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BAKER UNIVERSITY

SCHOOL OF EDUCATION

Doctor of Education in Educational Leadership (Ed.D.) /District Leadership Licensure

Curriculum Guide

August 2011

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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 provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

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
DOCTOR OF 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 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 Dissertation 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	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 2010)

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 (SOE) 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 Ed.D. 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/library.

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 are to use APA style and should consult the Baker University School of Education Dissertation Style Guide and the Baker University School of Education Graduate Department Style Guide.

Academic Integrity:

All work submitted by a student must represent the student's original work. Work created and submitted in one course cannot be submitted for another course. All forms of student dishonesty, including cheating, fabrication, plagiarism, and/or facilitating any academic dishonesty, are forbidden. In addition, forgery, alteration, or misuse of Baker University documents, records, or identification or knowingly furnishing false information is considered cause for disciplinary action.

SOE academic misconduct cases are reported to the Ed.D. program coordinator. Disciplinary action or grade appeals are considered by the Faculty and Student Grievance (FSG) Committee. Any form of academic misconduct which results in administrative or academic withdrawal is noted on the student's transcript. A disciplinary action may result in administrative withdrawal from the program. Appeals should be addressed to the Dean of the School of Education.

ADA Policy:

Students with disabilities are provided assistance in obtaining reasonable accommodation to meet their academic needs. Students seeking accommodation should contact the ADA Compliance Officer at 913-491-1240 to request services and verify the need for assistance through appropriate supporting documentation. If accommodations have been verified, please communicate with your instructor(s) regarding the accommodations.

Hostile-Free Learning Environment

Baker University is committed to creating a culture of respect and providing an environment that values diversity and emphasizes the dignity and worth of every individual. Harassment in any form is prohibited and incidents of harassment are met with appropriate disciplinary action, up to and including termination of employment or expulsion from the university. 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 Director of Academic Advising. Please see the Anti-Harassment Policy in the catalog for further information.

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.

Attendance

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.

Ed.D./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 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 TaskStream)

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. TaskStream 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

Lunenburg, F.C. & Ornstein, A.C. (2011). *Educational administration: Concepts and practices* (6th ed.). Belmont, CA: Wadsworth.
Marzano, R., & Waters, T. (2009). *District leadership that works: Striking the right balance*. Bloomington, Ind.: Solution Tree.

Candidates will be provided a number of books and periodicals, which will often be found through Internet searches. 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 access the Baker online databases through <https://www.bakeru.edu/library2/library-resources/start-with-databases>.

Ed.D./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 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 TaskStream)

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.)

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

Access to periodicals is made through online searches. In addition, the course will use online discussion board scenarios. Students access the Baker online databases through <https://www.bakeru.edu/library2/library-resources/start-with-databases>.

Ed.D./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 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, Word Processing, Presentation Software, Electronic Discussion Boards, Web-Based Research, Student Data Systems

Assessments used to measure performance (data collected on TaskStream)

1. Given a scenario, use material presented in class and/or outside resources to prepare a written report for the Board of Education (2 pages maximum). Your report should include an introduction; a comparison of the eligibility criteria for IDEA v. Section 504, parents' rights under both laws; and differences in services, discipline, and any other information that will assist the board member in having the correct information to share with parents on this issue.
2. Using material from the course and outside sources, write a 5 page paper discussing: advocacy for students (such as innovative programming, inclusion, collaborative activities); implications for building relationships with families (both the barriers and ways to overcome the barriers); challenges for leaders (such as ethical dilemmas related to budget and discipline).

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.)

Skrtic, T.M., Harris, K.R. & Shriner, J.G. (2004). *Special education: Policy and practice, accountability, instruction and social Challenges*. Denver: Love Publishing

Payne, Charles M. (2008). *So much reform, so little change*. Cambridge: Harvard Press.

Assistance to States for the Education of Children With Disabilities and Preschool Grants for Children With Disabilities Final Rule, 34 C.F.R. §§ 300-301 (2006).

Individuals with Disabilities Education Improvement Act of 2004, 1350, 108th Cong., 446 Sess. (2004).

Assigned readings: Students access the Baker online databases through <https://www.bakeru.edu/library2/library-resources/start-with-databases>.

Kansas State Department of Education, Special Education Services. (2008). *Kansas special education process handbook*. Retrieved from <http://www.ksde.org/Default.aspx?tabid=3152>

Missouri Department of Elementary and Secondary Education, Division of Special Education. (2010). *Missouri state plan for special education - Regulations implementing*

Ed.D./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 included in each instructor's individual syllabus.

