Professor: Tatiana Bonuma, Ed.D.

Phone: 847-404-0615

Email: tmeirabonumadossant@luc.edu

Meeting Time: Wednesdays 7:00 – 9:30 p.m.

Location: Water Tower Campus, Corboy Law Center Rm. 325

Office Hours: By Appointment before/after class

Course Description: The job of an educational administrator is very challenging, as well as, very rewarding. Administrators must use their knowledge of theory, research, current educational best practices, and their own good sense and ethical compass to provide the leadership needed to move schools and educational institutions forward. This course will provide the basis for school counseling candidates to make sound theoretical, ethical, and practical administrative decisions that support students, their fellow administrators, schools, and school communities.

Conceptual Framework: This course is designed for school counseling candidates whose goals are to support school systems and school leader positions. “Social Action through Education” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of educational organizations. Most importantly, we will simulate and create opportunities to practice what is “best practice,” with respect to instructional leadership, regardless of the circumstances of the day. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field
- CFS2: Candidates apply culturally responsive practices that engage diverse communities
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.
“Social Action through Education” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, this course explores various facets of school administration in educational organizations. School administration and school leadership will be explored to develop preferred professional practice that promotes integrity and social justice for the entire educational community.

Disposition:
As a measure of candidates’ development towards Loyola University Chicago School of Education’s conceptual framework, the three school-wide dispositions will be assessed in this course. These dispositions are: Professionalism, Inquiry, and Social Justice. These dispositions will be directly assessed in this course and will comprise 22 out of the 100 points possible. The rubric for these dispositions can be found on pages 15-16 of this syllabus.

Introduction:
This course explores the various aspects of school organizational theory and is designed as a survey of various facets of educational administration. Topics covered in this course will be grouped into a system’s framework. Candidates will apply theoretical concepts and administrative strategies to their current work in schools. In particular, candidates will gain an understanding of:

- Mission driven leadership
- Systems’ leadership theory
- Change leadership theory
- Adult learning theory and how it affects professional practice
- Creating and Working with Problem Solving Teams

Course Standards

Loyola University Chicago’s School of Education Conceptual Framework Standards:
- CFS1: Candidates critically evaluate current bodies of knowledge in their field
- CFS2: Candidates apply culturally responsive practices that engage diverse communities
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

IDEA: (objectives in bold print are essential, the objective in italic print is important)

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE):

• Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills. (NCATE 1.3)
• Identify and critique several theories of leadership and their application to various school environments. (NCATE 1.5)
• Manifest a professional code of ethics and values. (NCATE 1.7)
• Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement. (NCATE 2.3)
• Create with teachers, parents, and students a positive school culture that promotes learning. (NCATE 3.1)
• Apply a systems perspective, viewing schools as interactive internal systems operating within external environments. (NCATE 6.2)
• Use appropriate interpersonal skills. (NCATE 7.1)
• Use appropriate written, verbal, and nonverbal communication in a variety of situations. (NCATE 7.2)
• Use technology, telecommunications and information systems to enrich curriculum and instruction. (NCATE 9.1)
• Make decisions based on the moral and ethical implications of policy options and political strategies. (NCATE 11.5)

ISLLC STANDARDS:

ISLLC 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.

ISLLC 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.

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

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

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

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

**Required Texts:** (The syllabus, rubrics and additional readings/documents can be found on SAKAI)


**Things you need to find and bring to class:**
- You will need a copy of your school/district mission and your school’s SIP, SIPPA or CIWP plan.
- If you are not already, you should become a member (if not a leader) of a problem-solving team at your home school site.
- Cases and additional readings will be placed on Sakai throughout the semester. Candidates are required to print, read, and bring these cases to the assigned class as indicated by the syllabus or instructor.
- You should become familiar with the American School Counseling Association’s website, in particular the position statements as you complete your SIP analysis paper. The website address is: [www.schoolcounselor.org](http://www.schoolcounselor.org)
- You will need to have access to, and be familiar with, SAKAI (Loyola University Chicago’s electronic classroom) and LIVE TEXT
- Bring relevant course readings to class each week.
- A laptop/tablet device

**Embedded Field Experiences:**
- School analysis plan (NCATE core assessment)
- Candidate becomes a member of a problem-solving team. This membership will provide opportunities for the candidate to apply theory to practice through the following activities & assessments listed in the evaluation section below.

**ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED.** It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. All assignments should include **APA citation style.** A rubric for each assignment will be distributed if not included in this syllabus. If a student is not satisfied with his or her grade on assignments (except for the group project and final), they may be rewritten and resubmitted for reevaluation.
**Evaluations:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions</td>
<td>10</td>
</tr>
<tr>
<td>My Leadership Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Reading Logs</td>
<td>10</td>
</tr>
<tr>
<td>Readiness Rubrics Paper</td>
<td>10</td>
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<tr>
<td>Resistance Reducer Paper</td>
<td>10</td>
</tr>
<tr>
<td>School Analysis Paper</td>
<td>20</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Final</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

**Grading Scale:**

<table>
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<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100 points</td>
<td>A</td>
<td>73-76 points</td>
<td>C</td>
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<tr>
<td>90-92 points</td>
<td>A-</td>
<td>70-72 points</td>
<td>C-</td>
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<tr>
<td>87-89 points</td>
<td>B+</td>
<td>67-69 points</td>
<td>D+</td>
</tr>
<tr>
<td>83-86 points</td>
<td>B</td>
<td>63-66 points</td>
<td>D</td>
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<tr>
<td>80-82 points</td>
<td>B-</td>
<td>62 and below</td>
<td>F</td>
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<tr>
<td>77-79 points</td>
<td>C+</td>
<td></td>
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</table>
Evaluations and Assignments

Dispositions 10 Points

Class Participation and Attendance: Students will participate in discussions based on assigned readings and hand-outs as well as extemporaneous role play, debate, and simulations. It is expected that students will attend class every week. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness, and the belief that all students can learn. The specific dispositions for this course are listed in this syllabus and the descriptions for the expected behaviors for the dispositions can be found on the rubric in this syllabus and in Live Text for this course.

“My Leadership” Assignment 10 Points
Due: February 5th
Each student is expected to join a leadership team within the school. This team could be a problem solving team, a grade level team, a building leadership team, a curriculum development team, etc. As the semester progresses, it is expected that you are actively contributing in a leadership role within the team. In order to receive full credit for this assignment, students are expected to complete and submit the following:

1. Problem Solving Team Fact Sheet—will be shared with the class. 2. A 1-2 page written description of your leadership style. Share your thoughts, ideas, values, and/or practices as a leader in your current role or previous leadership roles.

Reading Log Assignments 10 points
Due: Feb 2, Feb 26th, Mar 11th, Mar 25th
Leaders are readers. Find an article from a credible source related to a topic or issue currently facing educational leaders. Synthesize the article in one page with a brief overview/summary of the article along with a discussion of the implications for educational leaders. Be prepared to share your article during class in addition to submitting a hard copy of your one page synthesis. Copy of the article must be submitted with the paper along with an APA citation at the end of your paper.

Readiness Rubrics Paper: 10 Points
Due: March 18th
Using the SPIRO Readiness Rubric template (pgs. 31-42), collect data from the appropriate stakeholders within the problem-solving team of which you are a member of within your internship site. Report these data from all stakeholders on the SPIRO Readiness Rubric template. Based on these aforementioned data, answer the reflection questions (pg. 42) following the SPIRO Readiness Rubric template. Based on these aforementioned data and relevant leadership literature (Bolman & Deal, Green, Spiro), describe the strategies to consider for each major stakeholder group (pg. 43). The narrative for this paper should be between 3-5 pages long, containing appropriate in-text citations and a reference list.
Resistance Reducer Paper

Due: April 1

Describe the change strategy under consideration and detail how it is aligned with the school mission. Using the SPIRO Resistance Reducer template (pgs. 78 – 82), collect these data from the appropriate stakeholders within the problem-solving team of which you are a member of within your internship site. Report these data on the SPIRO Resistance Reducer template. Based on these aforementioned data and relevant leadership literature (Bolman & Deal, Green, Spiro), describe the implications for going forward for each subsection: prevention, reducing, and tolerance (pg. 82-83). The narrative for this paper should be between 3-5 pages long containing appropriate in-text citations and a reference list.

School Improvement Review

Part 1: An overview of the School Improvement Plan Due February 12

a. Describe the context of your school.
b. Describe the challenges that your school is currently facing.
c. State your school’s mission.
d. Now, list one major school improvement plan (SIPPA/CIWP) goal that is stated within your school’s current school improvement plan. For this SIPPA/CIWP goal describe how the goal is:
   
   #1 Aligned with the school mission; (ELCC 1.1)
   #2 Reflects the current school context (ELCC 6.1)
   #3 Aligned with Loyola CF 3
   #4 Addresses the need to improve student outcomes. (ELCC 1.4)

School Improvement Review

Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions Due Feb 19

For the goal area selected from the SIPPA/CIWP, analyze the current data that has informed the creation of this goal. Examples of these data can be student achievement data in reading, math or science, social- emotional data, or community needs assessment. a. Display and analyze these data in a user-friendly manner. b. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention. c. Based on these data, include your recommendations for change, additions, and/or deletions to the plan. Provide a rationale for these changes, additions, and deletions. If you determine that the already identified intervention is appropriate for the goal area, provide the rationale for the current intervention. (ELCC 3.2)

School Improvement Review

Part 3: Involving the Community and the Needs of Diverse Learners Due April 8th

1. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school. (ELCC 4.1) – Loyola CF 42
2. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. (ELCC 4.2) 3. Discuss funding needs for resources necessary for implementation that you may be able to secure from the school community. Describe how you will begin to mobilize these community resources. (ELCC 4.3.)
School Improvement Review
Part 4: Professional Development Needs Due April 15th by 9pm. a. For the intervention process you have identified in Part 2, describe the professional development needs that may need to be instituted in order to bring about successful teaching and learning. b. These professional development plans may be the one’s currently listed within the SIP or maybe different from what is currently stated. c. Justify why you believe the current, or the suggested new, professional development plans must be addressed to bring about successful teaching and learning. (ELCC 2.3)

Culminating Assessment
ELCC SPA Assessment #2 - Live Text

Analysis of a School Improvement Plan
(SIPPA/CIWP) – A case study Final Compilation 20 points
Due April 29th
You will now use all of the assignments you have completed this semester (Parts One through Four, including any revisions/additions you wish to make based upon new learning and instructor feedback) for the creation of the culminating assessment.

As a school leader, in the role of a school counselor, it is your responsibility to analyze student data and create recommendations, based upon these data, to improve student outcomes. This data-based decision making process is reported annually through the School Improvement Plan. This core assessment will ask you to apply the knowledge gained in this class to the analysis of the School Improvement Plan within your current school building.

Oral Presentation: 15 points
As an instructional leader, you will be required to present your ideas and decisions to your colleagues. This is intended to simulate an experience of presenting to your colleagues, superiors, and school board. You will be provided 20 minutes to present your work to the class through a PowerPoint presentation. This presentation should highlight data collected and recommendations made within each section (parts one through four) of your paper. You should bring enough hard copies of your PowerPoint presentation for each classmate and the instructor.

Final Exam: 15 points
The final provides the opportunity to reflect upon information from the readings and class discussions. The final exam will consist of answering two essay questions. The questions will be “comprehensive” in nature, and will allow students to respond in a simulated form to issues surrounding decision-making and instructional leadership. Answers to questions posed will be graded for thoughtful treatment of the topics with demonstration of understanding of equitable and ethical considerations.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>☐ Intro and overview of Educational Leadership</td>
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<tr>
<td>1/15</td>
<td>☐ Leadership Overview</td>
<td>☐ B&amp;D Ch 1,2</td>
<td>Locate and print your SIPPA/ CIWP plan</td>
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<td>☐ B and D Frames Adult learning Motivation</td>
<td>☐ Green-Skim Ch 1, Read Chapters 2,3</td>
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<td></td>
<td>☐ Change Theory</td>
<td>☐ Spiro-Intro &amp; Step One</td>
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<tr>
<td>Class 2</td>
<td>☐ Leadership Overview</td>
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<tr>
<td>1/22</td>
<td>☐ B and D Frames Adult learning Motivation</td>
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<td>☐ Change Theory</td>
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<td>Class 3</td>
<td>➤ Online Learning Module and Discussion</td>
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<td>Module and Discussion Contribution Reading Log #1</td>
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<td>Class 4</td>
<td>☐ Systems Theory</td>
<td>☐ B&amp;D Ch 3,4</td>
<td>“My Leadership” Assignment</td>
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<td>☐ Authority &amp; Power</td>
<td>☐ Green-Ch 4</td>
<td>Membership of PS Team and Fact Sheet</td>
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<td>☐ Danielson Framework for Teaching</td>
<td>☐ Spiro Step Two</td>
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<tr>
<td>Class 5</td>
<td>☐ Supervision &amp; Evaluation:</td>
<td>☐ Spiro Step Three and Four</td>
<td>Part One: An Overview of the SIP Paper</td>
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<tr>
<td>2/12</td>
<td>☐ Will/Capacity</td>
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<td>☐ Ethics &amp; Decision Making</td>
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<td>Class 6</td>
<td>☐ Communication</td>
<td>☐ B&amp;D-Ch 5, 6</td>
<td>Part Two: Analysis of Student Data and</td>
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<td>2/19</td>
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<td>☐ Green Ch 5,6</td>
<td>Recommendations for Interventions Paper</td>
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<td>Class 7</td>
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<td>Module Discussion Contribution Reading Log #2</td>
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<td>Class 8</td>
<td>☐ Enhancing leadership Goals and Vision</td>
<td>☐ B&amp;D-Ch 7 &amp; 8</td>
<td>Reading Log #3</td>
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<td>☐ Green Ch 5, 6</td>
<td>Due: 3.11 by 10PM</td>
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</table>
| Class 9 3/18 | □ Conflict Management | • B&D-Ch 9 & 10  
• Green-Ch 7  
• Spiro-Step Six | Readiness Rubric Paper |
| Class 10 3/25 | □ The Power of Collaboration | • B&D-Ch 11 | Guest Speaker Questions  
Reading Log # 4  
Due: 3.25 by 10PM |
| Class 11 4/1 | □ Conflict Management  
From Good to Great | • No Rdg in Green  
• Spiro CH 7 | Resistance Reducer Paper |
| Class 12 4/8 | □ Instructional Leadership and Change | • B & D- 12 and 13  
• Green CH 8  
• Spiro-Step 8 & con | Part 3: Involving the Community and Needs of Diverse Learners |
| Class 13 4/15 | □ Special Education  
□ Leadership and School, Family and Community | • B & D- 14, 15, 16, 19 | Part 4 Due: 4.15 by 10PM |
| Class 14 4/22 | □ Presentations | | SIPPA/CIWP Presentations Hard Copy, PPT Presentation, and loaded into LIVETEXT |
| Class 15 4/29 | □ Final Exam & Presentations | | SIPPA/CIWP Presentations Hard Copy, PPT Presentation, and loaded into LIVETEXT |
Selected References


Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs:

Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.
This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*. 
Loyola University Chicago  
School of Education  
Syllabus Addendum

**Smart Evaluation**
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- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Section II: Please attach the following page to your syllabus.
**Dispositions**

The School of Education has three dispositions—Professionalism, Inquiry, and Social Justice—as indicators of students' growth for different levels in their program. Your status on these dispositions is a piece of evidence considered in your overall progress in your program of study, and they also overlap with expectations for participation in the course. Your disposition will be assessed in the course along with the rubric. The rubric for dispositions for the internship can be found below.

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Target</th>
<th>Acceptable</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all deadlines</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Candidate honestly and accurately cites other's work</td>
<td>Candidate honestly and accurately cites other's work in a consistent manner.</td>
<td>Candidate honestly cites other's work but at times is not accurate with the exact citation.</td>
<td>Candidate misrepresents other's work as his/her own.</td>
<td>Candidates does not complete or cite work</td>
</tr>
<tr>
<td>Candidate is punctual for meetings within the professional setting (internship)</td>
<td>Candidate is punctual on a consistent basis for meetings within the professional setting. (internship)</td>
<td>Candidate is punctual for meetings, with a few exceptions, within the professional setting. (internship)</td>
<td>Candidate is consistently not punctual and/or cancels consistently for meetings within the professional setting. (internship)</td>
<td>Candidate is consistently absent and unprofessional</td>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates/responds/confirmed when needed in a prompt manner (either by email or phone) with faculty about appointments/assignments.</td>
<td>Candidate usually communicates/responds/confirmed when needed with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate/responds/confirmed when needed with faculty in a prompt manner causing much disruption to the implementation of the candidate's program.</td>
<td>Candidates fails to consistently communicate with administrators or site supervisor.</td>
</tr>
<tr>
<td>Candidate actively seeks CPS Principal position: once they achieve eligibility*</td>
<td>Candidate applies for 2 or more principal positions each semester</td>
<td>Candidate applies for 1 principal position each semester</td>
<td>Candidate fails to apply for principal positions.</td>
<td>Candidate does not have positions within school or district to apply. Or, candidate is not ready for administrative position.</td>
</tr>
</tbody>
</table>

*This will apply to Candidates who have achieved CPS Eligibility, but have not yet secured a CPS principal position (contingent upon CPS principal e-bulletin).

<p>| Candidate uses technology in the classroom only for academic purposes | Candidate consistently uses technology in the classroom only for academic purposes. | Candidate uses technology in the classroom for academic purposes with a few exceptions. | Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom. | Candidate does not know how to use any technology. |
| Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards | Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards. | Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions. | Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work. | Candidate consistently displays unethical behavior |</p>
<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Target</th>
<th>Acceptable</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate is able to reflect and respect other points of view within the school environment (internship)</td>
<td>Candidate consistently reflects and respects other points of view within the school environment. (internship)</td>
<td>Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the school environment (internship)</td>
<td>The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the school environment (internship)</td>
<td>Candidate does not respect other points of view.</td>
</tr>
<tr>
<td><strong>Social Justice</strong></td>
<td>Candidate demonstrates a belief that all students can learn within the school environment (internship)</td>
<td>Candidate consistently demonstrates a belief that all students can learn within the school environment. The candidate will not tolerate a culture complacent with failure. (internship)</td>
<td>Candidate demonstrates a belief that all students can learn within the school environment with a few exceptions. The candidate is not complacent with a culture of failure. (internship)</td>
<td>Candidate does not demonstrate a belief that all students can learn within the school environment and is complacent with a culture of failure. (internship)</td>
</tr>
<tr>
<td>Candidate demonstrates respect for cultural differences within the school environment (internship)</td>
<td>Candidate consistently demonstrates respect for cultural differences within the school environment and continually seeks to gain greater inter-cultural competence. (internship)</td>
<td>Candidate demonstrates respect for cultural differences within the school environment with few exceptions. The candidate seeks to gain greater inter-cultural competence. (internship)</td>
<td>Candidate does not demonstrate respect for cultural differences within the school environment and does not seek to gain inter-cultural competence. (internship)</td>
<td>Candidate is consistently disrespectful.</td>
</tr>
<tr>
<td>Candidate demonstrates social justice within the school environment (internship)</td>
<td>The candidate advocates strongly for social justice within the school environment in both word and deed. (internship)</td>
<td>The candidate supports social justice within the school environment in both word and deed. (internship)</td>
<td>The candidate's words and deeds within the school environment do not support the principles of social justice. (internship)</td>
<td>Candidates does not display respect, understanding of social justice principles.</td>
</tr>
</tbody>
</table>