I.  **COURSE DESCRIPTION:** This course is the clinical experience companion to EDUC 551 Supervision of Teaching and Learning and IL 541 School and Community Partnerships in a Diverse World. The course is designed to formalize the clinical experience component of the program to provide candidates with direct theory-into-practice research. Candidates will design and implement an action research project related specifically to improving practice in their educational setting including appropriate data collection and analysis.

II.  **COURSE OBJECTIVES:**
Candidates in this course will be able to address and apply Outcome 2 and Outcome 3: TILS A, B, C; ELCC 2, 4, and ISTE A 1, 3, 4.

Candidates will use field based, clinical experiences to demonstrate the following knowledge and practices that provide a 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 (TILS B-1,2,4);
- Fosters a safe, respectful, and orderly environment for all (TILS B-3, ELCC 6.1);
- Takes measures to actively involve families in the education of their children (TILS B-4, ELCC 4.1);
- Models and communicates expectations for individual and shared ownership of student, educator, and school success (ELCC 6.3);
- Recognizes and celebrates improved educator and student performance related to school vision and goals (TILS B-6);
- Collaborates with education stakeholders to promote positive outcomes (TILS C-1);
- Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth (TILS B-1); and,
- Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement (TILS A-5).
III. Texts/Materials for the Course:

Required Textbooks:


Reeves D.V. (2010). *Transforming professional development into student results*. Alexandria: ASCD.

Suggested reading:

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

Requirements (see Course Outline and Requirements section):
1. Reading and discussion of required materials;
2. Observation and action research field-based activities;
3. Other readings or in-class activities that the instructor may assign;
4. Professional learning community (PLC) development activities;
5. Group Projects - Groups will research assigned topics and present to the class; and,
6. Key Assignments: Complete the requirements of two clinical practice activities, including an action research component, that are critical to successful completion of the course. Key Assignments are submitted via Live Text and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor may require other coursework.

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including LiveText adopted rubrics. The University official Graduate Education grading system will be utilized.

Attendance Policy: Cooperative and group learning strategies are the essence of the M.Ed. program. When class absences occur, students can make up for knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their own learning and to their fellow students’ learning. Therefore, attendance at all class meetings is crucial to success.

Candidates are allowed one absence per course without grade reduction. Other absences are addressed as follows: 2 absences results in a minus (-), 3 absences results in a reduction of a letter grade. More than three absences may result in the candidate being required to retake the course.

Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic restrictions.
If a class is cancelled by LMU due to weather or other unforeseen circumstances, a make-up date may be scheduled.

V. METHODS OF INSTRUCTION: The instructor will serve as a facilitator using appropriate instructional methods such as lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, clinical activities, and collaboration with mentor and school based administrator.

CLINICAL EXPERIENCES: In courses with Clinical Experiences, candidates will receive regular coaching and feedback from mentors. The coaching process must be documented, for example, through an Activity/Time Log or Formal Evaluations.

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.**

Turnitin
**Turn-it-in:** Turn-It-In, the computer program designed for checking literature duplication, is available for use. Submitting course work to Turn-It-In is at the instructor’s discretion. Instructions for using Turnitin can be found at [http://www.turnitin.com/en_us/training/student-training](http://www.turnitin.com/en_us/training/student-training)

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 using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. LiveText may be purchased online at [http://livetext.com](http://livetext.com) or through the LMU Bookstore. LiveText Help is available on the Carter and Moyers Education website ([www.lmunet.edu/education](http://www.lmunet.edu/education)).

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 Director of Counseling and ADA, Jason Kishpaugh, with regard to required documentation and in order to make appropriate arrangements. Contact information: jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401). The office is located In Dishner Hall 101.

UNIT COMMITMENT TO DIVERSITY – The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. 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 or at the LMU’s website: http://www.lmunet.edu/campuslife/handbooks.shtml.

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).

All Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology students must take the General Education Proficiency Profile examination.

