

University of Louisiana at Lafayette
College of Education
Educational Foundations and Leadership
Departmental Syllabus

Course: EDDL 812 (E01)
Schedule: M-W 5:00-7:50 PM
Instructor: Frank S. Del Favero, Ph.D.
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Semester: SU 2007
Location: Conf Center Dogwood Rm
Office: G103
Office Hours: M-W 1:00 – 4:00

Course Description:

EDLD 812: Supervision in Educational Settings (3,0,3)

This course will include advanced definitions and determinations of staffing needs, supervision, and management and coordination problems. Also addressed are policies for recruitment, selection, assignment, salary planning, scheduling, promotion, separation, grievances, reassignment, records, development programs, in-service training, evaluation, benefits, and services.

Prerequisites: EDLD 810

Required Texts:

1. *Supervision Today!* 5th edition by Steven P. Robbins and David A DeCenzo, Publisher: Pearson Prentice Hall, ISBN 0-13-172609-9.
2. *The 3-Minute Classroom Walkthrough Changing School Supervisory Practice One Teacher at a Time*, Carolyn Downey, Betty E. Steffy, Fenwick W. English, Larry E. Frase, William K. Poston, Publisher: Corwin Press, ISBN 0-7619-2967-3

Conceptual Framework: The Responsive Professional

The conceptual framework of the UL Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university. Degree candidates are expected to demonstrate knowledge, skills, and dispositions associated with the four elements of a ***Responsive Professional***. Responsive Professionals demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism.

Course Objectives:

The candidate will be able to:

- Define the role, expectations, and functions of a supervisor.
- Identify and apply the steps involved in problem solving and decision-making.
- Recognize the essential characteristics of effective leadership.
- Differentiate between various motivational and supervisory management styles.
- Explain the importance of the communication process to positive employee relations.
- Describe the planning function as it relates to necessary skills and techniques involved in tactical and strategic planning as well as effective time management.

- Recognize the supervisory manager's role in selection, orientation, training, performance appraisals, promotion, and compensation.
- Relate how supervisory control involves the determination of whether goals and objectives have been met by actual performance and how this evaluation affects future goal-setting activities.
- Discuss the roles of the supervisor and employees in regard to supervisory activities, especially those involving grievances and complaints.
- Evaluate and modify as necessary the current supervisory practices of an organization.
- Understand the importance of effective supervision in evaluating curriculum and instruction
- Evaluate, modify, or develop systems for observation and analysis of building and central office administrators.

Assignments and objectives associated with this course are designed to identify, analyze, evaluate, and practice the following professional standards:

- 1. Standards for School Principals in Louisiana (1998)**
- 2. Interstate School Leaders Licensure Consortium (ISLLC Standards)**
- 3. Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors (ELCC Standards).**

Standards for School Principals in Louisiana:

- Standard 1: Vision
- Standard 2: Teaching and Learning
- Standard 3: School Management
- Standard 4: School Improvement
- Standard 5: School Community Resources
- Standard 6: Professional Development
- Standard 7: Professional Ethics

Interstate School Leaders Licensure Consortium:

<http://www.ccsso.org>

- Standard 1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Standard 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Standard 3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Standard 4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Standard 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- Standard 6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social economic, legal and cultural context.

Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors:

<http://www.npbea.org/ELCC/index.html>

- Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Standard 3.0: 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.
- Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
- Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

CONCEPTUAL FRAMEWORK UNIT OUTCOMES:

CANDIDATE PROFICIENCIES

Knowledge and Expertise in Practice – The *Responsive Professional* demonstrates knowledge of content disciplines and engages in effective pedagogical practice. The candidate:

- CF-K1 Knows, understands, and applies multiple theoretical perspectives about human development and learning.
- CF-K2 Demonstrates knowledge of content discipline and related standards.
- CF-K3 Knows and demonstrates appropriate use of instructional resources and methodologies for subject matter content.
- CF-K4 Plans and implements effective standards-based learning experiences.
- CF-K5 Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement.
- CF-K6 Demonstrates effective management skills.
- CF-K7 Uses and integrates technology as appropriate.
- CF-K8 Models and utilizes effective planning that incorporates higher order thinking.
- CF-K9 Identifies and articulates relevant education policies and laws.

Reflection – The *Responsive Professional* actively, persistently, and carefully considers practice, experiences, and available alternatives to guide decision-making. The candidate:

- CF-R1 Reviews systematically one's own educational practice and learns from experience.
- CF-R2 Uses assessment and evaluation to inform instruction.
- CF-R3 Searches persistently for information and solutions to problems.

Diversity – The *Responsive Professional* articulates an understanding that beliefs, traditions, and values across and within cultures affect both learning and relationships with learners, their families, and the community. The candidate:

- CF-D1 Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously.
- CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices.
- CF-D3 Engages and involves students in relevant and challenging learning experiences.
- CF-D4 Exhibits respect for all types of diversity.
- CF-D5 Is informed about and responsive to cultural differences.

Professionalism – The *Responsive Professional* actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills. The candidate:

- CF-P1 Collaborates effectively with students, parents, and colleagues.
- CF-P2 Models appropriate behaviors and attitudes.
- CF-P3 Sustains commitment to professional growth.
- CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.
- CF-P5 Engages in service to the profession.
- CF-P6 Participates in educational advocacy.
- CF-P7 Participates in professional organizations, meetings, and conferences.

**University of Louisiana
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RESPONSIVE PROFESSIONAL DISPOSITIONS

- | | |
|----------|---|
| Disp. 1. | Candidates demonstrate commitment to professionalism. |
| Disp. 2. | Candidates identify and demonstrate appreciation of the importance of diversity and its impact. |
| Disp. 3. | Candidates demonstrate a commitment to learning and to participation in professional organizations and currency in field. |
| Disp. 4. | Candidates demonstrate self-direction in learning and practice. |
| Disp. 5. | Candidates value the role of community and of the family in the learning process. |
| Disp. 6. | Candidates demonstrate collaboration with other professionals to affect student learning. |
| Disp. 7. | Candidates demonstrate a commitment to critical thinking and problem-solving. |
| Disp. 8. | Candidates value the use of data to inform decisions. |

Methodologies:

This course will be taught as a seminar, with a balance of in-class, Internet and field experiences and will include readings, lectures, case discussions, simulations, and field research projects. Learning will be drawn from theory and research, from students' experience, and from discussions in and out of class.

Course Requirements:

- | | | |
|---|-------|-----|
| 1. School District Organizational Chart Project | ----- | 25% |
| 2. Personnel Evaluation Instruments Project | ----- | 25% |
| 3. 3-Minute Walk-Through Project | ----- | 25% |
| 4. Final Examination | ----- | 25% |

Field Experiences:

Students will be required to visit their own and/or neighboring school board offices for the purpose of gathering **blank** personnel evaluation forms and personnel policy manuals.

Technology Integration:

This course will be presented ‘in person’ to those students who wish to attend the class during the scheduled times. The class will be presented at the ULL campus in the Conference Center on Rex Street in the Dogwood Room. The course will also be accessible to registered students at the SELU distance learning facility. The instructor will require students to research, read, and review articles that may be accessed via the Internet. Candidates will use technology as a communication tool to collaborate, publish, and interact with peers to present information and ideas effectively. Candidates will use technology as a personal productivity tool to enhance their learning experiences and produce real-world products. Electronic mail will be the primary means of communicating important information regarding class meetings and the distribution of course documents e.g. articles and handouts. **(With this in mind, students are asked to either increase the capacity of their mailbox or remove as many items as possible from their in-boxes, or both.)**

Course Evaluation:

Candidate learning outcomes will be assessed using a combination of in-class, problem-solving exercises and field-based project work. Candidates will complete assignments demonstrating their mastery or developing mastery of the objectives presented in this course.

Course Grading:

Students are required to complete and submit all course assignments for successful course completion. Any assignment not completed and submitted for evaluation will result in receiving an “I” for the course and subject to the University Policy for Incomplete Grade Assignments.

Grading Scale:

90 – 100 -----	A
80 – 89 -----	B
70 – 79 -----	C
60 – 69 -----	D
59 and Below -----	F

Recommended Texts:

- Danielson, C. & McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria VA: ASCD.
- Firth, G. & Pajak, E. (eds.) (1998). *Handbook of Research on School Supervision*. New York: Macmillan.
- Glickman, C., Gordon, S. & Ross-Gordon, J. (2005). *The Basic Guide to Super Vision and Instructional Leadership*. Boston: Allyn Bacon Longman.
- Good, T., & Brophy, J. (2003). *Looking in Classrooms, 9th ed.* Reading, MA: Allyn Bacon Longman.
- Heller, D. (2004). *Teachers Wanted: Attracting and Retaining Good Teachers*. Alexandria, VA: ASCD.
- Mills, G. (2000). *Action Research: A Guide for the Teacher Researcher*. New York: Prentice Hall.
- Moire, E. et al. (2002). *Foundations in Mentoring*. Santa Cruz, CA: UC-SC New Teacher Center.

National Association of Secondary School Principals. (2002). *Selecting and Developing the 21st Century Principal*. Reston, VA.

Zirkel, P. (1996). *The Law of Teacher Evaluation*. Bloomington, IN: Phi Delta Kappa.

Recommended Articles:

Albrecht, B., Anderson, N., Milz, C. & St. Maurice, H. (1995). "True Stories: The Politics of Truth in Teacher Development." In *Critical Discourses on Teacher Development*, J. Smyth (ed.). London: Cassell.

Blumberg, A. (1985). Where We Came From: Notes on Supervision in the 1840s. *Journal of Curriculum and Supervision* 1 (1), 56-65.

Flinders, D. (1991). Supervision as Cultural Inquiry. *Journal of Curriculum and Supervision* 6 (2), 87-106.

Glanz, J. (1990). Beyond Bureaucracy: Notes on the Professionalization of Public School Supervision in the Early 20th Century. *Journal of Curriculum and Supervision* 5 (2), 150-170

Gore, I. (1991). Action Research and the Supervision of Student Teachers. In K. Zeichner & B. Tabachnick (Eds.) *Encouraging Reflective Practice in Teacher Education*. London & Philadelphia: Falmer Press.

Kirtman, L. (2002, May 8). Policy and practice: Restructuring teachers' work. Education Policy Analysis Archives, 10(25). <http://epaa.asu.edu/epaa/v10n25/>

Nelson, D., Strouse, K., Waechter, C. & St. Maurice, H. (2003). "How We Have Grown: Reflections on Professional Development." In *Teacher inquiry: Living the research in everyday practice*, eds. T. Clark & G. Erickson. London: Routledge, 2003.

Slick, S. (1998). A University Supervisor Negotiates Territory and Status. *Journal of Teacher Education* 49 (4), 304-315.

Sullivan, S. & Glanz, J. (2000). Alternative Approaches to Supervision: Cases from the Field. *Journal of Curriculum & Supervision* 15, (3), 212-235.

Wong, H., Britton, T. & Ganser, T. (2005) What the world can teach us about new teacher induction. *Phi Delta Kappan* 86, (5, January) 379-384.

Professional Associations:

Association for Supervision and Curriculum Development

www.ascd.org

American Association of School Administrators

www.aasa.org

National Association of Secondary School Principals

www.nassp.org

National Association of Elementary School Principals

www.naesp.org

Course Policies and Procedures:

Emergency Evacuation Procedures:

A map of this floor is posted near the door marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Student who may need assistance should identify themselves to the teaching faculty.

Attendance Policy:

Because of the distinctive design of the educational leadership program, candidates are expected to be in attendance at all scheduled class meetings and functions. Absences should be due only to unforeseeable scheduling conflicts of a serious nature, and candidates are expected to take responsibility for any missed class work or activity. Please make certain that you inform the professor if you, due to circumstances beyond your control, have not or will not be able to attend class.

Academic Honesty:

The College of Education adheres to the policy on academic honesty as outlined on page 427 in the Undergraduate Bulletin (2003-2005).

Students Requiring Special Accommodations:

Students requiring special accommodations must register with the Office of Services for Students with Disabilities and provide official documentation to the instructor in a timely manner.

Tentative Schedule:

DATE:	TOPICS:	ASSIGNMENTS:
June 6 (W)	<ul style="list-style-type: none">• Chapters 1-2 The Supervisor's Job & Supervisory Challenges	Read: <ul style="list-style-type: none">• Chapters 3 – 4 Robbins• Chapters 1 – 2 Downey
June 11 (M)	<ul style="list-style-type: none">• Chapters 3-4 Establishing Goals & Organizing an Effective Department• Chapters 1–2 Downey Understanding Rational & Conducting the Walk-Through Observation	Read: <ul style="list-style-type: none">• Chapters 5 – 6 Robbins• Chapters 3 – 4 Downey
June 13 (W)	<ul style="list-style-type: none">• Chapters 5-6 Acquiring the Right People & Designing and Implementing Controls• Chapters 3–4 Downey Moving Staff to Reflective Inquiry & Constructing a Taxonomy of Reflective Questions• Due: School District Organizational Chart Project	Read: <ul style="list-style-type: none">• Chapters 7 – 8 Robbins• Chapters 5 – 6 Downey
June 18 (M)	<ul style="list-style-type: none">• Chapters 7-8 Solving Problems and Making Decisions & Motivating Your Employees• Chapters 5–6 Downey Establishing Logistical Procedures & Cultivating the Culture	Read: <ul style="list-style-type: none">• Chapters 9 – 10 Robbins• Chapters 7 – 8 Downey
June 20 (W)	<ul style="list-style-type: none">• Chapters 9-10 Providing Effective Leadership & Communicating Effectively• Chapters 7–8 Downey Using the Walk-Through Process & Determining Whether Walk-Throughs are the Right Stuff• Due: Personnel Evaluation Instruments Project	Read: <ul style="list-style-type: none">• Chapters 11 – 12 Robbins• Chapters 9 – 10 Downey
June 25 (M)	<ul style="list-style-type: none">• Chapters 11-12 Supervising Groups and Work Teams & Appraising Employee Performance• Chapters 9–10 Downey Understanding the Walk-Through & Linking the Walk-Through Process	Read: <ul style="list-style-type: none">• Chapters 13 – 14 Robbins

June 27 (W)	<ul style="list-style-type: none"> • Chapters 13-14 Ensuring a Safe and Healthy Work Environment & Handling Conflicts, Politics, Employee Discipline and Negotiations • Due: 3-Minute Walk-Through Project 	Read: <ul style="list-style-type: none"> • Chapters 15 – 16 Robbins Prepare: <ul style="list-style-type: none"> • for Final Examination
July 2 (M)	<ul style="list-style-type: none"> • Final Examination 	

Required Course Projects:

1. School District Organizational Chart Project -----25%

The purpose of this project is for the student to examine his/her respective school district’s organizational structure from school superintendent at the top, to operational employees (i.e. employees that have no supervisory duties or responsibilities at the lower end of the organizational pyramid. The examination and analysis of your district’s organizational structure should identify strengths and weakness from the perspective of efficiencies and effectiveness. It is expected that each student identify at least three areas that could be considered as strengths and at least three areas that could be viewed as areas needing improvement. Describe why you think that areas that you identified as strengths are effective and efficient. Also, describe why you think that areas that you identified as weaknesses or areas of concern AND make suggestions regarding how you would improve them. Specifically, your School District Organizational Chart Project must include the following:

- An organizational chart showing the current organizational structure of the school district organization
- A brief description of the duties and responsibilities of each of the “players”
- 1-2 pages identifying at least three areas of the organization that are efficient and effective include in this section:
 - why you think these areas are successful/efficient
- the suggestions that would you make that would improve the organizational effectiveness and efficiency
- 2-3 pages identifying and at least three areas of the organization that need improvement include in this section:
 - why you think improvement is necessary
 - the suggestions that you would make in order to improve the organizational effectiveness and efficiency
- An organizational chart that would contain changes, realignments, etc. based on your analysis and suggestions for improvement

2. Personnel Evaluation Instruments Project -----25%

The purpose of this project is for the student to gain some understanding and experience analyzing, refining, and/or developing formal personnel evaluation instruments. This project will require that each student obtain and analyze 2 formal personnel evaluation instruments (choose from the jobs listed below)

- | | | |
|---------------------------|-----------------------------|--------------------------------------|
| a. teacher | h. guidance counselor | o. supt. of schools |
| b. aide/teacher assistant | i. dean of students | p. transportation director |
| c. secretary | j. assistant principal | q. director of buildings and grounds |
| d. custodian | k. bldg. principal | r. chief financial officer |
| e. cafeteria worker | l. supervisors | s. school attorney |
| f. bus driver | m. dept. chair | t. contractual consultant |
| g. school nurse | n. assist. supt. of schools | |

Each student will be required to present the analysis to the class. The presentation is to be no longer than 8-10 minutes. The presentation should include a sufficient number of copies so that every student will receive a copy of the analysis. The analysis should include the following:

- the original formal (i.e. written) evaluation instrument, this should include formative and summative evaluation instruments
- a brief description of how the instruments are used, who completes the instruments, etc.
- a professional development plan, or something similar, if applicable
- a goal setting (could include goals set by the supervisor and/or the individual employee) document if applicable
- a critique of the instruments, to include a description of the elements in the instruments that are effective and why
- a critique of the instruments, to include a description of the elements in the instruments that need improvement and why
- revised evaluation instruments whose revisions are based on your analysis

3. 3-Minute Walk-Through Project -----25%

Students are required to prepare a 5-page (minimum) paper that expresses the student's opinion of the Downey 3-Minute Walk-Through. The paper should include:

- a brief description of the Downey process
- why and how the process could be made part of the evaluative process (or why it should not be used in the evaluative process)
- your opinion as to the effect, either positive or negative, that the Downey process may have on student performance
- your thoughts on the Downey process and building goals/vision
- your thoughts on the value of the data the Downey Process produces
- any other points relating to the Downey process

4. Final Examination -----25%

The final examination will be based on the material contained in *Supervision Today! 5th Ed.* The examination will consist of several multiple choice questions (50-75) and 4 essay questions (3-5 paragraphs each)

Scoring Rubrics:

The following rubrics will be used to evaluate all student submissions. They are presented here to serve as a guide for students as they prepare for the final examination and for each of the required projects for submission.

1. School District Organizational Chart Project Rubric-----25%

	Poor 1 pts	Fair 2 pts	Good 3 pts	Exemplary 4 pts	Totals: (N/A)
Organization	Submission is poorly organized and is difficult to follow	Submission is somewhat organized could not be used in an actual setting without significant modifications	Submission is well organized and could be used in an actual setting with a few modifications	Submission is of excellent quality and could be used in an actual setting with no additional modifications	Totals:
Writing Conventions	Submission is poorly written. The writing style makes comprehension difficult if not impossible	Submission contains spelling and grammatical errors of a quantity that suggest that the writer did not adequately proofread and edit the material	Submission is well written and contains a few typographical errors	Submission is of excellent quality and contains no grammatical or typographical errors	Totals:
Original Org Chart	Submission does not contain an organizational chart	Submission contains an incomplete organizational chart	Submission contains a complete organizational chart but with a few inaccuracies	Submission contains an organizational chart with no inaccuracies	Totals:
Duties and Responsibilities	Submission does not contain a list of position titles and the respective duties and responsibilities	Submission contains an incomplete list of position titles and the respective duties and responsibilities	Submission contains a complete list of position titles and the respective duties and responsibilities with a few minor omissions and/or inaccuracies	Submission contains a complete list of position titles and the respective duties and responsibilities and contains no inaccuracies	Totals:
Successful/Effective Areas	Submission does not identify at least 3 Successful/Effective areas	Submission identifies at least 3 Successful/Effective areas but the supporting evidence is weak	Submission identifies at least 3 Successful/Effective areas based on sound analytical techniques and good supporting evidence	Submission identifies at least 3 Successful/Effective areas based sound analytical techniques and includes excellent supporting evidence	Totals:
Suggestions for Improvement	Submission does not identify at least 3 suggestions for improvement	Submission identifies at least 3 suggestions for improvement but the supporting evidence is weak	Submission identifies at least 3 suggestions for improvement based on sound analytical techniques and good supporting evidence	Submission identifies at least 3 suggestions for improvement based on sound analytical techniques and includes excellent supporting evidence	Totals:
Revised Organizational Chart	Submission does not contain a revised organizational chart	Submission contains an incomplete revised organizational chart	Submission contains a complete revised organizational chart but with a few inaccuracies	Submission contains a revised organizational chart with no inaccuracies	Totals:
Totals:					Total Score:

2. Personnel Evaluation Instruments Project Rubric -----25%

	Poor 1 pts	Fair 2 pts	Good 3 pts	Exemplary 4 pts	Totals: (N/A)
Organization	Submission is poorly organized and is difficult to follow	Submission is somewhat organized could not be used in an actual setting without significant modifications	Submission is well organized and could be used in an actual setting with a few modifications	Submission is of excellent quality and could be used in an actual setting with no additional modifications	Totals:
Writing Conventions	Submission is poorly written. The writing style makes comprehension difficult if not impossible	Submission contains spelling and grammatical errors of a quantity that suggest that the writer did not adequately proofread and edit the material	Submission is well written and contains a few typographical errors	Submission is of excellent quality and contains no grammatical or typographical errors	Totals:
Original Evaluation Instruments	Submission does not contain original evaluation instruments	Submission contains incomplete original evaluation instruments	Submission contains complete original evaluation instruments but with a few inaccuracies	Submission contains an original evaluation instruments with no inaccuracies	Totals:
Description of the evaluation process	Submission does not contain a description of the evaluation process	Submission contains an incomplete description of the evaluation process	Submission contains a complete description of the evaluation process with a few minor omissions and/or inaccuracies	Submission contains a complete description of the evaluation process and contains no inaccuracies	Totals:
Description of the professional development and goal setting process	Submission does not identify at least 3 Successful/Effective areas	Submission identifies at least 3 Successful/Effective areas but the supporting evidence is weak	Submission identifies at least 3 Successful/Effective areas based on sound analytical techniques and good supporting evidence	Submission identifies at least 3 Successful/Effective areas based sound analytical techniques and includes excellent supporting evidence	Totals:
Critique of the instruments—(what works and why as well as what does not work and why)	Submission does not identify at least 3 suggestions for improvement	Submission identifies at least 3 suggestions for improvement but the supporting evidence is weak	Submission identifies at least 3 suggestions for improvement based on sound analytical techniques and good supporting evidence	Submission identifies at least 3 suggestions for improvement based on sound analytical techniques and includes excellent supporting evidence	Totals:
Revised evaluation instruments	Submission does not contain revised evaluation instruments	Submission contains incomplete revised evaluation instruments	Submission contains complete revised evaluation instruments but with a few inaccuracies	Submission contains revised evaluation instruments with no inaccuracies	Totals:
Totals:					Total Score:

3. 3-Minute Walk-Through Project Rubric -----25%

	Poor 1 pts	Fair 2 pts	Good 3 pts	Exemplary 4 pts	Totals: (N/A)
Organization	Submission is poorly organized and is difficult to follow	Submission is somewhat organized could not be used in an actual setting without significant modifications	Submission is well organized and could be used in an actual setting with a few modifications	Submission is of excellent quality and could be used in an actual setting with no additional modifications	Totals:
Writing Conventions	Submission is poorly written. The writing style makes comprehension difficult if not impossible	Submission contains spelling and grammatical errors of a quantity that suggest that the writer did not adequately proofread and edit the material	Submission is well written and contains a few typographical errors	Submission is of excellent quality and contains no grammatical or typographical errors	Totals:
Description of the Downey Process	Submission does not contain a description of the Downey Process	Submission contains an incomplete description of the Downey Process	Submission contains a complete description of the Downey Process but with a few inaccuracies	Submission contains a description of the Downey Process with no inaccuracies	Totals:
(1) Opinion of the Downey Process Why and how the process could be made part of the evaluative process (or why is should not be used)	Submission does not contain an opinion regarding the Downey process	Submission contains an incomplete opinion regarding the Downey process	Submission contains a complete opinion regarding the Downey process with a few minor omissions and/or inaccuracies	Submission contains a complete opinion regarding the Downey process and contains no inaccuracies	Totals:
(2) Opinion of the Downey Process	Submission does not contain an opinion regarding the effect that the Downey process may have on student academic performance	Submission contains an incomplete opinion regarding the effect that the Downey process may have on student academic performance	Submission contains a complete opinion regarding the effect that the Downey process may have on student academic performance with a few minor omissions and/or inaccuracies	Submission contains a complete opinion regarding the effect that the Downey process may have on student academic performance with no inaccuracies	Totals:
(3) Opinion of the Downey Process	Submission does not contain an opinion regarding the effects of the Downey process on building goals and the quality of data produced by the Downey process	Submission identifies at least 3 suggestions for improvement but the supporting evidence is weak	Submission identifies at least 3 suggestions for improvement based on sound analytical techniques and good supporting evidence	Submission identifies at least 3 suggestions for improvement based on sound analytical techniques and includes excellent supporting evidence	Totals:
Revised Organizational Chart	Submission does not contain a revised organizational chart	Submission contains an incomplete revised organizational chart	Submission contains a complete revised organizational chart but with a few inaccuracies	Submission contains a revised organizational chart with no inaccuracies	Totals:
Totals:					Total Score:

4. Final Examination Essays Rubric-----25%

	Poor 1 pts	Fair 2 pts	Good 3 pts	Exemplary 4 pts	Totals: (N/A)
Organization	Submission is poorly organized and is difficult or impossible to follow	Submission is somewhat organized but the quality impedes full comprehension	Submission is well organized	Submission is of excellent quality and is representative of exemplary academic writing	Totals:
Writing Conventions	Submission is poorly written. The writing style makes comprehension difficult if not impossible	Submission contains spelling and grammatical errors of a quantity that suggest that the writer did not adequately proofread and edit the material	Submission is well written and contains a few typographical errors	Submission is of excellent quality and contains no grammatical or typographical errors	Totals:
Content (Weighted 2X) 2-4-6-8 points	The content of the submission is completely incorrect or does not address the question	The content of the submission is incomplete in that not all of the areas were addressed and/or the content contained several inaccuracies	The content of the submission is complete but with a few inaccuracies	The content of the submission is complete with no inaccuracies	Totals:
Totals:					Total Score: