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Baker University

School of education

Doctor of Education in Educational Leadership (EdD) /District Leadership Licensure

Curriculum Guide

August 2009

Contents

	Page
• School of Education Mission, Beliefs, and Vision	3
• School of Education Conceptual Framework	4
• Standards of the Interstate School Leaders Licensure (ISLLC)	5
• EdD/DLL Program Essential Characteristics and Common Strands	6
• District Leadership and Doctor of Education Program Objectives	7-8
• Curriculum required for the Doctor of Education Degree	9
• Curriculum required for District Licensure	10
• EdD/DLL Matrix of Program Objectives and Courses	11
• Specific Course Objectives	12
• SOE Commitments	12
• Syllabus Template	13-15
• Attendance Policy	15
• EdD/DLL Core Courses	16-27
○ Course Number and Description, Standards Addressed	
○ Instructional Activities Used, Technology Used	
○ Assessments Used to Measure Performance	
○ Grading Criteria, Rubrics, and Scoring Guides Used	
○ Resources Used	
• Program Components: DFE, Portfolio, CRS	28
• Task Stream Rubrics Used for Measuring Program Performance	29-41
• (SOE) Information for Faculty and Adjuncts	42-45
• Bibliography of Pedagogical Knowledge Base	46-51

NOTE: The curriculum guide for each core EdD/DLL course presented in this document indicates essential course objectives and assessments which instructors are expected to address along with additional course information. Each course instructor retains autonomy in extending course objectives and assessments beyond those listed in the curriculum guide. When options for resource materials are given, instructors may select from those listed; otherwise, instructors are to use texts as specified.

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SOE Mission

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

SOE Beliefs

The SOE believes a confident and competent educational leader

- Advocates for all students and their learning successes;
- Has a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Has the commitment and skills to transfer knowledge, beliefs, and values into policy and practice;
- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
- Maintains an unremitting drive for improvement.

SOE Vision

The Baker University School of Education (SOE) provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future. This vision drives the following six strategic planning initiatives:

- **Learning** – Promote learning through the implementation of relevant programs, best practices and assessments, and an unremitting drive for improvement;
- **Programs** - Develop quality educational programs that respond to present and future educational needs;
- **Collaboration** - Establish collaboration lines with internal and external stakeholders, including the development of collaborative agreements;
- **Diversity** - Establish and maintain programs that promote diversity of thought, curriculum, candidates, student populations and faculty;
- **Development** - Promote personal, professional and intellectual development for faculty and staff; and
- **Resources** - Maximize resource development, management and accountability.

MODEL OF THE SCHOOL OF EDUCATION *Conceptual Framework*



The model of the School of Education (SOE) Conceptual Framework (CF) illustrates the dynamic and systematic process used to develop and sustain educational programs committed to learning and to the development of confident and competent educational leaders. The seven components of the model are encapsulated within two wheels. The larger first wheel contains the 1) **Beliefs**, 2) **Program Objectives**, 3) **Essential Characteristics**, and 4) **Commitments**. These components surround the 5) **Mission**, which is the hub of the wheel. The second wheel contains the 6) **Vision**. The two wheels are linked together by 7) **the Evaluation Process**. The larger wheel represents the basis on which SOE programs are built and the second wheel provides the basis for future growth. The evaluation process provides the evidence for determining how closely the vision supports and advances our mission.

Standards of the Interstate School Leaders Licensure Consortium (ISLLC)

ISLLC Standards were originally created at the direction of the Council of Chief State School Officers in 1996 and adapted by the Kansas State Department of Education for program direction. Standards were modified in 2008.

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4: An education leader promotes the success of every student by collaborating with families and stakeholders, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Edd/DLL Program Essential Characteristics and Common Strands

The University believes there are essential characteristics associated with confident and competent educational leaders. These characteristics are categorized in the professional skills and personal dispositions listed below. The candidate must bring a level of skills and dispositions to the Doctorate of Education (EdD) in Educational Leadership program; however, these skills and dispositions are developed as a candidate proceeds through the program. To ensure that essential skills and dispositions are developed for all participants, the EdD Program continuously monitors a candidate's progress through multiple program assessments.

Professional Skills

Baker University believes a confident and competent leader evinces the following Professional Skills; therefore, the leadership candidate must demonstrate the following:

1. A strong educational knowledge base that aligns with research and/or best practices;
2. Written communication skills that enable the candidate to write ideas clearly, using appropriate writing conventions, organization, and focus;
3. Oral communication skills that enable the candidate to clearly articulate oral comments and interact with individuals and groups;
4. Professional responsibilities and organizational skills that enable the candidate to assume responsibility for class assignments; class participation; class attendance; plan, schedule, and meet time lines; and
5. Problem solving and critical thinking skills that enable the candidate to think critically and solve problems.

Personal Dispositions

Baker University believes that confident and competent educational leaders evince four personal dispositions; therefore, the leadership candidate must demonstrate the following:

He or she believes

1. He or she is capable of positively influencing learning for all people;
2. All people are capable of learning at a high level;
3. The purpose of education is to assist all people to become competent and successful; and
4. Effective leadership and teaching are interpersonal processes where the individual's attitudes, beliefs, feelings, and welfare must be of prime consideration.

Common Program Strands

- Leadership Practices
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Beliefs, Values and Ethical Issues
- Enriching through Diversity

District Leadership and Doctor of Education Program Objectives

The EdD program develops confident and competent leaders who can demonstrate the ability to promote success for all participants. The program focus is to develop educational leadership; thus the program has been aligned with the 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards and Kansas State Department of Education (KSDE) professional standards for district leadership licensure. The indicators identified under the following standards are program objectives which drive curriculum, instruction, candidate activities and learning, and program assessments.

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

The candidate

- a) Collaboratively develops and implements a shared vision and mission;
- b) Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;
- c) Creates and implements plans to achieve goals;
- d) Promotes continuous and sustainable improvement;
- e) Monitors and evaluates progress and revises plans; and
- f) Applies leadership beliefs, values, and behaviors into personal leadership positions, policy and practice that impact student learning.

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

The candidate

- a) Nurtures and sustains a culture of collaboration, trust, learning, and high expectations;
- b) Creates comprehensive, rigorous, coherent and research-based curricular and co-curricular programs;
- c) Creates personalized and motivating learning environments that meet the needs of all students;
- d) Supervises instruction;
- e) Develops assessment and accountability systems to monitor student progress;
- f) Develops the instructional and leadership capacities of staff through results-based professional development opportunities;
- g) Maximizes time spent on quality instruction;
- h) Promotes the use of the most effective and appropriate technologies to support teaching and learning; and
- i) Monitors and evaluates the impact of the instructional program on learning.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

The candidate

- a) Monitors and evaluates the management and operational systems;
- b) Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources through the use of proactive management strategies;
- c) Promotes and protects the welfare and safety of students and staff;

- d) Develops the capacity for distributed leadership;
- e) Ensures teacher and organizational time is focused to support quality instruction and student learning; and
- f) Ensures that legal issues relating to policies, operations, human resource supervision and support systems are effectively applied, protecting the rights and confidentiality of all persons.

Standard 4: An education leader promotes the success of every student by collaborating with families and stakeholders, responding to diverse and special community interests and needs, and mobilizing community resources.

The candidate

- a) Collects, analyzes, and appropriately applies community data and pertinent information for improvement;
- b) Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;
- c) Builds and sustains positive relationships with families and caregivers;
- d) Builds and sustains productive relationships with community partners;
- e) Develops effective communication and group process skills; and
- f) Effectively implements the Individuals with Disabilities Act (IDEA) (Section 504, and PL 94-142) to provide services for handicapped and special needs populations.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

The candidate

- a) Ensures a system of accountability for every student's academic and social success;
- b) Models principles of self-awareness, reflective practice, transparency, and ethical behavior, treating all persons fairly, equitably, and with dignity;
- c) Safeguards the values of democracy, equity, and diversity; and
- d) Considers and evaluates the potential moral and legal consequences of decision-making.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

The candidate

- a) Advocates for children, families, and caregivers by maintaining communications with all members of a diverse community;
- b) Acts to influence local, district, state, and national decisions affecting student learning;
- c) Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies; and
- d) Understands and develops skills to work with governing boards in shaping policies and practices.

**CURRICULUM REQUIRED FOR THE EDUCATIONAL DOCTORATE (EdD)
IN EDUCATIONAL LEADERSHIP** (order will change as appropriate)

<u>Course Title</u>	<u>Credit Hours</u>
DED 9000 Foundations of Organizational Leadership	3
DED 9001 Collaborative Leadership in a Community Context	3
DED 9002 Leading Special and Diverse Populations	3
DED 9010 Statistical Analysis	3
DED 9011 Methods of Inquiry and Research	3
DED 9020 Professional Inquiry Colloquium I	2
DED 9900 Clinical Research Study (CRS) Development	6
DED 9003 Developing Professional Learning Communities	3
DED 9004 Curriculum, Learning and Instruction	3
DED 9030 Field Experience I	2
DED 9005 Legal, Policy, and Ethical Issues in Leadership	3
DED 9006 Human Resources Management	3
DED 9007 Management of Finances, Facilities and Resources	3
DED 9008 Program Planning and Evaluation	3
DED 9021 Professional Inquiry Colloquium II	2
DED 9031 Field Experience II	2
DED 9032 Portfolio Presentation	2
DED 9902 CRS Completion and Presentation (Continuous enrollment required)	10+
TOTAL REQUIRED HOURS for the EdD	59+

Persons interested in earning a District Leadership License (DLL) must also pass their State's required licensing assessment.

CURRICULUM REQUIRED FOR DISTRICT LEADERSHIP LICENSURE

(order will change as appropriate)

<u>Course Title</u>	<u>Credit Hours</u>
DED 9000 Foundations of Organizational Leadership	3
DED 9001 Collaborative Leadership in a Community Context	3
DED 9002 Leading Special and Diverse Populations	3
DED 9010 Statistical Analysis	3
DED 9020 Professional Inquiry Colloquium I	2
DED 9003 Developing Professional Learning Communities	3
DED 9004 Curriculum, Learning and Instruction	3
DED 9030 Field Experience I	2
DED 9005 Legal, Policy, and Ethical Issues in Leadership	3
DED 9006 Human Resources Management	3
DED 9007 Management of Finances, Facilities and Resources	3
DED 9008 Program Planning and Evaluation	3
DED 9021 Professional Inquiry Colloquium II	2
DED 9031 Field Experience II	2
DED 9032 Portfolio Presentation	2
 TOTAL REQUIRED HOURS for DISTRICT LICENSURE ONLY	 40

Persons who have previously earned administration degrees at the Master or Specialist level may apply for a district level license with the completion of the above curriculum and the successful completion of the state licensing assessment.

DOCTORATE OF
EDUCATION IN
EDUCATIONAL
LEADERSHIP

ASSESSMENT OF
PROGRAM
OBJECTIVES BY
COURSE

PROGRAM STRANDS
Leadership Practices
Critical Thinking and
Problem Solving
Communication and
Collaboration
Beliefs, Values and Ethical
Issues
Enriching Through
Diversity

Program Objectives/Indicators	9000 Fnd	9001 Collab	9002 Div	9003 PLC	9004 Curr	9005 Law	9006 HR	9007 Mgt	9008 Eval	9010 Stat	9011 Rsch
1. Vision of learning shared by all											
1A. Shared vision, mission	S	F		F	F						
1B. Use data	F	F		F	F				F	S	F
1C. Create plans		F			F			F	S		
1D. Continuous improvement				F					S		
1E. Monitor progress			F	F					S		
1F. Leadership positions	S										
2. Culture conducive to learning											
2A. Culture of collaboration	F			S							
2B. Curricular programs			F	F	S				F		
2C. Learning environments			F	F				S			
2D. Supervise instruction					F		S				
2E. Assessment systems				F	F				S		
2F. Leadership capacities				S	F		F				
2G. Maximize time							F	S			
2H. Technologies			F	F	F			S			F
2I. Monitor impact					F				S	F	
3. Effective learning environment											
3A. Monitor operations							F	S			
3B. Use resources							S	S			
3C. Safety						F		S			
3D. Distributed leadership	S			F			F				
3E. Focused learning time							F	S			
3F. Legal issues			F			S	F	F			
4. Collaborating with diverse community											
4A. Community data	F	S									F
4B. Diverse resources		S	F		F				F		
4C. Relationships with families		F	S								
4D. Community partners		S									
4E. Group process skills	S	F		F	F		F		F		
4F. IDEA, 504, and PL 94-142			S					F			
5. Acting with integrity											
5A. Academic accountability			F	S					F		
5B. Model ethical behavior	S					S	F		F		
5C. Safeguard values			S			F					
5D. Moral consequences	F					S	F				
6. Influencing larger context											
6A. Advocate for children	F		S								
6B. Influence decisions	F	F				S					F
6C. Emerging trends	S							F		F	
6D. Skills with governing boards	S					S					

S=Summative – course responsible for primary assessment of Program Objective and Indicator.

F=Formative – course responsible for inclusion of content addressing Program Objective and Indicator.

Content may also be integrated in other courses. Assessment of multiple Program Objectives may be combined into single artifacts within courses.

SPECIFIC COURSE OBJECTIVES

NOTE: Instructors of all core EdD/DLL courses will be responsible for including in their syllabi as Specific Course Objectives each of the program objectives found in the fully articulated matrix in the preceding listing of Program Objectives.

Example:

Course: DED 9000 Educational Foundations

A program candidate will

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the entire community ensuring the following:
 - a. The district's or organization's vision, mission, and goals are cooperatively developed by all members of the community and effectively articulated and communicated to all stakeholders

SCHOOL OF EDUCATION COMMITMENTS

A listing of sixteen unit Commitments has been developed to increase the probability that all unit faculty are “committed to learning and the development of confident, competent educational leaders.”

The unit is committed to ensuring

1. Candidates understand the conceptual framework.
2. Candidates are committed to student learning and the belief that all students can learn.
3. Candidates know their licensure area content and can make meaningful applications of the content during field experiences.
4. Candidates know how to engage students and organize instruction that enhances learning.
5. Candidates think systematically about their practice and use problem solving, critical thinking and reflection in their daily practice.
6. Candidates become members of professional communities, collaborate with professional educators, and demonstrate a motivation for life-long learning.
7. Candidates develop a respect for diversity and become inclusive educators who enhance learning opportunities for all students.
8. Candidates demonstrate communication skills appropriate to their field of endorsement.
9. Faculty and candidates model ethical practices, values, and dispositions.
10. Faculty model a variety of instructional strategies supported by wisdom of practice and educational research.
11. The integration of content within and across the disciplines and the application of knowledge to life situations.
12. Professional growth for all faculty and staff members.
13. Regular and systematic program evaluations through the analysis of program data and making program modifications when appropriate.
14. The development of collaborative/cooperative agreements with school districts, higher education faculty, and other members of the professional community.
15. The implementation of a technology plan for each program that enables candidates to enhance learning for all students.
16. Involvement in service to the wider community .

Syllabus Example Template

BAKER UNIVERSITY (Course Number and Course Name) (Date such as Fall I 2009)

School of Education Mission

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

School of Education Beliefs

The SOE believes a confident and competent educational leader

1. Advocates for all students and their learning successes;
2. Has a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
3. Has the commitment and skills to transfer knowledge, beliefs, and values into policy and practice;
4. Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
5. Maintains an unremitting drive for improvement.

School of Education Vision

The Baker University School of Education provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

Instructor: Insert instructor and all methods of contact including phone and e-mail. Also include office hours or times students may meet with you.

Meeting Time: Meeting times, hours, and location

Credit Hours: 3 credit hours

Course Description:

This must match the description in this Curriculum Guide.

Standards Addressed:

For EdD courses, list Program Objectives for this course and reference Standards of the Interstate School Leaders Licensure and/or the Kansas State Department of Education.

Course Resources:

List name(s) of textbooks required including author(s), title, publisher, and date. Also list handouts if to be provided for a fee. Instructors are strongly encouraged to refer students to the Baker University Collins online library at www.bakeru.edu/.

Instructional Strategies Used:

Describe strategies to be used and student performances expected; i.e. lecture, facilitated dialogue, small group study, interactive groups, reflective practices, independent reading, electronic discussion groups, individual papers, quizzes and exams, individual and group presentations, etc.

Course Objectives: (Standards noted)

Describe outcomes and expectations for the course, i.e.

Upon completion of this course, students will be able to:

Or

The learner will demonstrate advanced practical skills in the following specific areas:

List specific objectives, assuring that course objectives align with program objectives and each is SMART – Specific, Measurable, Attainable, Relevant, and Time-oriented.

With each objective, note the Standard to which the objective is aligned.

Course Outline and Sequence of Studies:

By class session, list the topics, issues, student performances and activities that will be included.

Assessments Used to Measure Performance:

List each assessment strategy that will be required. Note deadlines, expectations for format, length, etc. Specify what portion of the total grade each assessment will comprise, whether in percent or points. Each assessment must be aligned to a Course Objective and each Course Objective must be assessed in at least one way. Assessments such as papers, presentations, electronic discussion groups, book reports, and others should be supported with a separate rubric or scoring guide provided to each student and attached with the syllabus. If attendance is used as part of the student's grade, requirements must adhere to Baker University policy.

Grading Practices:

Grading Scale for EdD program is A= 100-92%, B= 91-84%, C= 83-70%, D-F= 69% and Below Note whether make-up or extra credit work is allowed. Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.

Writing Expectations

All EdD/DLL candidates are expected to perform at high levels of writing. Candidates completing work in Cohorts 1 and 2 may select APA or MLA format. Candidates in succeeding cohorts are to use APA style and should consult the Baker University School of Education Graduate Department Style Guide.

Academic Integrity:

Academic Integrity is defined in the SPGS/SOE catalog under Student Responsibilities and Rights: "Academic integrity is defined as honesty in the acknowledgement of ideas, words, data, written work, and solutions. All work submitted by students must represent their own original work. All forms of student dishonesty, including cheating, fabrication, plagiarism, violation of copyright laws, and facilitating any academic dishonesty, are forbidden. Consequences of academic dishonesty may include, but are not limited to a failing grade, a failing grade for the course, or expulsion from the University."

APA style is the approved format for written work completed by EdD candidates at Baker University SOE.

To avoid plagiarism, you should acknowledge the source:

1. Whenever you quote another person's actual words;
2. Whenever you use another person's ideas, opinion, or theory, even if it is completely paraphrased in your own words;
3. Whenever you borrow facts, statistics, or other illustrative materials – unless the information is common knowledge.

ADA Policy:

Because every student—and his or her level of disability—is different, Baker University offers a program that is highly individualized. It is an individual's choice to self-identify, and the Disability Office works with those who do so on a case-by-case basis. If and when to use any of the available services is up to the student, not the school. Integration, self-advocacy, and individual responsibility are promoted and expected. Students with documented disabilities and interested in exploring services should contact the Assistant Academic Dean at the SPGS office.

Hostile-Free Learning Environment

Baker University ascribes to learning and teaching environments that are free from hostility, including verbal, physical, emotional or sexual harassment. Anyone who wishes to complain about any situation, whether between students, student and instructor, or among faculty and/or staff should contact a supervisor or the Office of Student Services.

Technology Integration

All EdD/DLL candidates will experience various technology applications integrated into course material. The experiences are noted in the course syllabi and may include requirements in various EdD courses as reported by the instructor. Currently those experiences include: Email, Word Processing, Web-Based Research, Web-Based Course Management, Uploading Data, Presentation Software, Electronic Discussion Boards, Student Data Systems, Remote Connections, Spreadsheets, Web-Based Social Networking, Digital Meeting Software, and specific applications such as "voice over internet protocol" and the Statistical Package for the Social Sciences. Additional experiences may be required, or some may be dropped, as technology changes and new strategies emerge.

Baker University
School of Education – Graduate Department

TO: All instructors
FROM: Harold Frye, Chair, Graduate Education Programs hfrye@bakeru.edu
SUBJECT: Attendance and grade reporting

Please note the processes in effect.