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

PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

SYLLABI: The syllabus for each MEd class is cooperatively developed by faculty who are currently teaching the course. These syllabi are found under the “Degrees and Programs” tab on the LMU School of Education website found at www.lmunet.edu/education/. IT IS THE RESPONSIBILITY
OF EACH STUDENT TO PRINT SYLLABI, FROM THE WEB PAGE, FOR EACH SEMESTER AND BRING THEM TO THE FIRST CLASS MEETING.

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.

CARTER & MOYERS SCHOOL OF EDUCATION MISSION STATEMENT: HTTP://WWW.LMUNET.EDU/EDUCATION
CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT: HTTP://WWW.LMUNET.EDU/EDUCATION
INSTRUCTIONAL LEADERSHIP MISSION STATEMENT: HTTP://WWW.LMUNET.EDU/EDUCATION
MED CG (SCHOOL AND MENTAL HEALTH COUNSELING) MISSION STATEMENT: HTTP://WWW.LMUNET.EDU/EDUCATION
CURRICULUM AND INSTRUCTION MISSION STATEMENT: HTTP://WWW.LMUNET.EDU/EDUCATION
EDUCATIONAL LEADERSHIP MISSION STATEMENT: HTTP://WWW.LMUNET.EDU/EDUCATION

IX. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

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, 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.

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

- TILS A Instructional Leadership for Continuous Improvement
- TILS B Culture for Teaching and Learning
- TILS C Professional Learning and Growth
- ELCC 2 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.
- ELCC 4 Candidates who complete the program are educational leaders who promote effective collaborative strategies to a diverse community.
- ISTE A 2 Digital Learning Culture
- ISTE A 3 Excellence in Professional Practice
Recent school reform efforts have raised the urgency to recognize the professional dimension of parental and community involvement to improve teaching and learning in schools. Theodore J. Kowalski’s text, *Public Relations in Schools*, (2011, p. 158) included findings from a microanalysis of 85 studies by Henderson and Berla (1994) which “concluded that parent involvement has produced a myriad of educational benefits, demonstrated by the following examples:

- Students whose parents were involved with schools usually had higher grades, higher test scores, greater self-esteem, higher levels of motivation, and better attendance records.
- Parents who were involved had higher levels of sensitivity to the social, emotional, and educational development of their children; they had a more accurate understanding of teacher roles and were more committed to supporting teachers and the school.
- Educators who are in schools having high levels of parent involvement had higher morale, more respect from parents, and a better understanding of parental problems and cultural differences.
- Schools that had high levels of parent involvement had greater community support, better reputations, and higher quality programs that did schools that had low levels of parents involvement.”

The two key assignments below were designed to use reflective practice and inquiry to improve student achievement and advance communication between stakeholders and the school.

**Key Assignment #1 The “Caring School” Walkthrough (group or individual assignment):**

- Candidates will conduct a walkthrough of their school during hours when school is in session. Candidates should visit office areas, common areas, public areas, outdoor areas, and classrooms when possible. Candidates should gather evidence of a caring environment in the school.
- Using the form provided, candidates should record evidence of school structures, communication, and services that are and are not, caring and welcoming to students, parents and community stakeholders.
- Candidates will then examine, organize, analyze, and display the data collected to determine examples of a caring, welcoming school and examples where improvement is needed to exhibit a caring educational environment.
- Candidates will provide concrete examples for improvement.
- Submit assignment to LiveText by class date assigned by faculty.

**Assessment:** LiveText “Caring School” Walkthrough Rubric

**Key Assignment #2 - Action Research Project (group or individual assignment):**

- Review the Action Research Model at the end of this assignment. Include the following steps in this project:
  - Identify the problem;
  - Devise a plan;
  - Act to implement your plan;
  - Observe, collect and analyze your data;
  - Reflect and share; and,
  - Make suggestions for further inquiry or research on the topic.
- Candidates will create a data collection form and conduct an “electronic walkthrough” of school information that is distributed in electronic format to stakeholders (students, parents, and the community). Examples can include, but are not limited to: School websites; teacher classroom websites; email system; electronic newsletters; management sites such as grade, attendance, calendars, etc.; electronic networking; videoconferencing; chat rooms; and blogs. Candidates shall record evidence of electronic sites, messages and services that are, and are not, informative, caring and welcoming to students, parents and
Based on information collected from the “electronic walkthrough”, organize the data collected to determine examples that exhibit a caring/welcoming format and those that need to be improved to be user caring and friendly.

