I. **COURSE DESCRIPTION:** This course prepares candidates to understand standard financial operating procedures and routines that are practiced by personnel in educational settings. An understanding of resource management based upon equity, integrity, fairness, and ethical conduct is stressed, along with the importance of mobilizing community resources to support the schools’ mission. Ed.S.-level course

II. **COURSE OBJECTIVES:**
This graduate course addresses the three themes essential to the conceptual framework of Lincoln Memorial University’s Carter & Moyers School of Education. **Values, Education, and Service.** Emerging instructional leaders who are preparing for roles as principals and other school leadership positions must model Lincoln’s values and vision of education as the instrument of change for the Appalachian region and beyond.

This course is designed to address: **Tennessee Instructional Leader Standards (TILS) B, C, D; Educational Leadership Constituent Council Standards for Building and District Levels (ELCC) 2,3,4,5,6; International Standards for Technology Education –National Educational Technology Standards for Administrators (ISTE-nets-A) 4, 5.**
The candidate will demonstrate the ability to:

- Establish and maintain a safe, orderly, efficient, and effective learning environment; TILS B; ELCC 2, 3; ISTE 4.
- Promote the success of all students by acting fairly, with integrity, and in an ethical manner; TILS B, ELCC 2, 5.
- Establish, communicate, and enforce a set of standard operating procedures and routines aligned with district, state, and federal policy; TILS D; ELCC 3; ISTE 4, 5.
- Strategically utilize community resources and partners to support the school’s mission, vision, and goals; TILS D; ELCC 3; ISTE 4, 5.
- Perform all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff; TILS D; ELCC 3, 5, 6; ISTE 4.
- Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context; TILS D, ELCC 6; ISTE 4.
- Actively involve families in the education of their children; TILS B, D.
- Utilize teacher evaluation data to collaboratively develop professional learning and growth opportunities; TILS C, ELCC 2, 4; ISTE 4, 5.

III. TEXTS/MATERIALS FOR THE COURSE:


Martin, G., Danzig, A., Wright, W., Flanary, R., and Brown, F. (2012). *School leader internship: Developing, monitoring, and explaining your leadership experience, 3rd Ed.* (This book is also used in IL 652, IL 653, IL 611, IL 612.)


National Council on Teacher Quality (2010). *Restructuring teacher pay to reward excellence*. Retrieved from ERIC Document ED 521227. This article may be retrieved through the LMU library using the ERIC database.

Tennessee State Department of Education. *Tennessee internal school uniform accounting policy manual*. The manual may be retrieved by using the link below:

Link: [http://www.state.tn.us/education/fa/ed331936.htm](http://www.state.tn.us/education/fa/ed331936.htm)

REQUIRED READINGS - Students will be required to select, read, and review current professional journals and research literature as appropriate to the course content and assigned by instructor.

SUGGESTED READINGS – ARTICLES ASSIGNED BY INSTRUCTOR

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

**Blended Learning Design** This course is offered in a blended learning design. Blended learning designs are based on contemporary learning theory and exemplary teaching practices in the classroom. This particular model is based on an understanding about how adults learn and an understanding of the rich resources offered through collaboration with peers and interaction with the extensive resources on the Internet. The blended learning design is comprised of anchored instruction (seat time), professional learning communities (collaboration), web-enhanced learning strategies (technological learning),
expository presentation (student engagement), and problem-based learning (case studies and field-based activities).

**Anchored instruction (seat time) 15 hours**
- Attendance and participation in all class sessions, attention to lectures, participation in class discussions, class presentations, etc.
- **Assignments:**
  - **Key Assignment #1:** Candidates will read and be prepared to discuss in class either the article, *Restructuring teacher pay to reward excellence* by the National Council on Teacher Quality or another article selected by the professor. Each candidate will submit a written critique of the article by the 3rd class.
  - **Assessment:** AAC&U Critical Thinking Rubric

**Professional learning communities (collaboration) 15 hours**
Collaborate in textbook study groups, law case research, case study resolution, field-based activities, problem-based activities, reflections, etc.