All faculty are to report attendance using Faculty Portal found at www.bakeru.edu. Attendance should be reported within 24 hours of the close of each week's class. Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work. All School of Education Graduate Department syllabi should contain this information. Instructors are encouraged to specifically state attendance expectations in the syllabus regarding attendance, make-up possibilities, and grade implications. Many instructors structure grade points to include points for each hour of attendance, allowance for make-up work for the first absence, and an automatic lowering by one grade for a second absence. The third absence would result in "No Credit" by policy.

Faculty Portal is to be used for the reporting of final grades. Grades are to be submitted not later than eight days after the last class session. Letter grades are to be used. Incompletes cannot be recorded.

Please contact Sandee Jamour at sjamour@bakeru.edu with any questions concerning attendance or grade reporting.

EdD/DLL Curriculum Guide

Course number/title DED 9000 Foundations of Educational Leadership

Course description This course provides a beginning foundation for the knowledge and performance areas needed for leading an educational community. Leadership issues addressed include the nature of leadership; leadership research, best practices, styles, cultures, and models; beliefs and values related to leadership; developing organizational goals, mission, and a strategic plan; the impact of leadership on the learning culture; communicating with diverse publics and political entities; decision making and critical thinking skills; responsibilities for financial, human, and material resources; community political, social, and economic issues; and ethical issues impacting leadership.

ISLLC Standards 1, 2, 3, 4, 5, 6

Specific course objectives

Course objectives are referenced in the preceding information and will be included in each instructor's individual course syllabus.

Instructional activities used

1. Class discussion
2. Lecture/Presentation
3. Small group activities
4. Role Playing
5. Electronic Discussion Board
6. Electronic Presentation

Technology used

Email, Web-Based Research, Word Processing, Web-Based Course Management, Electronic Discussion Boards, Uploading Data

Assessments used to measure performance (data collected on Task Stream)

1. Interview administrators, faculty, students and others in your learning community and identify what you believe to be the organization's mission, vision, beliefs and values.
2. Write a 2-3 page paper (12 pt. font & 1.5 line spacing) that develops a specific leadership style and list five important leadership skills you believe will enhance the learning community. Please identify a) the chosen leadership style, b) the source of your five recommended leadership skills, and c) how you believe the skills will impact our definition of leadership.

Grading criteria, rubrics, and scoring guides used

1. Scoring guides
2. Task Stream Rubrics

Grading Scale: A = 100-92%, B = 91-84%, C= 83-70%, D/F= 69% and Below

Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.

Course Resources

Candidates will be provided a number of books and periodicals, which will often be found through Internet searches. The two books used in this course are: *Educational Administration: Concepts and Practices*, by Lunenburg and Ornstein, fourth edition; and *Leadership and the Art of Change: A Practical Guide to Organizational Transformation*, by Leroy Beach. In addition, the course uses an electronic format that provides access to a variety of Internet searches and opportunities to participate in discussion board scenarios. Students can access the Baker online library through www.bakeru.edu.

Edd/DLL Curriculum Guide

Course number/title **DED 9001 Collaborative Leadership in a Community Context**

Course description Candidates examine the philosophy, principles, practices, and agencies and organizations involved in or influencing school or organization community programs and initiatives. Special attention is focused on the role of leaders in planning and implementing system-wide communications and involvement networks. Candidates explore their creativity and expand their ability to lead complex teams effectively and to influence collaborative problem-solving processes as both a leader and a follower in the team process. This course will address the identification and utilization of community resources and the creation of family engagement partnerships, community linkages, and collaborative efforts to provide for the educational, cultural, health, lifelong learning, vocational, and out-of-school needs of students and citizens in a community.

ISLLC Standards 1, 4, 6

Specific course objectives

Course objectives are referenced in the preceding information and will be included in each instructor's individual course syllabus.

Instructional activities used

1. Small and large group
2. Videos
3. Lecture
4. Written reflections
5. Guest presenters
6. Oral presentations

Technology used

Email, Web-Based Research, Spreadsheets, Web-Based Social Networking, Word Processing, Web-Based Course Management, Presentation Software, Electronic Discussion Boards, Uploading Data, Digital Meeting Software, Remote Connections

Assessments used to measure performance (data collected on Task Stream)

1. Write a detailed plan outlining school-community partnerships, resources needed, key positions and individuals necessary to carry out the plan and a one-year timeline for convening individuals involved in implementing the program. The plan must articulate the rationale for working with community leaders.
2. Construct an annotated list of community resources including business and civic organizations, and explanation of assets each can bring to a partnership.

Grading criteria, rubrics, and scoring guides used

1. Instructor created rubric
2. Instructor weekly feedback

Grading Scale: A = 100-92%, B = 91-84%, C= 83-70%, D/F= 69% and Below Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.

Resources used (texts, technology, etc.) Textbooks –

Ryan, James. *Inclusive Leadership*. San Francisco: John Wiley and Sons, 2006. ISBN 0-7879-6508-1

A set of supplementary books will be introduced in a small group activity.

Access to periodicals will be made through on-line searches. In addition, the course will use on-line discussion board scenarios. Students access the Baker on-line databases through www.bakeru.edu.

Edd/DLL Curriculum Guide

Course number/title **DED 9002 Leading Special and Diverse Populations**

Course description This course is designed to examine the role and responsibilities of leaders of diverse organizations, including the administrator, director, or supervisor of special education at the school district, state and federal levels and leaders in organizations and agencies that serve and employ individuals with diverse skills, needs, and abilities. Participants become better skilled in leading programs through familiarity with state and federal statutory requirements, fiscal basis, organizational structures, relations to general school administration, and instructional and related services delivery systems. Current issues in educating students with special needs and preparing and employing individuals in today's workforce are explored. Trends in the nation's increasing cultural, ethnic, and religious diversity and the impact of these trends on organizations are examined.

ISLLC Standards 1, 2, 3, 4,
5, 6

Specific course objectives Course objectives are referenced in the preceding information and will be included in each instructor's individual course syllabus.

Instructional activities used

1. Cooperative/collaborative learning activities
2. Collective inquiry
3. Written reflection
4. Group problem solving
5. Direct instruction
6. Role playing/inbox

Technology used

Email, Work Processing, Presentation Software, Electronic Discussion Boards, Web-Based Research, Student Data Systems

Assessments used to measure performance (data collected on Task Stream)

1. Write a paper (3-5 pages) that analyzes the function of local, state and federal agencies for implementing the Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), and Section 504 related to students with special needs and individuals with disabilities as it pertains to your school and district, learning institution or private business.
2. Deliver a training component for a specific area from the Kansas and Missouri Special Education Process handbook – Include impact of 2004 reauthorizations.

Grading criteria, rubrics, and scoring guides used

1. Instructor created rubrics: Projects, Final exam
 2. Individual conferences
- Grading Scale: A = 100-92%, B = 91-84%, C= 83-70%, D/F= 69% and Below
- Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.

Resources used (texts, technology, handouts, etc.) **Textbook:** Special Education: Policy and Practice, Accountability, Instruction and Social Challenges- Thomas M. Skrtic; Karen R. Harris and James G. Shriner; Final Regulations for the Individuals with Disabilities Education Act, E.S. Department of Education; State Plan for IDEA. Kansas and Missouri State Department of Education- Special Education Process Handbook of Kansas and Missouri; United States Congress, House of Representatives. House Bill 1350, Improving the Individuals with Disabilities Act, 2003.; Americans with Disabilities Act

Assigned readings: Students access the Baker online databases through www.bakeru.edu.

EdD/DLL Curriculum Guide

Course number/title **DED 9003 Developing Professional Learning Communities**

Course description This course examines professional development with the intent that candidates as future leaders in schools districts and organizations will be equipped to bring about improvements in student achievement through professional learning. Candidates engage in topics that include the development of professional learning communities through constructivist leadership and educational reform including the uses of technologies to bridge gender and racial gaps in traditional professional development initiatives. The course discusses the important issues related to the basic principles of professional behavior and ethics with respect to students, peers, administrators and teachers from all environments. Strategies designed to increase an understanding of adult learning will be emphasized.

ISLLC Standards 1, 2, 3, 4,
5

Specific course objectives

Course objectives are referenced in the preceding information and will included in each instructor's individual syllabus.

Instructional activities used

1. Cooperative Learning Groups
2. Collaborative Inquiry
3. Lecture
4. Written Reflection
5. Small and Whole Group Discussion
6. Modeling
7. Individual and Group Oral Presentation

Technology used

Email, Word Processing, Presentation Software, Electronic Discussion Boards, Web-Based Research, Student Data Systems

Assessments used to measure performance (data collected on Task Stream)

1. Write a paper that addresses the role of education today to meet learning needs, including adult learning needs, and identify methods for implementing results-based professional development programs that bring about higher learning for all participants.
2. Investigate, analyze, and summarize data from three assessment instruments that measure school or organization culture.

Grading criteria, rubrics, and scoring guides used

1. Instructor-created rubric
 2. Scoring guides
- Grading Scale: A = 100-92%, B = 91-84%, C= 83-70%, D/F= 69% and Below Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.

Resources used (technology, texts, etc.)

DuFour, DuFour, and Eaker. Revisiting Professional Learning Communities at Work. Solution Tree.
DuFour, DuFour, and Eaker. Learning by Doing: A Handbook for Professional Learning Communities. Solution Tree.
Additional resources will be used in classroom sets.
Candidates will access databases and electronic resources through Collins Library at www.bakeru.edu.

Edd/DLL Curriculum Guide

Course number/title **DED 9004 Curriculum, Learning, and Instruction**

Course description This course addresses the supervisory process for curriculum and instruction at the district and organization level, including current research on teaching and issues in instructional supervision. The course provides candidates with leadership skills necessary to bring about a curriculum and instructional program that results in high levels of achievement by all students. Candidates focus on the alignment of district curriculum with state and national initiatives and regulations and on the processes needed to garner input and ownership of a district curriculum from a broad and diverse constituency.

ISLLC Standards 1, 2, 4

Specific course objective

Course objectives are referenced in the preceding information and will be included in each instructor's individual course syllabus.