- Using this organized data, make suggestions for improvements.
- List suggestion(s) for continued action research project based on this action research activity.
- Submit the action research project to LiveText (date determined by instructor) and present findings to class.

Assessment: LiveText Action Research Rubric

Professor will provide a course outline during the first Class session.

ACTION RESEARCH MODEL

X. EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: [OPTIONAL SECTION(s).]

XI. 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/campuslife/initiative/index.shtml or contact the Associate Dean of Students.

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 for 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.)

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**XII. 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.**

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**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 promote 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
## IL 572 KA#1 – “Caring School” Walkthrough Rubric

<table>
<thead>
<tr>
<th>Capstone (4.000 pts)</th>
<th>Milestone 3 (3.000 pts)</th>
<th>Milestone 2 (2.000 pts)</th>
<th>Benchmark (1.000 pt)</th>
<th>NA (0.000 pt)</th>
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<tbody>
<tr>
<td><strong>Fosters Constructive Team Climate</strong>&lt;br&gt;(13.000, 13%)&lt;br&gt;TILS A&lt;br&gt;TILS B&lt;br&gt;ELCC 2&lt;br&gt;ISTE A4</td>
<td>Supports a constructive team climate by doing all of the following:&lt;br&gt;• Treats students/faculty/staff respectfully by being polite and constructive in communication.&lt;br&gt;• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about students/faculty/staff and the learning environment.&lt;br&gt;• Motivates students/faculty/staff by expressing confidence about the importance of the learning environment and the students/faculty/staff’s ability.&lt;br&gt;• Provides assistance and/or encouragement to students/faculty/staff.</td>
<td>Supports a constructive team climate by doing any three of the following:&lt;br&gt;• Treats students/faculty/staff respectfully by being polite and constructive in communication.&lt;br&gt;• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about students/faculty/staff and the learning environment.&lt;br&gt;• Motivates students/faculty/staff by expressing confidence about the importance of the learning environment and the students/faculty/staff’s ability.&lt;br&gt;• Provides assistance and/or encouragement to students/faculty/staff.</td>
<td>Supports a constructive team climate by doing any two of the following:&lt;br&gt;• Treats students/faculty/staff respectfully by being polite and constructive in communication.&lt;br&gt;• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about students/faculty/staff and the learning environment.&lt;br&gt;• Motivates students/faculty/staff by expressing confidence about the importance of the learning environment and the students/faculty/staff’s ability.&lt;br&gt;• Provides assistance and/or encouragement to students/faculty/staff.</td>
<td>Supports a constructive team climate by doing any one of the following:&lt;br&gt;• Treats students/faculty/staff respectfully by being polite and constructive in communication.&lt;br&gt;• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about students/faculty/staff and the learning environment.&lt;br&gt;• Motivates students/faculty/staff by expressing confidence about the importance of the learning environment and the students/faculty/staff’s ability.&lt;br&gt;• Provides assistance and/or encouragement to students/faculty/staff.</td>
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<td><strong>Responds to Conflict</strong>&lt;br&gt;(13.000, 13%)&lt;br&gt;TILS B&lt;br&gt;ELCC 2&lt;br&gt;ISTE A4</td>
<td>Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall class/school/district and future effectiveness.</td>
<td>Identifies and acknowledges conflict and stays engaged with it.</td>
<td>Redirecting focus toward common ground, toward task at hand (away from conflict.)</td>
<td>Passively accepts alternate viewpoints/ideas/opinions.</td>
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<td><strong>Transfer@</strong>&lt;br&gt;(12.000, 12%)&lt;br&gt;TILS A&lt;br&gt;ELCC 2&lt;br&gt;ISTE A 3</td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</td>
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### Knowledge
cultural worldview frameworks*