Instructional activities used

- | | |
|--------------------------------|--------------------------|
| 1. Cooperative Learning Groups | 6. Small and Whole Group |
| 2. Collaborative Inquiry | Discussion |
| 3. Lecture | 7. Modeling |
| 4. Oral Presentation | 8. Individual and Group |
| 5. Written Reflection | |

Technology used

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

Assessments used to measure performance (data collected on TaskStream)

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, R.& Marzano, R. J. (2011). *Leaders of learning, How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree

Fullan, M. (2008). *The six secrets of change, What best leaders do to help their organizations survive and thrive*. San Francisco: Jossey-Bass.

Buffum, A., Erkens, C., Hinman, C., Huff, S., et al. (2008). *The collaborative administrator, working together as a professional learning community*. Bloomington, IN: Solution Tree.

Eaker, R.& Keating, J. (2011). *Every school, every team and every classroom, District leadership for growing professional learning communities*. Bloomington, IN: Solution Tree

Candidates access the Baker online databases through <https://www.bakeru.edu/library2/library-resources/start-with-databases>.

Ed.D./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 included in each instructor's individual course syllabus.

Instructional activities used

1. Lecture
2. Facilitate dialogue
3. Small group study
4. Projects
5. Reflective practices
6. Online discussion

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 TaskStream)

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.)

- Glatthorn, A.A., Bochee, F., and Whitehead, B.M. (2009). *Curriculum leadership: Strategies for development and implementation*, Second Edition. Thousand Oaks, CA: Sage Publications.
- Lattuca, L.R. and Stark, J.S. (2009). *Shaping the College Curriculum Academic Plans in Context*, Second Edition. San Francisco: Wiley (Jossey-Bass). Note: This is an option for higher ed candidates.
- Copeland, M.A., Knapp, M.S., & Talbert, J.E. (2003). *Leading for learning: Reflective tools for school and district leaders*. Retrieved from Wallace Foundation at <http://www.wallacefoundation.org/SiteCollectionDocuments/WF/Knowledge%20Center/Attachments/PDF/Leading%20for%20Learning-%20Reflective%20Tools%20for%20School%20and%20District%20Leaders.pdf>.

Ed.D./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 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 TaskStream)

1. Read the Case Study: "Decision of the Board," on page 18, Chapter 2, of *Law and Ethics in Educational Leadership*.
Students will write two BOE policies that may have prevented this from occurring. Policy items that might guide policy language may include: Parental involvement in Instructional Programs, Student/Parent Complaint Procedure, Challenge of Curriculum Materials, Academic Freedom, Selection of Instructional Materials, Board of Education Agenda Item Requests.
Both policies should be edited for brevity, and students should be prepared to discuss their eventual implementation. Policies are to be submitted to the instructor, and a copy loaded onto TaskStream.
If a related policy is used as a model for the student work, the assignment response should reference both the district and policy code number, and highlighting the sections used for policy language.
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

An instructor-created rubric will be used to assess 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.)

Stader, D.L. (2007). *Law and Ethics in Educational Leadership*. Boston: Pearson Education

Strike, K.A., Haller, E. H., and Soltis, J.F. (2005). *The Ethics of School Administration, Third Edition*. New York: Teachers College Press
Optional resources:

KASB (2010). *School Law Handbook*. Topeka: Kansas Association of School Boards

MSBA (2010). *Educator's Desk Reference: A Guide to Navigating Policy and Legal Issues in Missouri* (12th ed.). Columbia: Missouri School Boards' Association

Ed.D./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 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 TaskStream)

Examine more than one performance-based compensation system in use in a school district or other educational organization, and at least two professional articles about these systems. Write a brief summary that details and compares processes used, responsibilities and roles, alignment (if any) with known standards for professional performance, and systems for growth and improvement. Provide summary comments on what you learned from the review, and what, if any, features you could support for your own setting. Length: 4 pages single-spaced/8 pages double-spaced maximum

Grading criteria, rubrics, and scoring guides used

An instructor-created rubric will be used to assess 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, and handouts, etc.)

Young, I.P. (2008). *The Human Resources Function in Educational Administration, 9th Ed.* New York: Pearson, Allyn & Bacon
Candidates are to access online resources from Collins Library through www.bakeru.edu/library and district websites.

