tr>
<td>December 12</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 13-19</td>
<td>Saturday-Friday</td>
<td>Semester examinations</td>
</tr>
<tr>
<td>December 20</td>
<td>Saturday</td>
<td>First day of INTERSESSION classes</td>
</tr>
<tr>
<td>December 25, 2014 - January 2, 2015</td>
<td>Thursday-Friday</td>
<td>Winter Recess - CAMPUS CLOSED</td>
</tr>
<tr>
<td>January 1, 2015</td>
<td>Thursday</td>
<td>New Year's Holiday - CAMPUS CLOSED</td>
</tr>
<tr>
<td>Week</td>
<td>Topic(s) to be discussed</td>
<td>Reading and Assignments</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 1</td>
<td>THE BIG PICTURE: The Bell Curve, PISA, and assessment in the global age, A survey of the current state of assessment. Assessment Inventory</td>
<td>Forum response item is required by 8/26/14.</td>
</tr>
</tbody>
</table>
| Week 2    | Education as an evidenced-based practice. Education leaders as critical consumers of research studies when making decisions. | Davies (1999). *What Is Evidence-Based Education.*
Ingram et al. (2004). *Accountability policies and teacher decision making: Barriers to the use of data to improve practice.* |
| Week 4    | The power of inquiry as the engine to enable the distribution of leadership, and the glue that binds a school community together in common work. The purposes of assessment and the structure of the assessment system. Summative v. formative assessment: tensions between the two. | Copland (2003). *Leadership of inquiry: Building and sustaining capacity for school improvement.*
| Week 5    | Network theory and reengineering the social context of the organization to support reform. Rearview-mirror decision making. | Berg & Cortez present White Chapter 1
| Week 6    | Providing explanation v. determining causality. Principles of DDDM.                     | Lavell & Choi present White Chapter 2
Berg & Muniz present Hattie Chapter 3 |
| Week 7 | 10/8/14 | The relationship between teaching practices, leadership actions, and student achievement. | Villarreal & Dreyer present White Chapter 3  
Williams & Lee present Hattie Chapter 6 |
|---|---|---|---|
| Week 8 | 10/15/14 | Strategically frame sense-making around data use. | Russo & Debro present White Chapter 4  
Dunn, et al. (2013) *What teachers think about what they can do with data: Development and validation of the data driven decision-making efficacy and anxiety inventory.* |
| Week 9 | 10/22/14 | Policy makers, teacher decision-making, and the impact of accountability policies on learning. | Knowles & Corbett present White Chapter 5  
Cortez & Lavell present Hattie Chapter 11  
Ingram, et al. (2004). *Accountability policies and teacher decision making: Barriers to the use of data to improve practice.* |
| Week 10 | 10/29/14 | Incorporating corrective and instructive feedback as routine elements of an effective assessment system. | Choi & Yang present White Chapter 6  
Stiggins (Undated). *Assessment crisis: The absence of assessment FOR learning.* |
| Week 11 | 11/5/14 | Triangulation and ensuring the principles of collaboration, antecedent identification and monitoring, and accountability are addressed in the data analysis process. | Corbett & Williams present White Chapter 7  
| Week 12 | 11/12/14 | Research-based innovations and implementing and sustaining program replications. | Debro & Knowles present White Chapt 8  
Slavin (2008). *Perspectives on Evidence-Based Research in Education—What Works?* |
| Week 13 | 11/19/14 | Evidence-based decision making.  
| BREAK | NO CLASS | 11/26/14 | --- |
**School or District Analysis paper Accepted** |
|---|---|---|---|
**School or District Analysis Paper Due** |
<table>
<thead>
<tr>
<th>TRAIT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic &amp; Organization</td>
<td>develops ideas cogently, organizes them logically within ¶'s, connects them with effective transitions; clear and logically consistent organization relating all ideas together</td>
<td>develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together</td>
<td>develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated</td>
<td>does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions; uneven or ineffective overall organization</td>
<td>does not develop ideas cogently, organize them logically within paragraphs and connect them with clear transitions; uneven and ineffective overall organization</td>
</tr>
<tr>
<td>Evidence</td>
<td>ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically; maintains own voice</td>
<td>relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically</td>
<td>merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically</td>
<td>weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</td>
<td>little or no evidence or support connected to essay’s topic or claim, relies solely on author’s experiences, questionable sources; outside the genre of academic prose</td>
</tr>
<tr>
<td>Citations</td>
<td>research support quoted, paraphrased, and cited, and well-integrated into prose</td>
<td>researched support correctly quoted, cited, and paraphrased</td>
<td>researched support adequately quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
</tr>
<tr>
<td>Control of Language</td>
<td>exact control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English</td>
<td>clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; minor errors in standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; major errors in standard written English impeding understanding</td>
<td>poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English</td>
</tr>
<tr>
<td>Presentation Quality</td>
<td>looks sharp! Very professional!</td>
<td>Attractive, quality presentation</td>
<td>neat, no problems</td>
<td>some problems with appearance</td>
<td>very poor quality, shows little pride in the presentation of the work</td>
</tr>
<tr>
<td>Analysis</td>
<td>sophisticated and complex</td>
<td>shows understanding of interrelationships, thoughtful</td>
<td>show a grasp of course content</td>
<td>presents only facts, parrots textbook, logical fallacies</td>
<td>no analysis</td>
</tr>
</tbody>
</table>
**End of Term Writing Assignment**  
**Content Rubric:** Attach to anonymously submitted end of term paper  
Submit electronically to Titanium, Turnitin as Directed

The elements are not necessarily listed in order of importance, nor are they of equal importance in the overall grade for the paper which is based on a holistic judgment by the instructor of the scholarly quality of your work.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Not acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper is appropriate length.</strong></td>
<td>9-11 pages</td>
<td>At least 9 pages</td>
<td>Less than 9 pages</td>
</tr>
<tr>
<td>Citations, headings and references adhere to APA guidelines</td>
<td>No APA errors</td>
<td>Minimal APA errors</td>
<td>Consistent APA errors</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Paper uses and follows prescribed headings; content is in alignment with the headings adheres to all page limits</td>
<td>Paper uses and follows prescribed headings; most content adheres to headings; page limits</td>
<td>Does not follow prescribed headings or fails to adhere to page limits</td>
</tr>
<tr>
<td><strong>Paper cites appropriate sources</strong></td>
<td>More than 10 scholarly sources cited</td>
<td>8 scholarly sources cited</td>
<td>Fewer than 8 sources cited</td>
</tr>
<tr>
<td><strong>Integration of knowledge</strong></td>
<td>The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas</td>
<td>The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.</td>
<td>The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.</td>
</tr>
<tr>
<td><strong>Depth of discussion</strong></td>
<td>In-depth discussion &amp; elaboration in all sections of the paper</td>
<td>In-depth discussion &amp; elaboration in most sections of the paper.</td>
<td>The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.</td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>Cites all data obtained from other sources. APA citation style is used in both text and bibliography.</td>
<td>Cites most data obtained from other sources. APA citation style is used in both text and bibliography.</td>
<td>Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.</td>
</tr>
</tbody>
</table>

Adapted from the Cornell College adaptation from: Whalen, S. “Rubric from Contemporary Health Issues Research Paper”  
http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml
PRESENTATIONS


<table>
<thead>
<tr>
<th>Holistic Rubric for Presentations</th>
<th>Submit on the day of your group presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>• Insightful, creative or skillfully presented purpose</td>
<td>• Expresses a clear, coherent thesis</td>
</tr>
<tr>
<td>• Awareness of audience demonstrated through form, language, and presence</td>
<td>• Sticks to the purpose and provides adequate transitions among ideas</td>
</tr>
<tr>
<td>• Effective organization contributes to full development of presentation</td>
<td>• Moves beyond surface understanding and demonstrates facility with topical and disciplinary knowledge and vocabulary</td>
</tr>
<tr>
<td>• Innovatively or expertly advances argument with well-researched evidence and documentation</td>
<td>• Advances argument with sound evidence and references</td>
</tr>
<tr>
<td>Eye contact is used to gauge reactions and understanding</td>
<td>• Appropriate eye contact is made with audience</td>
</tr>
<tr>
<td>• Vocal qualities (pace, inflection, volume, enunciation) reinforce and animate the content</td>
<td>• Vocal qualities (pace, inflection, volume, enunciation) interfere with the content</td>
</tr>
<tr>
<td>• Creates enthusiasm about topic in participants</td>
<td>• Shows enthusiasm for topic</td>
</tr>
<tr>
<td>• The content of supporting visuals and activities is accurate, appropriate to topic, and contributes to participant understanding.</td>
<td>• The content of supporting visuals and activities is accurate, appropriate to topic, and contributes to participant understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Bowling Green University [http://folios.bgsu.edu/assessment/Rubrics.htm](http://folios.bgsu.edu/assessment/Rubrics.htm),
<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and overall organization</td>
<td>Introduction establishes the purpose and focus; and adherence to 20 – 30 minute limit. Visuals support the message.</td>
<td>May lack the focus of a 4 presentation or fail to meet the required time frame, but essentials are addressed. Visuals support the message.</td>
<td>Misses the mark in terms of focus and/or addressing key elements of the chapter. Visuals may be lacking or be less than effective.</td>
</tr>
<tr>
<td>Does not attempt to summarize the chapter; has a central purpose and focus on 1-2 key concepts</td>
<td>Handout is professional in appearance and helps to guide the presentation and interaction of the class</td>
<td>Handout is professional in appearance but adds little to the presentation</td>
<td>May be less than professional in appearance</td>
</tr>
<tr>
<td>Handout 2 pages MAX</td>
<td>Presentation involves the class, provokes discussion and encourages critical thinking and reflection</td>
<td>Presentation involves the class, but engagement may be more superficial than reflective</td>
<td>Presentation fails to involve the class</td>
</tr>
<tr>
<td>Engagement and Interaction</td>
<td>Integrates applicable key philosophical questions effectively (i.e. purpose of education, etc.); thoughtfully addresses the issue of justice, equity and inclusiveness</td>
<td>Addresses the key philosophical questions as related to the selected area of focus and issue of justice, equity and inclusiveness</td>
<td>Cursory discussion of key questions or omission of key questions</td>
</tr>
<tr>
<td>Assumptions and biases and diversity Addressing the relevant philosophical questions and relevance to a just, equitable, and inclusive education</td>
<td>Conclusion/closure includes Implications for 21st Century leadership practice</td>
<td>Relevance to current policy/practice is clearly articulated, going beneath the surface</td>
<td>Relevance to current practice is not clearly articulated</td>
</tr>
<tr>
<td></td>
<td>Relevance to current practice is clearly articulated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PARTICIPATION

During the course students have multiple opportunities to demonstrate leadership and participate as part of the course learning community. In-class participation includes small and whole group discussions and collaboration. In addition, online forum topics will be frequently assigned as well as journal reflections. Online forums have the advantage of allowing “think time” and contributions are expected to be reflective of that opportunity, not “off the cuff.”

Rubric for Online Discussion (Forums)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity</strong></td>
<td></td>
<td><strong>Quality</strong></td>
</tr>
<tr>
<td>The student contributed regularly. Temporal placement suggests sustained engagement with the discussion.</td>
<td>4</td>
<td>The student showed initiative, interpreted, synthesized, integrated various threads, backed up opinions with concrete examples and references to course materials, or redirected the discussion.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The student contributed more than just facts, and responded to the implications of other students' ideas.</td>
</tr>
<tr>
<td>The student hardly contributed or the student's posts all came in the final few minutes before the deadline for ending a particular discussion. Student rarely responded to other learners.</td>
<td>2, 1</td>
<td>The student's contribution was unacceptable and did not meet expectations. Posts were cursory rather than substantive. Posts show significant gaps in conceptual understanding of question or prompt. Content may be inappropriate.</td>
</tr>
<tr>
<td>The student did not contribute at all.</td>
<td>0</td>
<td>The student displayed a lack of preparation/insight.</td>
</tr>
</tbody>
</table>

In-class Participation  (See description, p. 8)

Participation in the seminar by all members is critical. Preparation for each seminar meeting is the foundation for scholarly dialog. Prior to each meeting, seminar members are required to read and reflect on the material to be discussed. This will require checking Titanium to access links to identified resources and other materials. Periodically, online (Forum) discussions may be assigned and Students are expected to share their reflections on their work, on their individual writing assignments, and their experiences as educational leaders during discussions. The instructor assumes that all members will make outstanding contributions. However, lack of participation or participation that suggests lack of preparation may impact a student’s participation credit. Each member of the seminar is responsible for contributing to the progress of the group.