<table>
<thead>
<tr>
<th>TILS A</th>
<th>TILS B</th>
<th>ELCC 2</th>
<th>ISTE A 4</th>
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<tr>
<td>Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.</td>
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<td>Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.</td>
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<tr>
<td>Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Attitudes*

<table>
<thead>
<tr>
<th>TILS B</th>
<th>TILS C</th>
<th>ELCC 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates little understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Organization+

<table>
<thead>
<tr>
<th>TILS A</th>
<th>ELCC 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational pattern is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</td>
<td></td>
</tr>
<tr>
<td>Organizational pattern is clearly and consistently observable within the presentation.</td>
<td></td>
</tr>
<tr>
<td>Organizational pattern is intermittently observable within the presentation.</td>
<td></td>
</tr>
<tr>
<td>Organizational pattern is not observable within the presentation.</td>
<td></td>
</tr>
</tbody>
</table>

### Language+

<table>
<thead>
<tr>
<th>TILS B</th>
<th>ELCC 4</th>
<th>ISTE A 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language choices are imaginative, memorable, and compelling. Language in presentation is appropriate to audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language choices are thoughtful and generally support the effectiveness of presentation. Language in presentation is appropriate to audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reflection%

<table>
<thead>
<tr>
<th>TILS A</th>
<th>TILS C</th>
<th>ELCC 4</th>
<th>ISTE A 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 over time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IL 572 KA#2 – Action Research Rubric

<table>
<thead>
<tr>
<th>Capstone (4.000 pts)</th>
<th>Milestone 3 (3.000 pts)</th>
<th>Milestone 2 (2.000 pts)</th>
<th>Benchmark (1.000 pt.)</th>
<th>NA (0.000 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness of Different Populations (20,000, 20%) ELCC 4 ISTE 4</td>
<td>Effectively addresses significant issues based on articulating one’s identity in relation to students of different populations.</td>
<td>Evaluates the impact of one’s own and others' specific local actions on different populations.</td>
<td>Analyzes ways that human actions influence the different populations.</td>
<td>Identifies some connections between an individual’s personal decision making and certain populations.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Perspective Taking (20,000, 20%) ELCC 2 TILS A TILS B TILS C</td>
<td>Evaluates and applies diverse perspectives to complex subjects in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).</td>
<td>Synthesizes other perspectives (such as cultural, disciplinary, and ethical).</td>
<td>Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical).</td>
<td>Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).</td>
</tr>
<tr>
<td>Cultural Diversity (20,000, 20%) TILS A TILS B TILS C ELCC 2</td>
<td>Adapts and applies (Explains how to adapt and apply) a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures.</td>
<td>Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.</td>
<td>Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.</td>
<td>Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.</td>
</tr>
<tr>
<td>Personal and Social Responsibility (20,000, 20%) TILS A TILS B TILS C ELCC 2 ISTE A3</td>
<td>Takes (Explains how to take) informed and responsible action to address ethical, social, and environmental challenges and evaluates the local and broader consequences of individual and collective interventions on different populations.</td>
<td>Analyzes the ethical, social, consequences on different populations and identifies a range of actions informed by one’s sense of personal and civic responsibility.</td>
<td>Explains the ethical, social, and environmental consequences of local and national decisions on Different populations.</td>
<td>Identifies ethical consequence of some local or national decision on different population.</td>
</tr>
<tr>
<td>Applying Knowledge to Educational Challenges for Different Populations (20,000, 20%) TILS A TILS B TILS C ELCC 2 ISTE A 4</td>
<td>Applies knowledge and skills to implement (or describe how to implement) sophisticated, appropriate, and workable solutions to address complex problems using interdisciplinary perspectives independently or with others.</td>
<td>Plans and evaluates more complex solutions to challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).</td>
<td>Formulates practical yet elementary solutions to challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).</td>
<td>Defines challenges in basic ways, including a limited number of perspectives and solutions.</td>
</tr>
</tbody>
</table>
A Family Friendly School Walkthrough Checklist*