Ed.D./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 included in each instructor's individual course syllabus.

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 TaskStream)

Develop a model facility based on needs of a community for a specific K-16 population. Evidence will be required for each of the following:

- Facility was developed in collaboration with all stakeholders.
- Educational specifications meet district/organization mission and goals;
- Revenue sources are specified;
- Proposed design meets "green" standards;
- Safety, ADA compliance, and special population needs are met;

Educational design standards are clearly identified

Grading criteria, rubrics, and scoring guides used

An instructor-created rubric will be used to assess 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.)

Textbook to be determined.

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

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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 included in each instructor's individual course syllabus.

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)

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

An instructor-created rubrics are used to assess 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.)

Sanders, J.R. & Sullins, C. D. (2006). *Evaluating School Programs: An Educator's Guide* (3rd ed.). Thousand Oaks, CA: Corwin Press.
McNeil, K., Newman, I., & Steinhauer, J. (2005). *How to Be Involved in Program Evaluation*. Lanham, MD: Scarecrow Education.
Joint Committee on Standards for Educational Evaluation (2010). *Program Evaluation Standards* [Data file]. Retrieved from <http://www.jcsee.org/program-evaluation-standards>

A candidate is expected to obtain periodicals through Internet searches. Candidates access the Baker online databases through <https://www.bakeru.edu/library2/library-resources/start-with-databases>.

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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 learn techniques for reporting statistical results including the generation of charts and graphs to describe data and to draw conclusions based on data. The course is practical in orientation.

ISLLC Standards 1, 2, 6

Specific course objectives

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

Instructional activities used

Learning strategies include student-led discussions, 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 (collected on TaskStream)

Statistics Project Report: Students individually report the results of the team project analyses. The following are included in the report: introduction and background of the variables, analysis methods, results, and conclusions.

Grading criteria, rubrics, and scoring guides used

Attendance/Participation	10%
Project Preparation	60%
Project	25%
Report	20%
Presentation	15%
Quizzes	30%
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.)

Steinberg, W.J. (Ed.). (2008). *Statistics alive! Thousand Oaks, CA: Sage.*

SPSS Student Version 16.0.

Baker University Collins online library at www.bakeru.edu/library

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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 research design. The qualitative paradigm is presented as complementary to quantitative methods rather than contradictory and competitive. Students begin developing ideas and researching topics for the Clinical Research Study.

ISLLC Standards 1, 2, 4, 6

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

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, Web-Based Course Management, Uploading Data

No Assessments to measure performance are collected on TaskStream

Grading criteria, rubrics, and scoring guides used

Qualitative Paper	50
Qualitative Exercises (2 @ 50 each)	100
Dissertation Annotated Bibliography Write-up & Presentation	100
Dissertation Chapter One Components Write-up & Presentation	200
Quantitative Exercises (2 @ 50 each)	100
Dissertation Chapter Two Exercise	50
TOTAL	600

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.)

Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods* (3rd ed.) Los Angeles: Sage.
 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*. Thousand Oaks, CA: Corwin Press.
 Ridley, D. (2008). *The literature review: A step-by-step guide for students*. Los Angeles: Sage
 Baker University Collins online library at www.bakeru.edu/library

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Course Number **DED 9020/9021 Professional Colloquium I and II**

Course Description 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.

ISLLC Standards

1, 2, 4, 5, 6

Specific course objectives

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

Instructional activities used

This course uses group and individual inquiry, guided conversation, and individual exploration.

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 (not collected on TaskStream)

1. Read and summarize four dissertations.
2. Write a draft of Chapter One (Introduction).
3. Write a draft of Chapter Three (Methods).
4. Include a Reference list with the drafts of Chapters One & Three.

Grading criteria, rubrics, and scoring guides used

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.) A candidate is expected to obtain periodicals and dissertations through Internet searches.
Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin Press.
Johnson, B., & Christensen, L. (2008). *Educational research: Qualitative, quantitative, and mixed approaches* (3rd ed.) Thousand Oaks, CA: Sage.
Ridley, D. (2008). *The literature review: A step-by-step guide for students*. Los Angeles: Sage.
Candidates access Baker online databases through <https://www.bakeru.edu/library2/library-resources/start-with-databases>.
A candidate is expected to be familiar with the *Dissertation guidelines*.

PROGRAM COMPONENTS: DFE, Portfolio, Dissertation

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. During one of the two directed field experiences, a minimum of 12 clock hours must be spent working in a diverse setting. 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 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" is 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 is 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 provides evidence of their ability to perform at the proficient level on all program objectives/standards.

DED 9900/9902 Clinical Research Study (Dissertation)

The doctoral dissertation is a clinical research study that provides the candidate the means to demonstrate breadth of scholarship, depth of research, and ability to investigate problems independently and efficiently. The dissertation 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 dissertation contains the results of extensive critical research of documentary source materials and fieldwork.

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 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 - Report for the Board of Education

	Unsatisfactory (0-6.9)	Basic (7.0-8.3)	Proficient (8.4-9.1)	Distinguished (9.2-10)	Score
Introduction	Provides limited background information; a person unfamiliar with 504 and IDEA may be confused.	Provides basic background information for IDEA and 504 to assist an unfamiliar reader in understanding similarities and differences.	Provides thorough background information for IDEA and 504 to assist an unfamiliar reader in understanding similarities and differences.	Provides thorough background information for IDEA and 504 to assist an unfamiliar reader in understanding similarities and differences. Information is written so that the reader understands the details that will follow.	
Comparison of Eligibility and Parental Rights under IDEA and Section 504	Provides limited details on similarities and differences between 504 and IDEA eligibility and parental rights. Key concepts are not fully covered.	Provides basic information on similarities and differences between 504 and IDEA eligibility and parental rights. Key concepts are covered.	Provides thorough information on similarities and differences between 504 and IDEA eligibility and parental rights. Key concepts are thoroughly covered.	Provides thorough information on similarities and differences between 504 and IDEA eligibility and parental rights. Key concepts are completely covered. Presentation of material is concise and easily followed.	
Comparison of Services and Discipline under IDEA and Section 504	Provides limited details on similarities and differences between 504 and IDEA services and discipline. Key concepts are not fully covered.	Provides basic information on similarities and differences between 504 and IDEA services and discipline. Key concepts are covered.	Provides thorough information on similarities and differences between 504 and IDEA services and discipline. Key concepts are thoroughly covered.	Provides thorough information on similarities and differences between 504 and IDEA services and discipline. Key concepts are completely covered. Presentation of material is concise and easily followed.	

DED 9002 - Special and Diverse Populations: Considerations for Leaders

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Family Relationships	Demonstrates a limited grasp of the connection between partnerships with families and outcomes for students from special and diverse populations.	Demonstrates a basic understanding of partnerships with families and outcomes for students from special and diverse populations. Provides examples covered in class.	Demonstrates a thorough understanding of partnerships with families and outcomes for students from special and diverse populations. Provides examples covered in class with additional reflective comments.	Demonstrates a thorough understanding of the importance of family partnerships and outcomes for students from special and diverse populations beyond material provided in class. Discusses implications for leadership and application of class material.	
Challenges for Leaders	Demonstrates limited understanding of legal and ethical issues related to students from special and diverse populations.	Demonstrates basic understanding of legal and ethical issues related to students from special and diverse populations.	Demonstrates thorough understanding of legal and ethical issues related to students from special and diverse populations such as funding and discipline. Provides examples from class materials.	Demonstrates a thorough understanding of the legal and ethical issues related to students from special and diverse populations such as funding and discipline. Provides examples from both class materials and outside readings.	
Advocacy for Children	Demonstrates little advocacy for diverse populations and a lack of understanding of the importance of schools in outcomes for students.	Demonstrates some advocacy for diverse populations. Discusses school's role in outcomes for students.	Demonstrates advocacy for diverse populations. Provides examples of common ways that districts and schools can promote successful outcomes for students.	Demonstrates advocacy for children with disabilities. Provides specific examples of innovative or particularly effective ways that districts and schools can promote successful outcomes for diverse populations.	
References	1 or 2 references from class materials. No outside sources.	3 references including class materials and at least one outside source.	4-5 references including class materials and at least two outside sources.	5 or more references; at least two outside sources are from peer reviewed journals.	

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	No instruments measuring school culture are assessed.	Partial instrument measuring school culture is assessed.	One instrument measuring school culture is assessed.	Two or more instruments measuring school culture are assessed.	
Depth of analysis	There is no analysis of instrument.	The analysis of instrument is limited to factors of the administration of the instrument.	The analysis of instruments demonstrates understanding of intent.	The analysis of instruments demonstrates clear understanding of intent of the survey and gives examples of how it could be aligned with a school district's vision.	
Data summaries and survey results	No data summarized.	Analysis of the survey results is summarized.	Analysis of survey results is summarized and conclusions drawn.	Data from surveys were summarized, conclusions drawn, and two or more improvements goals were identified, demonstrating an understanding of the process.	
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.	X2
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.	X2
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

<i>Levels: Criteria:</i>	Unsatisfactory (0 – 6.9)	Basic (7 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score 80
Rationale and Philosophy for the Curriculum Area	The rationale and philosophy for the curriculum area are incomplete or missing.	The rationale and philosophy for the curriculum area are limited or vague.	The rationale and philosophy for the curriculum area guide users of the curriculum toward an understanding of the purpose and direction taken.	The rationale and philosophy for the curriculum area provide a clear and definitive statement to users of the curriculum. The statements reflect best practice in the content area and are linked to the district’s mission, vision, and/or beliefs.	
Alignment of Curriculum to State Standards and Assessments	Standards and/or assessments are not referenced in the plan.	Alignment of standards and/or assessments is referenced incompletely.	The plan makes reference to alignment of existing state standards and assessments.	The plan clearly and accurately references the alignment of appropriate state standards and assessments in place for the curriculum.	
Stakeholder Input Process	The plan contains little or no mention of gathering input from any stakeholders.	The plan mentions a process to gather input from teachers.	The plan makes reference to a process to gather input from teachers, curriculum specialists, and building administrators.	The plan clearly references an organized and comprehensive process to gather input from teachers, curriculum specialists, building administrators, parents, and community members.	
Methods of Assessment for and of Student Learning	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 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 plan includes a budget that is incomplete or limited.	The plan includes a description of a budget needed for curriculum development and implementation.	The plan includes a detailed description of a budget needed for research, writing, training faculty, and evaluating the curriculum.	
Timeline	There is no timeline included in the plan.	The plan includes a timeline that is incomplete or limited.	The plan includes a detailed timeline for all activities involved in the process.	The plan includes a detailed comprehensive timeline for all activities involved in the process including persons responsible for each activity.	
Mechanics	Proofreading was not evident. The document contained too many errors in typing, spelling, grammar, or punctuation. Sentence structure is unclear, incorrect, and/or awkward. Word choice is ineffective. No professional vocabulary is used.	Proofreading needed more attention. The document contained several errors in typing, spelling, grammar, or punctuation. Sentence structure is simplistic and/or awkward. Word choice is sometimes ineffective. Little professional vocabulary is used.	Proofreading occurred, but the document contained a few errors in typing, spelling, grammar, or punctuation. Sentence structure is complex and has some stylistic variation. Some professional vocabulary related to the case is used.	Proofreading was evident. The document contained minimal errors in typing, spelling, grammar, or punctuation. Sentence structure is varied in composition and length. Rich and precise language used. Professional vocabulary is evident.	

DED 9005 - Employee Evaluation Plans Critique

	Unsatisfactory (6.9 and Below)	Basic (7 – 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 each of the plans are noted.	At least four strengths of the plan are noted with explanations, and supported by credible references to research and/or best practices.	
Weaknesses	No weaknesses are noted.	Weakness(es) noted are unclear or not supported by references to research or best practices.	At least one weakness for each plan 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.	Selected 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 5 minutes or more than 15 minutes. Visual aids are unclear or the connection to the plan review may be lacking.	The presentation is given in less than 10 or more than 15 minutes and is supported by helpful and appropriate visual.	The presentation is given in 10 to 12 minutes, is supported by helpful and appropriate visual aids, and includes a comparison/contrast as well as plan details.	

DED 9005 - Legal Issues – Two Policies Assignment

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
POLICY CLARITY & VIABILITY-- Includes 2 proposed, viable, Board policies for the case-study school district, thought to prevent the decision-making process described in the scenario.	The paper failed to contain two proposed, viable, policies, or contained one and briefly referenced a topic for another.	Two proposed policies were presented, but one or both either: - lacked sufficient clarity or detail to determine viability in an actual setting, or - was unclear as to how it related to prevention of the scenario in the case-study	Two proposed policies were presented, and both policies related to prevention of the case-study scenario. At least one of the policies appears viable to an actual setting, however either the policy language or policy direction is somewhat unclear, and could benefit from further editing for clarity.	Two proposed, viable, policies are provided, which are clear and concise but with direction for preventing the scenario circumstances through policy detail and/or related administrative procedures.	
REFLECTION-- Brief comments provided as justification for why each proposed policy should be in place for the Board in the scenario, including guidance used from standards, legal statutes, text, or other policy examples.	Student comments on justification for proposed policies were not included, were provided for only one of the two policies, or were extremely unclear and/or without reference to guidance from course content such as any organizational standard, legal statutes, the text, other existing policy content and/or existing policy format examples.	Student comments included justification for both policies, however both were lacking, too brief, or without reference to guidance from course content such as any organizational standard legal statutes, the text, other existing policy content and/or existing policy format examples.	Student comments included justification for both policies, however one or both was sufficiently lacking, too brief, or without reference to guidance from course content such as any organizational standard, legal statutes, the text, other existing policy content and/or existing policy format examples.	Student comments included both justifications for both policies, as well as referencing course content for guidance, such as any applicable organization standards, legal statutes, the text, other existing policy content and/or existing policy format examples.	
FORMAT-- Length, conventions, structure	Policy language so brief as to be not useful in providing direction; several errors in proofing spelling, grammar or punctuation.	Policy language is of sufficient length to allow direction; several errors in proofing spelling, grammar or punctuation.	Policy language is of sufficient length to allow direction; few errors in proofing spelling, grammar or punctuation.	Policy language is of sufficient length to allow direction; no or nearly no proofing errors in spelling, grammar or punctuation; administrative procedures used added clarity.	

DED 9006 - HUMAN RESOURCES MANAGEMENT

	Unsatisfactory (0 - 6.9)	Basic (7 - 8.3)	Proficient (8.4 - 9.1)	Distinguished (9.2 - 10)	Score/ Level
CONTENT-- Included summary/review of at least two existing performance-based compensation plans in school districts or other educational systems, including development processes used in their creation, responsibilities and roles, alignment with professional standards, and growth/improvement components.	The paper failed to contain two summary descriptions of performance-based district plans using the identified criteria, though may have mentioned pieces of them.	Two district plans were partially discussed, but both lacking relative to the assigned criteria.	At least one district's plan was sufficiently summarized and a second plan was partially discussed, relative to the assigned criteria.	Two educational performance-based plans were discussed and sufficiently clarified on the assigned criteria	
CONTENT— Included summary/review of at least two performance-based compensation articles; demonstrating comprehension of the author's key points	The paper lacked evidence of having read two articles on performance-based plans, though may have quoted or referred to them.	At least one related article was referenced and comprehended, while a second article was partially discussed or scarcely regarded.	Two educational performance-based articles were referenced, however lacking enough detail to determine if comprehended, or references were not throughout the paper.	Two educational performance-based articles were referenced throughout the paper, comprehended, and served as basis for student's comments about the topic.	
CONTENT— student analysis, comparisons, contrasts of model plans	Student provided minimal comparison information about plans reviewed; analysis and/or insight were missing or largely lacking.	Student provided comparison information on several factors about plans reviewed; analysis and/or insight were attempted but briefly covered.	Student provided some analysis of the plans that was accurate and/or relevant and/or insightful, but lacking all three in detail. Comprehension of the plan designs somewhat weak or lacking.	Student provided accurate, relevant, and insightful analysis of the plans reviewed and demonstrated good comprehension of their different features.	
REFLECTION— Summary comments provided on what was learned from the review and features supported for local systems.	Student comments regarding new learning or potential for application to a local school system were not included or extremely vague.	Student comments included new learning and/or potential for application to a local school system, but only in passing and without specific examples.	Student comments included new learning and/or potential for application to a local school system, but one or the other was lacking, too brief, or without sufficient depth.	Student comments included both new learning and potential for application to a local school system demonstrating depth of understanding the plans and articles.	
FORMAT— length, conventions, structure	Summary more brief than expected; several errors in grammar or punctuation; summary was not of graduate level caliber.	Summary thorough in spots, brief in others; several errors in proofing, grammar or punctuation; summary was narrative only in scattered portions; bulleted lists and tables detracted from narrative focus.	Summary thorough in spots, brief in others; few errors in proofing, grammar or punctuation; summary was majority narrative, but lacking in coherence and/or too many tables and bulleted lists.	Summary was complete and predominantly narrative; no or nearly no errors in grammar or punctuation; any tables used added clarity; summary was smooth narrative of graduate work quality.	

DED 9007 Model Facility

	Unsatisfactory (6.9 and Below)	Basic (7.0 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Overview of Facility Characteristics	The paper does not effectively summarize major points of the authors.	Written work is somewhat confusing in outlining major ideas and information is presented without regard to a logical sequence. Many errors in written work are present.	The proposal contains clear and concise specifications of facility characteristics. Few errors are present in written work. Cost is calculated, revenue sources are identified.	Facility characteristics are clear and concise and provide evidence of resource integration. Evidence is provided that specifications were developed in collaboration with all stake holders. Consideration was given to mission and goals of district. Revenue sources are identified.	
Standards for "Green" Design	Descriptions of "green" school issues are inaccurate or missing.	Descriptions of "green" schools issues are vague and do not promote understanding on the part of the reader.	Descriptions of "green" issues are present and promote some understanding on the part of the reader.	The proposal clearly and accurately describes "green" schools issues and promotes clear understanding of the complexities of "green" school standards.	
Standards for Safe Schools	Descriptions of safe schools issues are inaccurate or missing.	Descriptions of safe schools issues are vague and do not promote understanding on the part of the reader.	Descriptions of safe schools issues are present and promote some understanding on the part of the reader.	The proposal clearly and accurately describes safe schools issues and promotes clear understanding of the complexities of safe school standards.	
Standards for Educational Design	Descriptions of educational design standards are inaccurate or missing.	Descriptions of educational design standards are vague and do not promote understanding on the part of the reader.	Descriptions of educational design standards are present and promote some understanding on the part of the reader.	The proposal clearly and accurately describes educational design standards and promotes clear understanding of the complexities of those standards.	

DED 9008 - Evaluation Plan Proposal

	Unsatisfactory (6.9 and Below)	Basic (7 – 8.3)	Proficient (8.4 – 9.1)	Distinguished (9.2 – 10)	Score
Introduction	The introduction is unclear and lacks organization.	The introduction is not clearly stated and there is little connection between the plan and district goals.	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 timelines.	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 the 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.	
Monitoring, Evaluating, and Revising	There is little or no evidence that a monitoring, evaluation, and revision process is 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.	

DED 9010 Statistics Project Report Rubric

	Unsatisfactory (0 - 6.9)	Basic (7 – 8.3)	Proficient (8.4 - 9.1)	Distinguished (9.2 - 10)	Score 100
Introduction	Introduction does not describe the background associated with the variables in the data set. All variables are not identified nor described. No attempt is made to include the variables' relationship with identifying goals, assessing organizational effectiveness, or student learning.	Introduction describes the background associated with some of the variables but the connection is weak. Some variables are identified but descriptions are lacking. An attempt is made to include the variables' relationship with identifying goals, assessing organizational effectiveness, or student learning.	Introduction describes the background associated with the variables, but clarity is lacking. Most variables are identified and described. Each variable is identified and completely described (including the variables' relationship with identifying goals, assessing organizational effectiveness, or student learning).	Introduction clearly describes the background associated with the variables in the data set. Each variable is identified and completely described (including the variables' relationship to identifying goals, assessing organizational effectiveness, or student learning).	
Analysis	Descriptive analyses are not presented and described. Appropriate hypothesis tests are not specified and the four steps are not described.	Descriptive analyses are presented but description is lacking. Appropriate hypothesis tests are specified, but description of the four steps is lacking.	Descriptive analyses are presented with appropriate description. Appropriate hypothesis tests are specified with acceptable description of the four steps.	Descriptive analyses are presented with appropriate and complete description and justification. Appropriate hypothesis tests are specified with description of the four steps and justification.	X3
Results	The results of all of the descriptive analyses and hypothesis tests are not presented and interpreted.	The results of some of the descriptive analyses and hypothesis tests are not presented and interpreted but clarity is lacking.	The results of most of the descriptive analyses and hypothesis tests are clearly presented and interpreted.	The results of all of the descriptive analyses and hypothesis tests are clearly presented and interpreted.	X 3
Conclusion	Conclusions are not soundly based on the results or tied to the background of the variables. Conclusions are confused. No attempt is made to relate results to organizational effectiveness or student learning and to identify new goals.	Conclusions are based somewhat on the results, but they are not tied to the background of the variables. An attempt is made to relate results to organizational effectiveness or student learning and to identify new goals.	Conclusions are based on the results, but they are not clearly tied to the background of the variables. The results are related to organizational effectiveness or student learning and based on conclusions, new goals are identified.	Conclusions are based on the results and they are carefully and clearly tied to the background of the variables. The results are related to organizational effectiveness or student learning and based on conclusions, new goals are identified.	X3

Baker University Graduate School of Education (SOE) Information for Ed.D. 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 Art in Teacher Leadership (MATL), Masters of Science in School Leadership (MSSL), and the Doctorate of Education in Educational Leadership (Ed.D.).

Enrollment

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

Ed.D. Policy and Programs Handbook:

Every Ed.D. SOE candidate receives a Doctor of Education in Educational Leadership *Policy and Programs Handbook*. This handbook is distributed at the Ed.D. 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 Jennifer Sackhoff at the graduate SOE office at 8001 College Blvd., in Overland Park or contact her at Jennifer.Sackhoff@bakeru.edu or 913-344-1275 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. You need to complete the form found by going to the Baker website at www.bakeru.edu, choose “School of Education,” then “Faculty and Staff,” and finally “e-tools.” You will find a button on the left hand side to contact the help desk..

Baker Email for Adjunct Faculty

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
- Click on “School of Education” (in the lower left hand corner)
- Click on “Faculty & Staff” (on the upper right hand side of screen)
- In the middle of the page, you will see “E-Mail-Faculty” under **eTools**
- On the next screen, you will see “OUTLOOK LIVE” on the left hand side and “SIGN IN” on the right hand side.
- Your Windows Live ID is: **FirstNameLastName@fac.bakeru.edu**
- Your password should be “**faculty**” for your initial log in. You will then be asked to follow the instructions to create a new password.

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. If you have any other technology problems, please go to the Baker website at www.bakeru.edu, choose “School of Education,” then “Faculty and Staff,” and finally “e-tools.” You will find a button on the left hand side to contact the help desk.

TaskStream

TaskStream is an online program used by the Ed.D. 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 survey 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, view course textbooks, and find a reimbursement form. For faculty portal access information and password, contact Sandee Jamour sjamour@bakeru.edu or 913-344-1223.

Textbooks

The approved texts for the EdD programs are listed in the Curriculum Guides under "Resources." It is the student's responsibility to purchase textbooks for each course. If you need a desk copy for the course you are teaching, contact Jennifer Sackhoff at Jennifer.Sackhoff@bakeru.edu or 913-344-1275. New textbooks must be approved by the Ed.D. Coordinator by June 30 for the following academic year.

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.

Upload to Moodle an updated syllabus before this course begins (and before you make copies to give to students).

Attendance

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. 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 the event of a class time cancellation, a makeup date must be decided and the recommendation approved by Susan Rogers srogers@bakeru.edu.

If a student is absent two class times, contact Linda Reynolds lreynolds@bakeru.edu in Academic Advising as soon as possible.

Grades

Faculty Portal is to be used for the reporting of final grades. Grades are to be submitted not later than eight (8) days after the last class session. Letter grades are to be used. Incompletes cannot be recorded. Please contact Jennifer Sackhoff at Jennifer.Sackhoff@bakeru.edu with any questions concerning grade reporting.

End of Course (EOC) Surveys

An electronic student EOC survey is used in the Ed.D. program. The instructor is given the link to the electronic EOC survey a week prior to the last class and the candidates complete it. Instructors are asked to remind candidates to complete the survey. Additionally, instructors are asked to complete an electronic Faculty EOC not later than eight days after the last class session.

APA Standards

The Ed.D. program uses the APA Standards, 6th edition for written assignments.

Weather

In all seasons, adverse weather may affect course dates. Stay in touch with Harold Frye or Susan Rogers on days with inclement weather. SOE makes the call for 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: 1000200225802 & pin 2542 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 on-ground 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.
- If you need Moodle help, contact Susan Rogers at srogers@bakeru.edu

Baker University Ed.D. 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

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	Amber Logan	Assistant Registrar	alogan@bakeru.edu	913-491-4432
BAKER SITE CONTACTS				
	Jesse Laird	Overland Park Campus Classrooms	jlaird@bakeru.edu	913-344-1278
LIBRARY				
	Irene Weiner	University Librarian	iweiner@bakeru.edu	785-594-8445
	Carolyn Clark	University Librarian	cclark@bakeru.edu	785-594-4543
SCHOOL OF EDUCATION				
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MOODLE				
	Susan Rogers	Ed.D. Coordinator/Moodle Trainer	srogers@bakeru.edu	913-344-1226
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