Instructional activities used

- | | |
|------------------------|-------------------------|
| 4. Lecture | 4. Projects |
| 5. Facilitate dialogue | 5. Reflective practices |
| 6. Small group study | |

Technology used

Email, Word Processing, Presentation Software, Electronic Discussion Boards, Remote Connections, Web-Based Research, Student Data Systems, Web-Based Course Management, Uploading Data, Voice Over IP

Assessments used to measure performance (data collection on Task Stream)

Develop a plan for writing a district's curriculum for one content area. The plan will include a rationale, process to insure alignment in the content area to state standards and assessments, stakeholder input process, assessment methods, professional development needs, a budget, timeline, and key individuals involved and responsible for various tasks. This assignment is to be uploaded to Task Stream and assessed for inclusion in the electronic portfolio. This plan should not exceed 10 pages.

Grading criteria, rubrics, and scoring guides used

An instructor-created rubric will measure performance.
Grading Scale: A = 100-92%, B = 91-84%, C = 83-70%, D/F = 69% and Below
Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.

Resources used (texts, technology, handouts, etc.)

Curriculum Leadership Beyond Boilerplate Standards. Leo H. Bradley (Scarecrow Education, 2004). Leading for Learning: Reflective Tools for School and District Leaders. Michael A. Copland, Michael S. Knapp, and Joan E. Talbert. (Center for the Study of Teaching and Policy, 2003)<www.ctpweb.org>. *Democracy and the Curriculum* by George H. Wood (Chapter in *The Curriculum: Problems, Politics, and Possibilities*, 2nd ed., edited by L.E. Beyer and M. W. Apple, SUNY Press, 1998.)

Candidates will access electronic journals and resources through Collins Library at www.bakeru.edu.

Edd/DLL Curriculum Guide

Course number/title **DED 9005 Legal, Policy, and Ethical Issues in Leadership**

Course description This course develops the candidate's knowledge and performance skills in the areas of beliefs and attitudes, effective management, policy development, planning, organizational structure and performance, rights and confidentiality, and district or organization administrative legal issues that impact both human and physical resources, staff evaluations, ethical values, and integrity.

ISLLC Standards 3, 5, 6

Specific course objectives

Course objectives are referenced in the preceding information and will be included in each instructor's individual course syllabus.

Instructional activities used

1. Lecture
2. Facilitate dialogue
3. Small group study
4. Interactive groups
5. Reflective practices
6. Case studies

Technology used

Email, Word Processing, Presentation Software, Electronic Discussion Boards, Web-Based Research, Student Data Systems, Web-Based Course Management, Uploading Data

Assessments used to measure performance (data collected on Task Stream)

1. Participate in electronic discussions relating to:
 - Laws pertaining to certified and classified staff or organizational employees;
 - Laws pertaining to students and or employees with exceptionalities;
 - Fair and accurate application of the laws;
2. In a small group (4-5), examine two employee evaluation plans, critiquing the strengths and weaknesses of the plans, noting legal foundations, state statutes, and board policies.

Grading criteria, rubrics, and scoring guides used

1. An instructor-created rubric will be used to assess performance. The paper will be assessed on Task Stream as a part of the electronic portfolio.
Grading Scale: A = 100-92%, B = 91-84%, C = 83-70%, D/F = 69% and Below
Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.

Resources used (texts, technology, handouts, etc.)

Stader, David. (2007) *Law and Ethics in Educational Leadership*.

Strike, Kenneth. (2008) *The Ethics of School Leadership*.

The Educator's Desk Reference, 10th Ed. Missouri School Boards Association.

School Law Basics. Kansas Association of School Boards.

Candidates will conduct online discussion using electronic discussion boards and access Collins Library through www.bakeru.edu.

EdD/DLL Curriculum Guide

Course number/title **DED 9006 Human Resources Management**

Course description This course is a study of human resources development practices at the system level, with emphasis on responsibilities for attracting, selecting, developing, evaluating, and retaining competent faculty, staff, and employees. The course provides a conceptual and technical background in the human resources function within the organization. Candidates have an opportunity to research and practice problem solving and leadership skills as applied to human resources. Classes promote the sharing of professional expertise while avoiding problems associated with the sensitive nature of personnel issues. The guiding question of this course is “How can leaders employ, develop, and manage human resources effectively to improve student achievement and productivity?”

ISLLC Standards 2, 3, 4, 5

Specific course objectives

Course objectives are referenced in the preceding information and will be included in each instructor’s individual course syllabus.

Instructional activities used

1. Lecture
2. Facilitate dialogue
3. Small group study
4. Interactive groups
5. Reflective practices

Technology used

Email, Word Processing

Assessments used to measure performance (data collected on Task Stream)

1. Complete a reflection on a previous experience involving conflict with another adult describing how they handled the situation, their feelings, the other person’s feelings, and what they might do differently if given the opportunity.

Grading criteria, rubrics, and scoring guides used

1. An instructor-created rubric will be used to assess performance. The project will be assessed on Task Stream as a part of the electronic portfolio.
- Grading Scale: A = 100-92%, B = 91-84%, C= 83-70%, D/F= 69% and Below
- Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.

Resources used (texts, technology, handouts, etc.)

Castetter and Young. (2008). *The Human Resources Function in Educational Administration*, 9th Ed. Pearson Prentice Hall.

Candidates are to access online resources from Collins Library and district websites through www.bakeru.edu.

EdD/DLL Curriculum Guide

Course Number **DED 9007 Management of Finances, Facilities, and Resources**

Course Description This course develops the knowledge and performance areas needed to manage district or organizational budgets, facilities and material resources. Issues addressed by this course include working with boards of education, employees, and community members; aligning facilities and financial resources to the district's or organization's mission and goals; planning, developing, and overseeing budgets, facilities, and material resources; using technology to support effective management practices; understanding legal issues and ethical practices relating to fiscal matters; and communicating with and meeting the needs of all community populations, including special needs populations.

ISLLC Standards 1, 2, 3, 4, 6

Specific course objectives

Course objectives are referenced in the preceding information and will be included in each instructor's individual course.

Instructional activities used

- | | |
|---------------------------------|------------------------|
| 1. Lecture | 4. Field Trip |
| 2. Group involvement activities | 5. Group presentation |
| 3. Guest speakers | 6. Journal reflections |

Technology used

Email, Word Processing, Remote Connections, Web-Based Research, Student Data Systems, Web-Based Social Networking, Web-Based Course Management, Uploading Data

Assessments used to measure performance (data collected on Task Stream)

1. Locate a school district/organization vision, mission, and goals and its budget.
 - a. Identify the major budget expenditures and how they are aligned with the stated mission and goals
 - b. Explain the types of budget formulas used to generate each fund
 - c. Identify the revenue sources for each fund and the primary expenditure areas allowed for each fund
 - d. Interview the chief financial officer for the district/organization
- Prepare a brief report to give to the board of directors that outlines recommendations for a 10% reduction to the budget.

Grading criteria, rubrics, and scoring guides used

An instructor-created rubric will be used to assess performance. The project will be assessed on Task Stream as a part of the electronic portfolio.

Grading Scale: A = 100-92%, B = 91-84%, C= 83-70%, D/F= 69% and Below

Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.

Resources used (texts, technology, handouts, etc.)

Candidates will access online information from state and district websites and from Collins Library through www.bakeru.edu.

EdD/DLL Curriculum Guide

Course Number **DED 9008 Program Planning and Evaluation**

Course Description This course is a study of the theory of program evaluation, techniques used in program evaluation, and the standards of quality for professional evaluation practice. The focus is on application of program evaluation processes in administering district and organization level programs. A candidate is expected to apply the principles and processes of evaluation in a study of a district or organization program.

ISLLC Standards 1, 2, 4, 5

Specific course objectives

Course objectives are referenced in the preceding information and will be included in each instructor's individual course.

Instructional activities used

1. Cooperative learning/active engagement activities
2. Student-led class discussions
3. Reflective Writing
4. Interactive Lecture
5. Resource persons
6. Projects
7. Individual

Technology used

Email, Word Processing, Presentation Software, Remote Connections, Web-Based Research, Web-Based Social Networking, Web-Based Course Management, Digital Meeting Software, Uploading Data

Assessments used to measure performance (data collected on Task Stream)

1. Create an evaluation proposal that will include an introduction, five evaluation questions, a plan for gathering and analyzing information, and a process for reporting. The proposal will include steps for monitoring, evaluating, and revising the district or organization vision and strategic plan and gaining input from stakeholders.

Grading criteria, rubrics, and scoring guides used

1. Task Stream Rubric
 2. Scoring guides
- Grading Scale: A = 100-92%, B = 91-84%, C= 83-70%, D/F= 69% and Below Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.

Resources used (texts, technology, handouts, etc.)

The Program Evaluation Standards, Joint Committee on Standards for Educational Evaluation

A candidate is expected to obtain periodicals through Internet searches. Students access Baker online databases through www.bakeru.edu/spgs/.

Sanders, James R. & Sullins, Carolyn D. (2006). *Evaluating School Programs: An Educator's Guide* (3rd ed.). Thousand Oaks, CA: Corwin Press.

McNeil, Keith, Newman, Isadore, & Steinhauser, Jim. (2005). *How to Be Involved in Program Evaluation*. Lanham, MD: Scarecrow Education.

Edd/DLL Curriculum Guide

Course Number **DED 9010 Statistical Analysis**

Course Description This course addresses the application of descriptive and inferential statistical techniques for organizing research data and testing simple hypotheses. Candidates will learn techniques for reporting statistical results including the generation of charts and graphs to describe data and drawing conclusions based on data. The course will be practical in orientation.

ISLLC Standards 1, 2, 6

Specific course objectives

Course objectives are referenced in the preceding information and will be included in each instructor's individual course.

Instructional activities used

Learning strategies include student-led discussion, interactive groups, independent reading, and individual papers.

Technology used

Email, Word Processing, Spreadsheets, Presentation Software, Electronic Discussion Boards, Web-Based Research, Student Data Systems, Web-Based Course Management, Uploading Data, SPSS

Assessments used to measure performance (not collected on Task Stream)

Attendance & Participation - interaction, idea exchange, activities, and questions

Preparation credit is accumulated by

- 1) answering individual homework review questions from the research text,
- 2) participating in weekly/course study group statistics assignments, and
- 3) completing individual research methods assignments.

Quizzes – The 8 highest quiz scores are averaged together for inclusion in the course grade.

Group Portfolio – A set of variables will be analyzed by each study group.

Portfolio assignments will be submitted to the instructor by each study group. A summary of the completed portfolio will be presented (by the entire group) during the last class of the course. A written summary of the portfolio will also be submitted during the last class.

Grading criteria, rubrics, and scoring guides used

Attendance/Participation	30%
Individual Preparation	20%
Group Portfolio	50%
TOTAL	100%

Grading Scale: A = 100-92%, B = 91-84%, C= 83-70%, D/F= 69% and Below

Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.

Resources used (texts, technology, handouts, etc.)

Johnson, B. and Christensen, L. (2008). *Educational research: Qualitative, quantitative, and mixed approaches 3rd Ed.* Sage Publishing.

Lunenburg, F.C. and Irby, B.J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences.* Corwin Press.

Ridley, D. (2008). SPSS Student Version. Baker University Collins online library at www.bakeru.edu/library

EdD/DLL Curriculum Guide

Course Number **DED 9011 Methods of Inquiry and Research**
Course Description This course is divided into two parts: qualitative and quantitative methods. The course presents basic statistical concepts with an emphasis on the logic of inferential statistics. The qualitative paradigm will be presented as complementary to quantitative methods rather than contradictory and competitive. Note: The program course in Statistics or comparable graduate level course is a prerequisite to enrollment in this course.

<p><u>ISLLC Standards</u> 1, 2, 4, 6</p>	<p><u>Specific course objectives</u> Course objectives are referenced in the preceding information and will be included in each instructor's individual course.</p>
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<p><u>Instructional activities used</u> Learning strategies include student-led discussion, interactive groups, independent reading, and individual papers.</p>	<p><u>Technology used</u> Email, Word Processing, Spreadsheets, Presentation Software, Electronic Discussion Boards, Web-Based Research, Web-Based Course Management, Uploading Data</p>
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<p><u>Assessments used to measure performance (not collected on TS)</u> Quizzes: Quiz format is open-book, open-note, and open-ended questions over research concepts. Discussion Lead: Students are assessed a grade (by team) based on the quality of the six discussions their team leads. Annotated Bibliography: The bibliography (with annotations) of ten scholarly sources is assessed using the rubric included in the Excel file "DED 9011 Schedule". Chapter One: The main components of a chapter one draft (Problem, Purpose, Significance, Research Questions, Delimitations and Methodology Overview) are assessed using the rubric included in the Excel file "DED 9011 Schedule".</p>	<p><u>Grading criteria, rubrics, and scoring guides used</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="padding: 2px;">Attendance/Participation</td> <td style="text-align: right; padding: 2px;">10%</td> </tr> <tr> <td style="padding: 2px;">Discussion Lead</td> <td style="text-align: right; padding: 2px;">20%</td> </tr> <tr> <td style="padding: 2px;">Annotated Bibliography</td> <td style="text-align: right; padding: 2px;">20%</td> </tr> <tr> <td style="padding: 2px;">Chapter One</td> <td style="text-align: right; padding: 2px;">20%</td> </tr> <tr> <td style="padding: 2px;">Quizzes</td> <td style="text-align: right; padding: 2px;">30%</td> </tr> <tr> <td style="padding: 2px; border-top: 1px dashed black;">TOTAL</td> <td style="text-align: right; padding: 2px; border-top: 1px dashed black;">100%</td> </tr> </table> <p>Grading Scale: A = 100-92%, B = 91-84%, C = 83-70%, D/F= 69% and Below Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.</p>	Attendance/Participation	10%	Discussion Lead	20%	Annotated Bibliography	20%	Chapter One	20%	Quizzes	30%	TOTAL	100%
Attendance/Participation	10%												
Discussion Lead	20%												
Annotated Bibliography	20%												
Chapter One	20%												
Quizzes	30%												
TOTAL	100%												

Resources used (texts, technology, handouts, etc.)
 Johnson, B. and Christensen, L. (2008). *Educational research: Qualitative, quantitative, and mixed approaches 3rd Ed.* Sage Publishing.
 Lunenburg, F.C. and Irby, B.J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences.* Corwin Press.
 Ridley, D. (2008). SPSS Student Version. Baker University Collins online library at www.bakeru.edu/library

Edd/DLL Curriculum Guide

<p><u>Course Number</u> DED 9020/9021 Professional Colloquium I and II</p> <p><u>Course Description</u> The professional inquiry colloquium provides candidates with opportunities to interact with the cohort and with program mentors, to strengthen the cohort through increased communication, and to focus on the clinical research study and electronic portfolio.</p>	
<p><u>ISLLC Standards</u> 1, 2, 4, 5, 6</p>	<p><u>Specific course objectives</u> Course objectives are referenced in the preceding information and will be included in each instructor's individual course.</p>
<p><u>Instructional activities used</u> This course uses group and individual inquiry, guided conversation, and individual exploration and growth in uses of technology-based presentation and publication techniques.</p>	<p><u>Technology used</u> Email, Word Processing, Presentation Software, Electronic Discussion Boards, Remote Connections, Web-Based Research, Student Data Systems, Web-Based Course Management, Uploading Data, Voice Over IP</p>
<p><u>Assessments used to measure performance</u> (not collected on TS)</p> <ol style="list-style-type: none">1. Read and summarize four dissertations.2. Write a draft of Chapter I Introduction.3. Write a draft of Chapter III Methods.4. Write an outline of Chapter II Review of Literature.5. Presentation of Chapters I – III draft.	<p><u>Grading criteria, rubrics, and scoring guides used</u> Grading Scale: A = 100-92%, B = 91-84%, C= 83-70%, D/F= 69% and Below Any student who is absent 40% or more cannot complete the course for credit, even with make-up work. The policy cannot be waived, regardless of the reason for an absence or the nature of any make-up work.</p>
<p><u>Resources used</u> (texts, technology, handouts, etc.) A candidate is expected to obtain periodicals and dissertations through Internet searches. Students access Baker online databases through http://www.bakeru.edu/academics/library. A candidate is expected to be familiar with the <i>CRS Guidelines</i>.</p> <p>Lunenburg, F. C., & Irby, B. J. (2008). <i>Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Johnson, B., & Christensen, L. (2008). <i>Educational research: Qualitative, quantitative, and mixed approaches</i> (3rd ed.) Thousand Oaks, CA: Sage.</p> <p>Ridley, D. (2008). <i>The literature review: A step-by-step guide for students</i>. Los Angeles: Sage.</p>	

PROGRAM COMPONENTS: DFE, Portfolio, CRS

DED 9030/9031 Field Experience I & II

Candidates plan and carry out two field experiences of a minimum of 60 hours each under the direct supervision and mentoring of an organization's leadership. The two field experiences may be within the same district or organization if with two different mentors. Field experience activities must be chosen from a listing of activities that coincide with program objectives and standards. These activities are expected to provide real-world opportunities to gain effective experiences.

Expected Outcome: A candidate increases his or her district or organization leadership abilities through experiences gained in the field.

DED 9032 Electronic Portfolio

The electronic portfolio is considered to be the key assessment piece for the candidate. The portfolio exhibits the knowledge, dispositions, and performances gained in the program and serves as a major vehicle for the candidate to apply theory to practice. The portfolio is organized and aligned with the KSDE and ISLLC standards for district leadership. A candidate is required to achieve a minimum of "Proficient" on each of the portfolio areas prior to the completion of Field Experience II.

The shaded knowledge and performance assessments (two knowledge and two performance assessments have been targeted as program assessments for each of the six standards), which have been identified in the afore listed school leadership assessment matrix, are submitted by candidates online, graded by instructors online, and program data will be kept online to be used for program evaluation. Section 1 of the electronic "Portfolio Content" will be developed as a candidate progresses through the program.

The candidate uses a variety of technology tools and applications to enhance the portfolio and to present its contents before a committee of adjudicators. Defense of the portfolio will be considered a major exhibit of the candidate's abilities as a leader.

Expected Outcome: A candidate increases his or her district or organization leadership abilities and provide evidence of their ability to perform at the proficient level on all program objectives/standards.

DED 9900/9902 Clinical Research Study (CRS)

The doctoral clinical research study provides the candidate the means to demonstrate breadth of scholarship, depth of research, and ability to investigate problems independently and efficiently. The CRS is an extended, coherent, written work of original research, demonstrating the candidate's comprehensive knowledge and mastery of methodological, historical, topical, empirical and theoretical issues relevant to the chosen research subject. The CRS contains the results of extensive critical research of documentary source materials and field work.

Expected Outcome: A candidate increases his or her district or organization leadership abilities and provides evidence of the ability to perform, explain, present and defend significant research.

TaskStream Rubrics

DED 9000 - District Vision and Mission Interviews

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Persons interviewed	Few persons from limited areas are interviewed.	Several persons are interviewed but they do not represent diverse groups.	A reasonable number of persons are interviewed that represent a cross-section of stakeholders.	A comprehensive listing of diverse stakeholder groups are interviewed.	
Interview questions	Questions asked do not provide helpful insight on how those interviewed perceived the mission and vision.	Questions asked provide limited insight on how those interviewed perceived the mission and vision.	Questions asked provide reasonable insight on how those interviewed perceived the mission and vision.	A thoughtful listing of questions provide accurate insight of how those interviewed perceived the mission and vision.	
Comparing the mission and vision to comments of those interviewed comments	Little or no effort is made to contrast the mission and vision with those interviewed.	Some effort is made to contrast the mission and vision with those interviewed, but some bias appears.	A reasonable effort is made to contrast the mission and vision and the views of those interviewed.	An accurate contrast is made between the actual mission and vision and the perceptions of those interviewed.	
Description of how the organization's mission and vision support learning for all students	Little or no effort is made to describe how the existing mission and vision support learning for all students.	A modest effort is made to describe how the mission and vision support learning for all students.	A description of how the mission and vision support learning for all students is provided.	The description of how the mission and vision supports learning for all students is specific and accurate.	

DED 9000 - Leadership Style and Skills

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Demonstrates Effective Writing Skills	The main ideas are unclear and there is an apparent lack of organization and sequencing. Writing conventions and vocabulary show multiple errors.	The main ideas are somewhat clear. Transitions, sequencing, and pacing are often awkward. Writing conventions and vocabulary contain frequent errors or misuse.	The main ideas are clear. Transitions, sequencing, and pacing are satisfactory. Writing conventions and vocabulary contain few errors.	The writing organization enhances the main ideas. The transition, flow and sequencing among key issues are compelling and lead to logical conclusions. All writing conventions are appropriate and the vocabulary clearly exhibits graduate work.	
Making Connections and Summarizing	It is unclear how the chosen leadership style connects with the chosen leadership skills. A summary paragraph does not exist.	An attempt is made to connect the chosen leadership style with the chosen leadership skills. The summary paragraph is weak.	A reasonable connection is made between the chosen leadership style and the five leadership skills. A summary paragraph is provided that identifies most of the writer's positions.	The chosen leadership style is clearly connected to the five chosen leadership skills. The writer's positions are thoughtfully summarized in the last paragraph.	
Reference to and Crediting the Authors or Sources.	It is difficult to separate the writer's opinions and the referenced leadership author's positions. No attempt is made to cite the leadership source(s).	Some effort is made to credit the leadership author's positions. The sources are cited but do not use APA standards.	The writer's chosen leadership skills are often credited to a leadership author(s). The leadership sources are correctly cited.	The writer's chosen leadership skills are appropriately credited to a leadership author or authors throughout the paper. The leadership sources are accurately cited using APA style.	
Discussion of Positions and Application to Definition	The writer provides limited discussion on the chosen leadership style and skills. Little effort is made to apply positions to the definition of leadership.	The writer's chosen leadership style, skills and source(s) of leadership are briefly discussed and some attempt is made to the apply to the definition of leadership.	The writer's chosen leadership style, skills and source(s) of leadership are appropriately discussed and applied to the definition of leadership.	The writer's chosen leadership style, skills and source(s) of leadership are thoughtfully discussed and convincingly applied to the definition of leadership.	

DED 9001 - Community Resources List

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Businesses descriptions	The list includes less than 5 descriptions or some pertinent information is missing.	The list includes less than 10 descriptions.	The list includes at least 10 specific descriptions of businesses and pertinent information about each. Those listed demonstrate understanding of the leader's role in the community.	The list includes more than 15 specific descriptions of businesses in the community, their major business focus, location(s), and phone and/or website information. Those listed clearly demonstrate understanding of the leader's role in influencing the larger political, social, economic, and cultural context of the district or organization.	
Civic Organizations descriptions	The list includes 3 or less descriptions or some pertinent information is missing.	The list includes less than 5 descriptions.	The list includes at least 5 specific descriptions of civic organizations and pertinent information. Those listed demonstrate understanding of the leader's role in the community.	The list includes more than 8 specific civic organizations in the community, their major focus, location(s) and phone and/or website information. Those included demonstrate understanding of the leader's role in influencing the larger political, social, economic, and cultural context of the district or organization.	
Assets to Partnership	Annotations are missing.	Annotations are limited or not complete.	Each annotation for each business or civic organization includes a description of what can be gained from the organization in the partnership. Advantages of the partnership are somewhat clear.	For each annotation for each business or civic organization, the list includes a description of what can be gained from the partnership and what the district can provide to the organization. Descriptions demonstrate understanding of connections throughout the community for supporting educational programs that enhance the renewal of a democratic society and the economic advantages of the partnership.	
Key Individuals/ Positions	Information about key individuals is missing.	Information about key individuals is limited or some are not complete.	The list includes the name(s) of key individuals, their positions, and contact information.	The list includes the name(s) of key individuals in the organization, their position, contact information, and a description of each individual's background in terms of school-business partnerships.	
Writing conventions	The list contains multiple errors.	The list contains errors or is not well organized.	The list is written with few errors or omissions.	The list is written following standard conventions with no errors in spelling, alphabetical order by business and civic organization, and punctuation for APA standards.	

DED 9001 - School-Community Partnership Plan

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Partnership description	The description is unclear or is missing.	The description is limited or does not make reference to any goals.	The description outlines benefits to the district and at least one goal for the partnership.	The description gives clear evidence of the anticipated benefits to the district and the community organization, at least three goals for the partnership, and alignment with the district vision.	
Resources needed	The list of resources is missing.	The list of resources is limited.	A list of resources needed to carry out the partnership is included.	A complete list of both human and material resources needed to initiate and carry out the partnership is included.	
Key positions and responsibilities	No descriptions are included.	Descriptions are incomplete or missing.	The plan includes a description of the key district and key business positions needed to carry out the partnership.	The plan includes a description of all individuals with key responsibilities for carrying out the partnership and a brief description of the specific responsibility for each one.	
Plan evaluation	The evaluation plan is missing.	The description is incomplete or vague.	The plan includes a description of an evaluation process and who is responsible.	The plan includes a description and timeline for evaluating the partnership that is formative in nature and who is responsible for carrying out the evaluation process.	
Writing conventions	Writing does not follow standard writing conventions.	Several writing errors are made.	A few errors are made.	All writing conventions using APA standards for spelling and punctuation are followed. Aspects of technical writing and formatting are demonstrated.	

DED 9002 - Special Needs Paper

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Introduction	The introduction does not effectively outline the paper's purpose or content. The leader's role is not mentioned.	The introduction is limited or vague. The leader's role is limited in its definition.	The introduction states the purpose and outlines major points of the training component. The leader's role is somewhat clear.	The introduction clearly and concisely states the purpose, outlines what is to follow, and draws the reader in with a creative approach. The reader immediately understands the purpose that the training component is to explain a leader's role in responding to diverse community interests and needs.	
Thesis	There is no clear purpose of the training component; there is seemingly little attempt to create a thesis statement. The leader's role is not mentioned.	The training component attempts to create a thesis statement and communicate the purpose throughout. The leader's role is unclear.	Evidence of thesis can be found and author generally maintains purpose through suitable voice and/or tone. The leader's role in most communication areas is clear.	A thesis is established that maintains a clear purpose using suitable voice and tone. The thesis is supported throughout the training component and a reasonable conclusion is reached. The reader clearly gains an understanding of the leader's role in establishing effective communication, group processes, consensus building, and conflict resolution.	
Meaningful Development of Ideas	Ideas are unclear and/or not well-developed. The leader's role is not mentioned.	Ideas are unelaborated or are not fully explained or supported; details may be repetitive. The leader's role is vague.	The training component demonstrates depth of thought supported by elaborated, relevant supportive evidence and provides clear vision of the idea; contains details of special needs populations. The leader's role is somewhat clear.	The training component portrays a depth and complexity of thought that is supported by rich, pertinent details; supporting evidence leads to high-level idea development. Best practices for serving special needs students are clearly described. The training component effectively describes the leader's role in implementing the Individuals with Disabilities Act (IDEA).	
References	No references are made or are incorrect. No ISLLC Standards are referenced.	Few references are made or some are incorrect. Only one ISLLC Standard is referenced.	Use of references indicate some research and are referenced in the paper. Connections to at least two ISLLC Standards are noted. Most APA citation standards are followed.	Use of references indicate substantial research. Connections are made to at least four ISLLC Standards. All citations are made following APA standards.	
Sentence Structure and Writing Conventions	Sentences are unclear, incorrect, and/or ineffective. Multiple errors occur in writing conventions.	Sentences are simplistic and/or awkward and errors occur in writing conventions.	The paper is organized and uses complex sentence structure that has some stylistic variation. All writing conventions are followed.	Sentence structure is varied in composition and length. Grammar is correct and there are no spelling errors.	

DED 9003 - School Culture Surveys Analysis

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Surveys investigated	One or no instruments measuring school culture are assessed.	Two instruments measuring school culture are assessed.	Three instruments measuring school culture are assessed.	Four or more instruments measuring school culture are assessed.	
Depth of analysis	The analysis of instruments is unclear.	The analysis of instruments is limited to factors of the administration of the instruments.	The analysis of instruments demonstrates understanding of intent.	The analysis of instruments demonstrates clear understanding of intent of the survey and their alignment with district vision. The survey demonstrates an organizational culture designed around professional learning communities.	
Data summaries	Data were not summarized or did not demonstrate understanding.	Results of data were referenced from previous users of the surveys.	Results of data from one group for each survey were summarized.	Surveys were administered to sample groups and data were summarized to demonstrate understanding of the process.	
Survey results	Analysis of survey results are missing or do not lead toward understanding of their uses.	Analysis of survey results are limited.	Analysis of survey results demonstrate understanding of those results in forming goals.	Analysis of survey results demonstrate systematic and on-going progress toward improvement and input toward goal-setting and/or modification.	
Writing conventions	The paper demonstrates lack of knowledge and/or use of accepted writing conventions.	Several errors are noted.	A few errors are noted, but the report generally demonstrates command of all writing conventions.	The report demonstrates command of all writing conventions and follows APA standards.	

DED 9003 - Professional Learning Communities Paper

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Professional Development Implementation	The professional development program is poorly described and/or is not linked to learner needs.	The professional development program described is limited and does not show links to learner needs.	A reasonable application is given of a results-based professional development program linked to learner needs.	A clear and understandable description is given of a professional development program addressing learner needs, adult learner needs, and methods for implementing results-based professional development that advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and employee professional growth.	
Reference to and Crediting the Leadership Author(s)	The paper lacks credible references.	Credible references are limited and citations do not follow APA standards.	The professional development program described is supported by at least three credible references.	The professional development program described is supported by at least five credible references. Sources are accurately credited using APA standards.	
Critical Analysis and Applications	The program merely describes an existing program without consideration for application to any unique situation.	The professional development program described reflects past practices that may not be effective in bringing about higher levels of learning.	There is evidence that the professional development program is an outgrowth of vision and mission and that goals align the program to learning.	The description of the professional development program is directly aligned with vision, mission, and goals with results that bring about high levels of learning for all. Direct connections to the district's curriculum and instructional strategies are made and supported through best practices, including meeting the needs of special and exceptional populations.	
Demonstrates Effective Writing Skills	The main ideas are unclear and support for positions are missing. Lack of organization and sequencing are apparent. Writing conventions and vocabulary show multiple errors and expectations for graduate work are not met.	The main ideas are approached but support is limited and statements are not supported by credible positions. Transitions, sequencing, and pacing are often awkward. Writing conventions and vocabulary contain frequent errors or misuse.	The main ideas are defined and key issues are supported. Statements were built on credible positions. Transitions, sequencing, and pacing enhance the writing. Writing conventions and vocabulary contain few errors.	The writing organization enhances the main ideas. The transition, flow and sequencing between key issues are compelling and lead to logical conclusions. All writing conventions are correct and the vocabulary clearly exhibits leadership qualities.	

DED 9004 - Curriculum Development Plan

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Rationale	The plan's rationale is incomplete or missing.	The plan's rationale is limited or vague or reflects more traditional practices.	The plan's rationale guides users of the curriculum toward an understanding of the purpose and direction taken.	The plan's rationale provides a clear and definitive statement to users of the curriculum. The rationale statement reflects best practice in the content area.	
State Standards	Standards are not referenced in the plan.	Standards are referenced incompletely.	The plan makes reference to existing state standards.	The plan clearly and accurately references appropriate state and national standards in place for the curriculum area.	
Assessment methods	Assessment processes are not included in the plan.	Assessment processes are limited or vague.	The plan includes an assessment process that outlines data collection and analysis methods.	The plan includes an assessment process, including methods for the assessment, data collection and analysis, individuals responsible, and resources needed.	
Professional development needs	Professional development activities are not included.	The description of professional development is either limited, vague, or inconsistent with best practices for adult learning.	The plan includes a description of professional development needs for implementing the curriculum.	The plan includes a clear description of needs assessment, groups included, individuals responsible, how activities will be evaluated, and direct connections to improving student learning.	
Budget	There is no budget included in the plan.	The budget is incomplete or limited.	The plan includes a description of a budget needed for curriculum development and implementation.	The plan includes a description of a budget needed for research, writing, training faculty, and evaluating the curriculum.	

Writing conventions	The plan demonstrates a lack of understanding of recognized writing standards.	Several errors are noted.	The plan contains few errors and follows recognized writing standards.	The plan is written without error and follows recognized writing standards.	
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DED 9005 - Employee Evaluation Plans Critique

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Description of Plan	The description of the plan is incomplete or leaves out important details.	The description of the plan is unclear or vague.	Plan details are clearly described including essential elements of the process.	Plan details include an overview of the process, responsibilities and time lines, connections to research bases, similar models, and processes used to develop the plan(s).	
Strengths	Strengths are not noted.	Strengths noted are minimal and/or not related to best practice.	At least two strengths of the plan are noted.	At least four strengths of the plan are noted with explanations given to tie each to best practices and credible references.	
Weaknesses	No weaknesses are noted.	Weakness(es) noted are unclear or not supported by references to research or best practices.	At least one weakness is noted.	At least three weaknesses are noted and supported by credible references to research and/or best practices.	
Group Performance	The group is dysfunctional or does not complete the presentation.	Not all group members are included in the presentation.	Members of the group present their findings in class.	All members of the group take active part in the class presentation.	
Presentation of Results	The presentation length does not meet expectations and/or no visual support is provided.	The presentation is given in less than five minutes or more than fifteen minutes. Visual renderings are unclear or not readable by all viewers.	The presentation is given in less than ten or more than twelve minutes and is supported by visual renderings.	The presentation is given in ten to twelve minutes and includes a question and answer period. Technology supports the presentation with visual renderings that can be read by all viewers.	

DED 9005 - Legal Issues - Electronic Discussion

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Demonstrates understanding of the process	There is a lack of evidence to support that the process is understood.	Evidence to support that the process is understood is vague.	Understanding is somewhat clear as a contribution is made.	Has a clear understanding of the task by entering into the discussion with new thoughts and ideas and also responds to others' comments.	
Contributes to intellectual dialogue	Contributions indicate little or no grasp of content.	Contributions are no more than recitations of others' without support.	Contributions demonstrate a thinking at a higher level.	Adds to the discussion with new information, concepts, and ideas that connect the content to the role of leadership. Entries demonstrate critical and/or creative thought.	
Participates in on-going dialogue	Does not participate or makes contributions that are less than substantive.	Makes at least one substantive contribution to the discussion for each topic.	Makes at least two substantive contributions to the discussion for each topic.	Makes at least three substantive contributions to the discussion for each topic.	
Demonstrates knowledge of laws and school policies	Does not contribute or does not make references.	Contributions are minimal or supportive references are vague or incorrect.	Contributes comments that demonstrate understanding of school law. Makes a few references.	Contributes comments in the discussion that demonstrate knowledge and understanding of laws, policies, and regulations by making references to existing case law, court decisions, statutes, or board policies.	
Connection to ISLLC Standards	No connections are made or are made incorrectly.	Connections are vague or not made to all Standards.	Connections to Standards are somewhat limited, but	Contributions clearly connect to ISLLC Standards 3, 4, or	

			demonstrate understanding.	5 where appropriate for each week's discussion.	
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DED 9007 Budget reduction report to Board (not currently on Task Stream)

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Interview Preparations and Follow-Up	Interview is not effective or is not completed.	Interview is either too long or too short to be effective or is delayed or cancelled.	Interview of a business manager is scheduled and carried out with appropriate follow-up.	One business manager is interviewed. A reminder call is made 24 hours prior to the interview. A written "thank you" is sent with an offer to provide a copy of the written summary.	
Interview Questions	Questions are vague or ineffective.	Interview questions are unclear or do not address the areas required.	Interview contains questions that explore role of business manager in financial operations.	Interview contains questions that explore major budget expenditures, alignment with mission and goals, and revenue sources.	
Report to Board	Report is not finished.	Report is incomplete or unclear.	Report accurately explains recommended budget reductions.	Report clearly and concisely summarizes and reflects that the candidate understands the role of the business manager in recommending budget reductions. Recommendations are aligned to organization's mission, vision, and goals.	
Report Writing	Report reflects more errors	Report includes several	Report contains a few errors,	Written report of 2-3 pages	

Conventions	than are acceptable for graduate work.	errors.	but is generally acceptable.	follows writing standards and contain no errors in spelling, grammar, or punctuation.	
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DED 9007 Model Facility (not currently on Task Stream)

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Educational Specifications	The proposal does not effectively summarize major points of the author or does not address collaborative leadership topics.	The proposal is somewhat confusing in outlining major ideas and information is presented without regard to a logical sequence.	The proposal contains clear and concise specifications of educational needs.	Educational specifications are clear and concise and are aligned to mission and goals. Evidence is provided that specifications were developed with input from stakeholders.	
Standards for "Green" Design	References are not made accurately nor are quotations provided.	References are limited or are vague.	At least one reference is made to "green" technology and at least one reference to an expert source.	Complete and thorough attention is given in the proposal to at least three ways "green" technologies are incorporated. Accurate references to expert sources are included.	
Facility Cost	The proposal's cost is not complete or inaccurate.	The cost is vague.	The proposal gives overall cost estimates.	The proposal clearly and accurately describes facility cost for major expenditures including design, construction, equipment, and occupation. A per square foot cost is calculated.	
Revenue Sources	The proposal is missing or inaccurate.	The proposal is vague.	The proposal describes funding sources for the project.	The proposal clearly describes sources for all phases of the project and timeline for obtaining needed funds,	
Safety and Compliance	Descriptions are inaccurate or missing.	Needs are described, but are vague at best.	The proposal addresses needs for safety, ADA, and special	The proposal accurately describes current requirements	

			populations.	for safety, ADA, and special population needs. References are made to current laws governing these requirements.	
Proposal Presentation	The proposal is not complete or is more than 30 or less than 5 minutes.	The proposal is given in more than 25 or less than 10 minutes and contains several errors.	The proposal is given orally and includes visual renderings. Time taken to give the report is more than 20 minutes or less than 15.	The proposal is given orally as if provided to a board of directors. All aspects of the proposal are included. Mission, vision, goals, education specifications, budget and revenue sources, and visual renderings are provided. The report is given in 15-20 minutes. All members of the group participate in a significant way.	

DED 9008 - Evaluation Plan Proposal

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Introduction	The introduction is unclear and lacks organization.		The introduction provides information needed to understand the plan's contents.	The introduction provides clear and consistent information that describes the plan's purpose, organization, and process with a focus on students. District vision, mission, goals and essential student learnings are articulated and referenced.	
Evaluation Questions	Fewer than five questions are included and/or may not be appropriate for this task.	Questions may not be clear or may lead to unusable data. Alignment with district vision, mission, and goals is unclear.	Five evaluation questions are included that are aligned with district vision, mission, and goals.	Five evaluation questions that are specific and measurable are included. Questions are directly aligned with district vision, mission, and goals. Questions include a description of results format, whether quantitative or qualitative.	
Gathering and Analyzing Information	The description is missing or inappropriate.	The description is vague or unclear or may not include essential elements of responsibility, process, or time- lines.	A description is provided for gathering and analyzing information.	The plan includes a step-by-step process for gathering and analyzing information, including individuals responsible, expectations for consistent and credible handling of information, and timelines.	
Reporting/ Communicating Plan	The description is missing.	The description is limited and may be vague about who is responsible and who will receive evaluation reports.	The description includes how information will be reported and intended audience.	A clear description includes specific information to be reported, method(s) of communicating evaluation results, individual(s) responsible for each step in the reporting process, and intended audience.	

		receive evaluation reports.		reporting process, and intended audience.	
Monitoring, Evaluating, and Revising	There is little or no evidence that a monitoring, evaluation, and revision process are included.	The monitoring process is limited or steps are missing.	Key steps in the monitoring and revision process are addressed and a reasonable application is made in the plan.	The plan includes a clear description of an on-going monitoring process that includes both formative and summative evaluation steps and processes for revising the selected program plan.	
Gaining Input	Little or no input is possible since the description is missing.	Input is limited due to an unclear description of the process.	The plan includes a process for gaining input from stakeholders.	The plan includes a clear and understandable description of processes that will insure that all stakeholders are provided opportunities for input into the evaluation of a program. Strategies such as focus groups, electronic response processes, and other acceptable forms are included. The plan includes a description of major stakeholder groups.	
Writing conventions	Writing demonstrates a lack of understanding of writing standards at the graduate level.	Several errors are noted and/or acceptable writing standards are not followed.	Few errors are noted and acceptable standards are followed.	The plan follows acceptable standards of writing with no errors.	

Baker University Graduate School of Education (SOE) Information for EdD Faculty and Adjuncts

Program

Baker University graduate SOE includes the following degree programs: Master of Arts in Education (MAEd), Masters of Science in Teaching (MST, Restricted Licensure), Masters of Science in School Leadership (MSSL), and the Doctorate of Education in Educational Leadership (EdD).

Enrollment

Students enroll in cohorts and follow a schedule that is set at the beginning of their program. All EdD classes are located at 7301 College Blvd., Overland park, KS 66210.

EdD Policy and Programs Handbook:

Every EdD SOE candidate receives a Doctor of Education in Educational Leadership *Policy and Programs Handbook*. This handbook is distributed at the EdD Cohort orientation. A candidate is governed by policies and guidelines detailed in this program handbook specific to the calendar year in which he or she enters the SOE program. Direct students to contact Leanna Walkowiak at the graduate SOE office at 8001 College Blvd., in Overland Park or contact her at lwalkowiak@bakeru.edu or 913-344-1230 if a student has questions about his or her program.

Class Time

Class time in Overland Park is 6:00PM – 10:00PM.

Technology Assist

If you experience any trouble with Baker technology (Moodle, LCD projectors, Baker email, etc.), contact the Help Desk at 785-594-4544 or helpdesk@bakeru.edu .

Baker Email

When you agree to teach for Baker University SOE, you are issued a Baker email account. SOE contacts you through this email address. The instructions to log onto your email account are listed below.

- Go to www.bakeru.edu and then “School of Education.”
- Choose “Faculty and Staff.”
- Choose “eTools.”
- Choose “MyBaker email.”
- Your username is your first initial, last name “rLittle”
- Your password should be “**faculty**”

Remember to check your Baker email account frequently. If you have any questions or problems with your Baker email, contact the Help Desk at 785-594-4544 or helpdesk@bakeru.edu .

TaskStream

TaskStream is an online program used by the EdD program to create student portfolios. Course instructors receive an account with a username and password from Sandee Jamour before they begin the course. Each instructor is required to have students upload specific assignment(s) included in the student’s portfolio. The instructor is also required to complete a professional skills about each student at the completion of the course. If you have questions or problems concerning TaskStream, contact Sandee Jamour sjamour@bakeru.edu or 913-344-1223.

Facilities

SOE pays for use of facilities in cohort locations and at Baker buildings. If you need to be absent, an emergency causes the class to be cancelled, or you plan an off-site class, please contact Sandee Jamour in advance or as soon as possible so room arrangements can be cancelled for that evening.

Faculty Portal

Each student and adjunct has a portal that includes program and course information. On the faculty portal, you can access cohort locations and class lists, submit class attendance and final grades, and find a reimbursement form. For faculty portal access information and password, contact Sandee Jamour sjamour@bakeru.edu or 913-344-1223.

Textbooks

It is your responsibility to order texts for students in your assigned course. The approved texts for the EdD programs are listed in the Curriculum Guides under “Resources.” As early as possible before your assigned course begins, contact Eric Braun for textbooks at ebraun@bakeru.edu 913-344-6075 and copy Rob Little rlittle@bakeru.edu on the order. Textbooks are delivered directly to the students or are in the room when you arrive the first night of the course. If you arrive to find missing books the first night of a course, first contact the front desk person in the Baker building (in cohort locations, contact Erik Braun as soon as possible).

Syllabus

A syllabus template is included in this Curriculum Guide. Use this template to complete the syllabus for your assigned course. The rubrics for the required courses included in this Curriculum Guide must be a part of the syllabus.

Send an updated syllabus before this course begins (and before you make copies to give to students) to Rob Little rlittle@bakeru.edu as an attachment.

Attendance

Attendance must be taken and submitted to the faculty portal after each class time. Note: Accurately reporting attendance is a mandatory faculty responsibility; it is not at the instructor's discretion. Our new computing system documents attendance for two very important systems: financial aid and student records. The enrollment department also depends on a numbers report that is compiled monthly for each course. Careful attention to this detail reduces multiple problems for our students and our record departments.

In event of a class time cancellation, a makeup date must be decided and the recommendation approved by Rob Little rlittle@bakeru.edu .

If a student is absent two class times, contact Whitney Farnham wfarnham@bakeru.edu in Student Services as soon as possible.

Grades

Final grades (in letter form) must be entered to the portal **8 days** after the course ends. At the end of the course, send a copy of your completed class grade sheet, with all candidates and grades noted, to Leanna Walkowiak lwalkowiak@bakeru.edu . If you have final papers to be returned to students, please ask for a self-addressed stamped envelope on your syllabus and mail the papers within **2 weeks** or have students submit assignments electronically and return them the same way. SOE does not reimburse for travel or postage to return assignments.

End of Course (EOC) Surveys

A paper student EOC survey is used in the EdD program. The instructor is given the EOC survey at the last class and the candidates complete it after the instructor has left the classroom. The completed EOC surveys are to be placed in the provided envelope and deposited in the 7301 office. (Prior to leaving the classroom, the instructor will ask for a volunteer to accomplish the tasks of distributing, collecting, and depositing the surveys.)

APA Standards

The EdD program uses the APA Standards for written assignments. If you would like an "APA Style Guide" for use with the course assignments, you can find one online at www.bakeru.edu or request one from SOE.

Weather

In all seasons, adverse weather may affect course dates. Stay in touch with Harold Frye or Rob Little, as well as the class rep on days with inclement weather. SOE makes the call for open enrollment closings by 3:00PM. Information about closings is posted on the website www.bakeru.edu by 3:00 on the day of the adverse weather.

Collins Library

Instructors as well as students are invited to use Baker University Collins Library. Students log on with the ID number from their BU cards; the pin is each student's last four digits of their SS#. The following is a temporary ID number: 10000200047750 and PIN: 7075 if a student or instructor does not have a Baker University ID card.

Payment and Reimbursement

For questions about payment, mileage, and other reimbursement, contact Sandee Jamour at sjamour@bakeru.edu. When a course ends, if grades are submitted by the 1st of the month, payment is the 15th of the month; if grades are submitted by the 15th of the month, payment is made the last day of the month. For all reimbursements, prior approval and a receipt is required.

Moodle

Moodle is a course management online system and is encouraged for use with both online and onground courses. An approximate timeline follows:

- 8 weeks from course date: Instructor notifies Sandee Jamour sjamour@bakeru.edu of the need for a Moodle course shell.
- 7 weeks from course date: Sandee creates a course in Moodle Test which the instructor uses to design the course. The instructor receives a notice that the Test shell is available.
- 6 weeks from course date: Sandee creates the course in Moodle Live, assigns the instructor, and links the course to BakerVue to enroll the students in the Moodle course. Any changes to student enrollment from this point on are automatically updated in the Moodle course.
- 2 weeks from course date: An instructor completes the course design in Moodle Test.
- 2 weeks from course date: Students receive information and a Moodle tutorial instructing them how to log in to Moodle.
- 1 week from course date: An instructor backs up the course content in Moodle Test and saves the course to a personal computer. The process is not complete without this step. An instructor then transfers content to the course in Moodle Live.

Baker University EdD Program and Support Locations

Overland Park SOE offices
8001 College Blvd
Overland Park, KS 66210
913-491-4432

Overland Park SOE Classrooms
7301 College Blvd
Overland Park, KS 66210
913-344-1277

Baker University
College of Arts and Sciences
P.O. Box 65
618 Eighth Street
Baldwin City, KS 66006
785-594-6451

Who to Call at Baker University

ACADEMIC RECORDS				
	Tim Sullivan	Registrar	tsullivan@bakeru.edu	913-344-6018
BAKER SITE CONTACTS				
	Jesse Laird	Overland Park Campus Classrooms	jlaird@bakeru.edu	913-344-1278
EDUCATIONAL RESOURCES				
	Erik Braun	Book Orders & Delivery	ebraun@bakeru.edu	913-344-6175
LIBRARY				
	Irene Weiner	University Librarian	iweiner@bakeru.edu	785-594-8445
	Carolyn Clark	University Librarian	cclark@bakeru.edu	785-594-4543

SCHOOL OF EDUCATION				
	Peggy Harris	School of Education Dean	pharris@bakeru.edu	785-594-8492
	Harold Frye	Department Chair	hfrye@bakeru.edu	913-344-1220
	Steve Groninga	Licensure Officer	sgroninga@bakeru.edu	913-344-1221
	Brad Tate	Directed Field Experience	btate@bakeru.edu	913-344-1228
	Rob Little	EdD Coordinator	rlittle@bakeru.edu	913-344-1218
	Leanna Walkowiak	Program Specialist	lwalkowiak@bakeru.edu	913-344-1230
SOE STUDENT SERVICES				
	Whitney Farnham	Student Advisor in Overland Park	wfarnham@bakeru.edu	913-344-1238
TASKSTREAM				
	Sandee Jamour	TaskStream Administrator	sjamour@bakeru.edu	913-344-1223
MAILING ADDRESS:				
		Baker University		
		School of Education		
		8001 College Blvd, Suite 100		
		Overland Park, KS 66210		

BIBLIOGRAPHY OF PEDAGOGICAL KNOWLEDGE BASE

The following bibliography provides support for the instructional strategies that are promoted and modeled by department faculty. In order to match the format of the Baker University School of Education's Recommended Strategies and Best Practices document, the advocated instructional strategy will be listed with supporting bibliographical material underneath.

Active participation/engaging the learner

- Gardner, H., & Hatch, T. (1989). *Multiple intelligences go to school: Educational implications of the theory of multiple intelligences*. [Electronic version]. *Educational Researcher*, 18(8), 4-9.
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