With Scoring Guide and Additional Characteristics for Residential/Boarding School Communities

Is Your School a Family Friendly School? Research shows that when a schools and parents work together to support the education of a child, not only does the student perform better in school, but all throughout life! The best way to nurture a strong relationship between school and family is to create a friendly and welcoming school environment.

What is the purpose of a Family Friendly School Walkthrough Checklist? The checklist is designed to allow schools to assess their “family friendly” practices. This tool gives school leaders the opportunity to evaluate how inviting and “customer friendly” their school is to families and the community. It can also help to point out various areas that may have been previously overlooked and can be easily addressed.

Suggested Walkthrough Guidelines:

- Select a team leader to coordinate the walkthrough.
- Choose at least three (3) people to complete the checklist preferably one school administrator, one parent, and one school faculty member (teacher, secretary, counselor, etc...) Others may include a bus driver, a cafeteria worker, a community leader, or specialist. Each team member can complete the walkthrough separately or as a team but each person must complete their own checklist.
- After all parties have completed the walkthrough, the team leader will collect the checklists and schedule a meeting to discuss the final scores and how to address areas that need improvement.

Walkthrough Components: There will be three areas or sections evaluated during the walkthrough:

Using the Rating Scale

1. Use the “rating scale” below to score the items under each area and provide comments and suggestions in the designated section.
2. Add your scores at the end of each area section and calculate the total score at the end of the checklist.
3. Please return your completed checklist to your team leader and plan to attend a brief meeting to discuss and address the findings.

Rating Scale: 
1= No Evidence
2= Some Evidence, Needs Improvement
3= Meets Minimum Standards, Could Enhance
Area 4= Exceeds Standards

School: Date: Team Leader:
Observer’s Name: Parent: ___ School Administrator: _______ School Staff: ______ Community Member: ___

* Adapted for NM from NJ State PIRC Family Friendly Schools Checklist
## A. Welcoming Environment

<table>
<thead>
<tr>
<th>Practices being used and areas for improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school climate reflects a welcoming tone and respect for all families, regardless of culture, ethnicity, language or disability.</td>
</tr>
<tr>
<td>- Signs by the school entrance clearly guide visitors where to check in.</td>
</tr>
<tr>
<td>- The school campus and entrance to the building is inviting with a sign/banner/bulletin board welcoming parents.</td>
</tr>
<tr>
<td>- ADA requirements are met.</td>
</tr>
<tr>
<td>- The culture and language of the community is clearly reflected.</td>
</tr>
<tr>
<td>- There are designated parking areas and parents are thoroughly informed of parking arrangements when visiting.</td>
</tr>
<tr>
<td>2. The school has standards of welcoming behavior that apply to all staff, including office staff, bus drivers, security, custodians, cafeteria staff, etc.</td>
</tr>
<tr>
<td>3. There are staff who immediately recognize visitors with a smile, answer the phones politely and easily provide adequate information in the language(s) of the families.</td>
</tr>
<tr>
<td>4. There is comfortable seating and relevant reading material in the office area for visitors who need to wait (parent handbook, parenting magazines and books, student published work, etc.)</td>
</tr>
<tr>
<td>5. The school has volunteers or staff to act as parent mentors who provide tours, translations, guidance and support to newly enrolled families.</td>
</tr>
<tr>
<td>6. There are signs located outside each classroom door noting grade level/course title, and teacher's name. Student work is displayed throughout the school. The work also includes a description of the purpose.</td>
</tr>
<tr>
<td>7. Positive connections with families and communities are made outside of the school walls by collaborating with chapter houses, community centers, local businesses, libraries, restaurants, etc.</td>
</tr>
<tr>
<td>8. A <strong>Mission Statement</strong> and/or policy on parent involvement is posted in the languages of the families that guides them to more information about opportunities to get involved with school programs.</td>
</tr>
<tr>
<td>9. A <strong>Family Center</strong> is located in an easily accessible area of the school and is designed as a gathering place where families, school staff, students, and community members are welcomed and supported.</td>
</tr>
<tr>
<td>- It supports special events and features like clothing banks, lending libraries, health fairs, parenting workshops, etc.</td>
</tr>
<tr>
<td>The family center information matches the developmental levels of the students, e.g. high schools connect parents with other parent centers at workforce solutions centers, and institutions of higher education.</td>
</tr>
</tbody>
</table>