- **Activity:**
  - Meet in PLC study groups between first and second class and discuss solutions/answers in Chapters 1-6 of Armstrong and Mitchell’s text regarding: Strategic Planning and Mission Statements; Optimal Staffing; Orientation and Onboarding; Training and Development; Useful Performance Evaluations; and Benefits. Be prepared to lead group discussion of one of these topics. (6 hours)
  - Read chapters 7-12, and meet in PLC study groups, between second and third classes, to discuss “ah ha” ideas related to improving performance of self and others. **Create a list of 10 “ah ha” ideas from the book you may use to improve performance at your school. Present and discuss selected “ah ha” list to class and instructor at class 3.** (9 hours)
  - **Assessment:** Professor’s observation of quality class discussion and assessment of list.

**Web-enhanced learning strategies (technological learning), expository presentation (student engagement) and problem-based learning (case studies and field-based activities) 15 hours**
On-line research, Face time/Skype law topic discussion, Positing/discussing legal/ethical questions through blogging, electronic submission of assignments, on-line video presentations, etc.

- **Key Assignment #2: Due via Live Text by class 3 - Individual assignment (3 hours)**
This **on-line finance research project** can be completed in research/narrative form to give the candidate an understanding of how school systems in Tennessee are funded.

- **On-line source:** The following questions about financial information related to candidate’s school systems can be found online at the Tennessee Report Card, the system’s on-line published budget, a hard copy of the system budget, interview with budget/finance director, or link to the BEP formula. Some school budgets are published online (many are) and answers can be found there. The BEP formula can be found at this link: [http://www.tn.gov/sbe/bep.shtml](http://www.tn.gov/sbe/bep.shtml) The TN Report Card link [http://www.state.tn.us/education/reportcard/index.shtml](http://www.state.tn.us/education/reportcard/index.shtml)

**Research answers to the following questions using on-line and other sources:**
- a. What is the BEP Formula for funding?
- b. How are local taxes configured to fund education? Local Property tax? Sales tax?
- c. If you live in a county with multiple school systems or a Special School system, what are split dollars? How is it determined?
- d. What percentage of your budget comes from state funding sources? Local sources?
- e. What are the major revenue sources for your General Purpose System budget?
- f. What percentage of your GP budget is for personnel and benefits?
g. What percentage of your GP budget is for instruction (non-personnel)?

h. What percentage of your GP budget is for maintenance and operations?

i. What is your system’s Per Pupil Expenditure?

j. What percentage of your GP budget is for personnel and benefits?

k. What percentage of your GP budget is for instruction (non-personnel)? And,

l. What percentage of your GP budget is for maintenance and operations?

15 hours

Standards – TILS, ELCC

Assessment: IL 661 Fin. & Human Resource Management Rubric

Due: Class 3

Assignment length – (12 hours)

EVALUATION/ASSESSMENT

V. METHODS OF INSTRUCTION: Lecture, class discussion, analysis of research related to school assessment and accountability, action research/field experience, collaborative assignments, individual and group presentations, web-enhanced activities, PLC learning groups, etc.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Technology

Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. Computer access must be available on a personal computer.

Turn-it-in

Portions of EDUC 697 (Research Project) will be required to be submitted to Turn-It-In, the computer program designed for checking literature duplication. Submitting additional course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

LiveText

Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at http://college.livetext.com or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

Library Resources (Revised 2/2/2012)

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text; ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; Mental Measurements Yearbook which contains descriptive information and critical reviews of commercially-available standardized English- language educational, personality, aptitude, neuropsychological, achievement and intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.
VII. UNIVERSITY POLICIES:

STUDENTS WITH DISABILITIES POLICY: As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the ADA Coordinator, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: Grant Lee 104 dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The counseling offices are located in Grant Lee 102. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook: LMU’s website: http://www.lmunet.edu/student-life/handbooks.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

LMU’S INCLEMENT WEATHER POLICY can be found at the following link to LMU’s website: http://www.lmunet.edu/student-life/weather-cancellation-notification. Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF CAMPUS CLOSURE: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

FOR ALABAMA STUDENTS:

Alabama Commission on Higher Education Disclaimer Statement
State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu
VIII. MISSION STATEMENTS:

**Lincoln Memorial University Mission Statement** can be found at the following link to LMU’s website:
http://www.lmunet.edu/about/mission.shtml.

**Carter & Movers School of Education Mission Statement:**
http://www.lmunet.edu/education/about/Unit%20Conceptual%20Framework%202011.pdf  (Page 6)

**Carter & Movers Graduate School of Education Mission Statement:**
http://www.lmunet.edu/education/Final%20Graduate%20Education%20Catalog.pdf  (Page 11)

**Instructional Leadership Mission Statement:**
http://www.lmunet.edu/education/Final%20Graduate%20Education%20Catalog.pdf  (Page 31)

**Med CG (School and Mental Health Counseling) Mission Statement:**
http://www.lmunet.edu/education/Final%20Graduate%20Education%20Catalog.pdf  (Page 29)

**Curriculum and Instruction Mission Statement:**
http://www.lmunet.edu/education/Final%20Graduate%20Education%20Catalog.pdf  (Page 32)

**Educational Leadership Mission Statement:**
http://www.lmunet.edu/education/Final%20Graduate%20Education%20Catalog.pdf

**Course Requirements, Assessment (Learning Outcomes) and Evaluation Methods:**

IX. **Course Outline/Assignment/Units of Instruction or Clinic Schedule:**

**Class Sessions:**

**Candidate Outcome 2: Culture for Teaching and Learning**
Candidates who complete the program are ethical leaders who apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning and collaboration, parental involvement, trust, and personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within the school environment.

- TILS B Culture for Teaching and Learning
- ELCC 2 Promote Positive School Culture

**Candidate Outcome 3: Professional Learning and Growth**
Candidates who complete the program are ethical leaders who completely evaluate teacher effectiveness utilizing data sources, develop collaboratively professional learning and growth opportunities, and through modeling instill the philosophy of lifelong learning among all staff members.

- TILS C Professional Learning and Growth
- ELCC 2 Promote Positive school culture, supervision and professional development of personnel and the impact on the instructional program.
- ELCC 4 Evaluate teacher effectiveness with multiple data sources
Candidate Outcome 4: Resource Management

Candidates who complete the program are ethical leaders who facilitate the development of a highly effective learning community through enlisting the support of diverse stakeholders and resources, which are aware of the school’s mission, vision, and goals and are involved in school improvement decisions; guided by district, state, and federal guidelines and accurate, transparent budgetary policies and procedures.

- TILS D Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
- ELCC 3 Manage resources
- ELCC 5 Acts ethically and respects rights of others
- ISTE 4 Systemic Improvement through effective use of information and technology resources.

Candidate Outcome 5: Educational Advocacy

Candidates who complete the program are ethical leaders who apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

- TILS D Educational advocacy
- ELCC 4 Collaborates with Community and other Family Members
- ELCC 6 Articulation of policies and laws.
- ISTE A 5

CLASS 1 – Review syllabus, discuss text, articles and assignments

Class 2 assignments:
- On-line finance research project – due 3rd class

CLASS 2 – Group led discussion of chapters 1-6 in HR Handbook as assigned by Professor.
- Submit LiveText Key Assignment #1 - Critique of Professional Journal Article
- PLC Group led discussion of Chapters 1-6 HR Handbook (as scheduled by professor.)

Class 3 assignments
- On-line finance research project

CLASS 3 – Discuss results of on-line finance research project.

(Continue 7-12 chapter discussion/ presentations as scheduled by professor.)

X. Student Community Engagement: A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their
field of study. For more information visit: http://www.lmunet.edu/student-life/student-service-initiative or contact the Associate Dean of Students, Elise Syoen, at Elise.Syoen@LMUnet.edu

PLAGIARISM
Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual, pp. 174-179.

CERTIFICATION OF AUTHORSHIP. I certify that I am the author of this paper titled ______________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student’s Signature______________ Date ______________

(This statement must be included with all written assignments.

XI. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.
TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS)

Standard A: Instructional Leadership for Continuous Improvement
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Standard B: Culture for Teaching and Learning
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:
1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.

Standard D: Resource Management
An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:
1. Strategically utilizes community resources and partners to support the school’s mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.
International Society for Technology Education (ISTE A) Standards for Administrators

1. Visionary Leadership - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
   a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
   b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
   c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital Age Learning Culture - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
   a. Ensure instructional innovation focused on continuous improvement of digital-age learning
   b. Model and promote the frequent and effective use of technology for learning
   c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
   d. Ensure effective practice in the study of technology and its infusion across the curriculum
   e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in Professional Practice - Educational Administrators promotes an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
   a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
   b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
   c. Promote and model effective communication and collaboration among stakeholders using digital age tools
   d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
   a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
   b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
   c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
   d. Establish and leverage strategic partnerships to support systemic improvement
   e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
   a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
   b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
   c. Promote and model responsible social interactions related to the use of technology and information
   d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools
ELCC Standards

1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.
   1.1 Develop a Vision
   1.2 Articulate a Vision
   1.3 Implement a Vision
   1.4 Steward a Vision
   1.5 Promote Community Involvement in the Vision.

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.
   2.1 Promote Positive School Culture
   2.2 Provide Effective Instructional Program
   2.3 Apply Best Practice to Student Learning
   2.4 Design Comprehensive Professional

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
   3.2 Manage Operations
   3.3 Manage Resources

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 interest and needs, and mobilizing community resources.
   4.1 Collaborates With Community and Other Family Members
   4.2 Respond to Community Interests and Needs
   4.3 Mobilize Community Resources

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 fairly, with integrity, and in an ethical manner.
   5.1 Acts with Integrity
   5.2 Acts Fairly
   5.3 Acts Ethically

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.
   6.1 Understand the Larger Context
   6.2 Respond to the Larger Context
   6.3 Influence the Larger Context

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.
   7.1 Substantial
   7.2 Sustained
### Critical Thinking Rubric

#### Article Critique    Key Assign 1    *(Need NA column on the end)*

<table>
<thead>
<tr>
<th>Summarization of Context and Purpose</th>
<th>4 Capstone (4,000 pts)</th>
<th>3 Milestones (3,000 pts)</th>
<th>2 Milestones (2,000 pts)</th>
<th>1 Benchmark (1,000 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1,000, 20%) TILS C,D; ELCC3,4,5,6; ISTE 5.</td>
<td>Demonstrates a thorough understanding of context / purpose and summarizes appropriately...</td>
<td>Demonstrates adequate consideration of context / purpose and summarizes appropriately.</td>
<td>Demonstrates awareness of context and purpose / summarizes appropriately.</td>
<td>Demonstrates minimal attention to context / purpose and summarizes appropriately.</td>
</tr>
</tbody>
</table>

| Influence of context and assumptions (1,000, 20%) TILS C,D; ELCC 3,4,5,6; ISTE 5. | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |

| Student's position (perspective, thesis/hypothesis) (1,000, 20%) TILS C,D; ELCC 3,4,5,6; ISTE 5. | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |
**Conclusions and related outcomes (implications and consequences)** (1.000, 20%) TILS C,D; ELCC 3,4,5,6; ISTE 5.

- Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.
- Conclusion is logically tied to a range of information, including opposing viewpoints; Related outcomes (consequences and implications) are identified clearly.
- Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.
- Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

**Control of Syntax and Mechanics** (1.000, 20%) TILS C,D; ELCC 3,4,5,6; ISTE 5.

- Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.
- Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.
- Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.
- Uses language that sometimes impedes meaning because of errors in usage.

**Citations**

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**IL 661 Fin. & Human Resource Mang.**
by Carter & Moyers School of Education

**Finance/Hum. Res. Project Key Assignment 2**

### Lifelong Learning

<table>
<thead>
<tr>
<th></th>
<th><strong>4 Capstone (4.000 pts)</strong></th>
<th><strong>3 Milestones (3.000 pts)</strong></th>
<th><strong>2 Milestones (2.000 pts)</strong></th>
<th><strong>1 Benchmark (1.000 pt)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curiosity</strong> (1.000, 20%) TILS B,C,D; ELCC 2,3,4,5,6; ISTE 4.</td>
<td>Explores a topic in depth yielding a rich awareness and/or little known information indicating intense interest in the subject.</td>
<td>Explores a topic in depth, yielding insight and/or information indicating interest in the subject.</td>
<td>Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.</td>
<td>Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.</td>
</tr>
<tr>
<td><strong>Initiative</strong> (1.000, 20%)</td>
<td>Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work and identifies opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work.</td>
</tr>
</tbody>
</table>
| **Independence**  
| (1.000, 20%)  
| TILS B,C,D; ELCC 2,3,4,5,6  
| ISTE 4.  
| Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.  
| Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences  
| Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences  
| Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently  
| **Transfer**  
| (1.000, 20%)  
| TILS B,C,D; ELCC 2,3,4,5,6; ISTE 4.  
| Makes explicit references to previous learning and applies in an innovative (new & creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.  
| Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.  
| Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.  
| Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.  
| **Reflection**  
| (1.000, 20%)  
| TILS B,C,D; ELCC 2,3,4,5,6; ISTE 4.  
| Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity overtime.  
| Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.  
| Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.  
| Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.  

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