**Welcoming Environment Total Score:**

Effective practices being used and ideas for improvement:
**B. Policies and Practices**  

| 1. | A Parent Involvement Goal Team works to ensure that programs are carefully planned, evaluated and celebrated. | rating | Practices being used and areas for improvement: |
| 2. | School has & shares a school-level parent involvement policy developed by school staff and families.  
   • School has active school-parent compact developed by school staff, families & students (required by Title and State programs) | rating | Practices being used and areas for improvement: |
| 3. | The school has a Parent Coordinator or home-school liaison that helps to connect all parents with school community as well as coordinate volunteers, an active family center, and parent information. | rating | Practices being used and areas for improvement: |
| 4. | The school offers workshops and conferences for parents to help them understand the school policies, student progress, classroom curriculum, how teachers and parents can work together to best support student success, transitions, planning for graduation and after high school, CCSS, etc. | rating | Practices being used and areas for improvement: |
| 5. | Professional development is provided for staff and includes trainings/workshops on working with diverse families and parental involvement practices. | rating | Practices being used and areas for improvement: |
| 6. | The school actively recruits and welcomes new parents/guardians from all backgrounds for school committees such as the PAC, or PTA/PTO. | rating | Practices being used and areas for improvement: |
| 7. | The parent handbook with school policies, school calendar and other information are provided to the parents/guardians at the beginning of the school year in a format that is easily understood.  
   • The process of scheduling meetings with teachers or school staff is included. | rating | Practices being used and areas for improvement: |
| 8. | School calendars are set to accommodate parent work schedules, major community events, activities, and ceremonies. | rating | Practices being used and areas for improvement: |
| 9. | The school website is current, useful, and easily accessible to parents and families. | rating | Practices being used and areas for improvement: |

**Policies and Practices Total Score:**

Effective practices being used and ideas for improvement:
## C. Home-School Communication

<table>
<thead>
<tr>
<th>Practices being used and areas for improvement:</th>
</tr>
</thead>
</table>

1. The school establishes a tone of respect for all families, regardless of culture, ethnicity, language or disability.

2. The school has a system in place for ongoing assessment and feedback from parents regarding the school climate and practices.
   - The school offers a variety of opportunities for teachers and parents/guardians to meet face-to-face, such as open house, parent conferences, class visits, etc.

3. Principal & staff invite parents to ask questions & express concerns. The school has a procedure in place for promptly responding to parents questions, concerns, or requests

4. School informs families of policies, events, & opportunities using a variety of methods.
   - The school publishes a Web site and/or newsletter with up-to-date information and useful parenting tips for all grade levels.
   - All information is translated into other languages according to the school community’s demographic make-up.

5. Parents are surveyed regarding their interests, talents, and availability to volunteer. Follow up communication and coordination is managed (background checks, volunteer policies and procedures, volunteer training, and matching skills and interest to school needs, etc.).

6. Parent-teacher-student conferences are carefully planned and accommodate parents’ schedules and transportation needs.
   - Concern for students is the focus of teacher-parent interaction.

7. Opportunities are available for families and teachers to meet, get to know each other, and build relationships such as class meetings, breakfasts, home visits, class observations and participation.

8. Homework is carefully planned and managed to include families and ensure that the purposes and benefits of the homework are clear.

9. A parent involvement goal team of school staff, parents and community representatives strategically look at developing issues that affect families and determine appropriate responses.

---

**Home-School Communication Total Score:**

**Effective practices being used and ideas for improvement:**
Total Score: (combine all 3 scores): 

<table>
<thead>
<tr>
<th>Scoring Guide for Each Section/Area:</th>
<th>Scoring Guide for overall Walkthrough: 0-</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9 Not So Family Friendly*</td>
<td>0-36 Not So Family Friendly*</td>
</tr>
<tr>
<td>10-18 Slightly Family Friendly**</td>
<td>37-72 Slightly Family Friendly**</td>
</tr>
<tr>
<td>19-27 Family Friendly****</td>
<td>73-108 Family Friendly****</td>
</tr>
<tr>
<td>28-36 Five Star Family Friendly*****</td>
<td>109-144 Five Star Family Friendly*****</td>
</tr>
</tbody>
</table>

It is suggested that all areas that were scored with a 1 or 2 should be addressed promptly according to priority. Areas scored with a 3 should be discussed and plans for enhancements are encouraged.

In what sections (A, B, or C) does your school need the most improvement?

What are challenges in these areas?

What can be improved?

What steps will your school take to make the appropriate improvements?
For example: As stated in EPSS and Title I Plan, walkthrough team will discuss with the administrator, ways to support teachers in displaying student work in the hallways.

When do you plan to implement the improvements and who will be responsible for making the selected improvements?
For example: Administrative team and parent volunteers will work with teachers to display student work in designated area starting October 1.

Please Use Additional Pages if Necessary! **A Family Friendly school can mean different things because each school is unique; therefore it is up to your community to determine what family friendly means to your school.

Other uses for the Family Friendly School Walkthrough Checklist in New Mexico:
- Educational Plan for Student Success (EPSS) Planning
- Title I, Title II, or Title VII Parent Involvement Requirements
- NM Teacher or Administrator Competencies, Professional Development Dossier (PDD) and Professional Development Plans (PDP)
- See attached Additional Characteristics for Residential/Boarding School Communities
### Additional Characteristics for Residential/Boarding School Communities

Rating Scale:

- **1= No Evidence**
- **2= Some Evidence, Needs Improvement**
- **3= Meets Minimum Standards, Could Enhance Area**
- **4= Exceeds Standards**

<table>
<thead>
<tr>
<th>Additional Characteristics for Residential/Boarding School</th>
<th>Practices being used and areas for improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ A home-like environment is maintained that never losing sight of the child's need to stay connected with his/her family.</td>
<td></td>
</tr>
<tr>
<td>□ Family visiting policies are clear — families are welcome in living quarters and are encouraged to stay in regular contact with their child</td>
<td></td>
</tr>
<tr>
<td>□ The program provides transportation so children can spend weekend and vacation time with their families.</td>
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</tr>
<tr>
<td>□ School Staff work closely with caregivers to make sure the skills the children gain in a residential program are transferred to the home environment</td>
<td></td>
</tr>
<tr>
<td>□ Flexible meeting and workshop times are available to accommodate families’ schedules as well as in-home family visits for those who find it difficult to travel</td>
<td></td>
</tr>
<tr>
<td>□ An active family center is in place with staff to promote full-time family advocacy to support and connect families to resources in their local communities as well as the academic success of their children</td>
<td></td>
</tr>
<tr>
<td>□ The school shows commitment with special events focusing on topics such as:</td>
<td></td>
</tr>
<tr>
<td>• Workforce and Career Planning, Higher Education Opportunities</td>
<td></td>
</tr>
<tr>
<td>• Common Core Standards and Student Expectations</td>
<td></td>
</tr>
<tr>
<td>• High Interest topics based on surveys and needs</td>
<td></td>
</tr>
</tbody>
</table>

Identified Strengths and Needs: