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Date: November 28, 2012

To: Randy Smith, Vice Provost of Academic Programs, Melissa Soave, Program Manager

Cc: Sarah Odum, Curriculum Coordinator

From: Jackie Blount, Associate Dean 

RE: Teacher Leader Endorsement

The faculty and administration of the College of Education and Human Ecology (EHE) have approved a proposal to offer a Teacher Leader Endorsement, which leads to a Teacher Leader Endorsement. This proposal comes from the School of Educational Policy and Leadership. As you know, the college realignment proposal was recently approved. Under the realigned College this endorsement would be housed in the Department of Educational Studies.

The proposal to offer a Teacher Leader Endorsement was approved by the EHE Curriculum Committee on October 23, 2012, and by the EHE College Council on November 2, 2012.

Attached to this memo are the following:

1. Proposed Teacher Leader Endorsement Submission Guidelines
2. Ohio Board of Regents Form B: New endorsement Proposal
3. Email from the Graduate Studies Committee and Dr. Eric Anderman

EHE approves the proposal to offer a Teacher Leader Endorsement, and requests University level approval. If there are any questions, please contact me at [blount.36@osu.edu](mailto:blount.36@osu.edu) or our curriculum coordinator, Sarah Odum, at [odum.11@osu.edu](mailto:odum.11@osu.edu).



**Proposed  
Teacher Leader  
Endorsement**

Submission Guidelines

**Ohio Program Standards 2009  
Grades P-12**

**Proposed:**

The Teacher Leader Endorsement shall be issued to an individual who has successfully completed four years of teaching experience, holds a master's degree, and has met the program standards; who is deemed to be of good moral character; and who has been recommended by the dean or head of teacher education at an institution approved to prepare teachers in Ohio. The endorsement may be added to a professional teacher license.

Ohio Program Submission Guidelines  
for  
Teacher Leader Endorsement

Introduction

We wish to acknowledge the following individuals who served on the Advisory Committee representing teacher preparation institutions of higher education and educators from school districts in the state of Ohio:

Marianna Arvidson	Canton City Schools
Nancy Baird	Notre Dame College
Anne Bauer	University of Cincinnati
Bonnie Beach	Ohio Dominican University
Robert Beebe	Youngstown State University
Amy Biggs	Mount Vernon Nazarene University
Larry Burgess	Ohio University
	Cleveland Height-University Heights
	District
Laurel Chapman	
Mary DePiere- Hlebovy	Youngstown City Schools
Grant Hambright	Wright State University
Barbara Hansen	Muskingum College
Karen Herrington	University of Akron
Diana Hawkins	Canton City Schools
Cathy Kinnucan- Welsch	University of Dayton
Lucinda Leugers	Urbana University
Sally Mascia	Cleveland State University
Melanie McGue	Columbus City Schools
Julie McIntosh	University of Findlay
Shelley Miller	West Clermont Local Schools
Linda Morrow	Muskingum College
Bob Osgood	Muskingum College
Ruth Oswald	University of Akron
Linda Rerucha	Toledo Public Schools
Jay Parks	College of Mt. Saint Joseph
Cathy Rosemary	John Carroll University
Rebecca Schneider	University of Toledo
Ann Shelly	Ashland University
Bill Shriver	Educator Standards Board
Edna Thomas	Columbus City Schools
Nancy Varian	Malone College
Anita Varrati	Kent State University
Pam Williamson	University of Cincinnati
Ted Zigler	Ohio Association of Secondary School Administrators

We wish to acknowledge the following individuals from the Ohio Department of Education who served on the Advisory Committee:

Cynthia Yoder	Executive Director, Office of Educator Quality
Carol King	Office of Educator Preparation
Deborah Miller	Office of Educator Quality
Judith Monseur	Office of Educator Quality
Julia Simmerer	Director, Educator Standards Board

### **Performance-based standards**

Ohio requires performance-based programs and program reports which must include candidate performance assessments. A description of the assessments used for candidate preparation should include:

- the program's planned, purposeful, and continuing evaluation of candidate proficiencies
- use of multiple measures to capture various proficiencies of candidates
- actions by the program to set performance levels and judge accomplishments of candidates
- efforts to assure validity and reliability of the assessments
- the manner in which results of assessments are used to evaluate and improve the program and candidate performance

Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program. A **multiple measures approach** may include, but is not limited to, such formats as observations, use of work samples, analytic work, reflections, demonstrations, standardized test results, scoring rubrics, problem-solving activities, field assessments of performance, self-evaluations, portfolio assessment, action research, projects, simulations, case studies, etc. In addition, there must be rubrics or criteria that describe levels of performance by which the program assessments judge candidates' performance.

**The standards will be assessed holistically**, and mastery of every element related to each standard is not required; however, program reports must provide adequate evidence of the proficiency of the standards. It is important that the evidence presented includes information that focuses directly on the standards.

The following suggestions are provided for preparation of the report:

1. Make the report accessible for the readers. Reviewers have limited time, and time is not effectively spent trying to find evidence scattered through a report.
2. Include descriptive information on any standardized tests, such as title, scope, congruence with the content preparation standards and passing scores.
3. Use charts and graphs wherever possible as a way to summarize information effectively.
4. Number all pages consecutively.
5. Provide explicit page references to specify examples to which reviewers should refer for particular standards.

**Submit the following:** (For electronic submissions one (1) copy; for mail submission, four (4) unbound copies. Number all pages consecutively, including appendices.)

**OEP Program Cover Sheet signed by dean or head of teacher education.** (This form is available at: [http:// www.education.ohio.gov](http://www.education.ohio.gov) , search keywords: OEP Program Cover sheet.) Please indicate required level (undergraduate, post-baccalaureate, and/or graduate level). Programs will not be processed without an appropriately signed form.

**Completed ODE Teacher Leader Endorsement program report**

- Organize the report around the areas listed in the report.

**For electronic submission: send 1 copy of the program submission documents with an electronic or faxed copy of the OEP Program Cover Sheet to your consultant. If you do not know who your consultant is, please call the office number listed below.**

**For submission by mail, send 4 unbound copies of the program submission documents with a copy of the OEP Cover Sheet to:**

**Office of Educator Preparation  
Ohio Department of Education  
25 South Front Street, Mail Stop 502  
Columbus, OH 43215-4183  
(614) 752-9447 (Office) (614) 752-8406 (Fax)**

Program Report for the  
**Teacher Leader Endorsement**  
(Ohio Program Standards)  
Grades P-12  
Ohio Department of Education  
Office of Educator Preparation

(Also attach OEP Program Cover Sheet)

Institution: The Ohio State University                      State: Ohio

Date submitted: September, 2012

Name of Preparer: Belinda Gimbert

Phone #: 614-247-8814                      Email: gimbert.1@osu.edu

Is this program offered at more than one site?                      No

If yes, list the sites at which the program is offered:

Program Type: (check one)

New Program

Continuing Program

For programs that received a Not State Approved report status (check one):

First Response     Not Applicable – is a NEW Program

Second Response

State licensure requirement:

ODE requires 80% of the program completers who have taken the licensure test(s) [e.g., Praxis II PLT and Praxis II subject assessment test (formerly known as content and specialty area)] must pass licensure tests. Test information and data must be reported in Section III. Are data included in this review for Praxis II PLT and subject assessment licensure tests:

1) Praxis II PLT:                      Yes    No     Not Applicable

2) Praxis II subject assessment test:    Yes    No     Not Applicable

## GENERAL DIRECTIONS

To complete a program report, institutions must provide evidence of meeting Ohio Teacher Leader Endorsement standards based on data from 4 to 6 assessments. In their entirety, the assessment tools, assessment rubrics, and data required for submission in this report will answer the following questions:

- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional education responsibilities?
- Can candidates apply their knowledge in learning environments?
- Do candidates focus on student learning?

To that end, the program report form includes the following sections:

**Section I. Context** (3-page maximum narrative, plus four attachments not to exceed 5 pages each)

Provide general information on the program as specified by the directions for this section. Include a program of study. **(If this is a new program submission, the program of study may be “proposed.”)**

### **Section II. List of Assessments**

Indicate the name, type, and administration point for each of the 4 - 6 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.) Assessments listed in Section II are to be noted by number in the check boxes in the 2nd column of Section III.

### **Section III. Relationship of Assessments to Standards** (completion of chart)

Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards.

### **Section IV. Evidence for Meeting Standards** (attachments of assessment tools, rubrics or scoring guides/criteria, and data tables plus a 2-page maximum narrative for each of the 4-6 assessments)

Attach assessment documentation plus a narrative statement for each assessment as specified by the directions for this section. Three years worth of data are required, unless otherwise noted. **(If this is a new program submission, the requirement for three years worth of data is waived.)**

### **Section V. Use of Assessment Results to Improve Candidate and Program Performance** (3-page maximum narrative)

Describe how faculty are using data from assessments to improve candidate performance and the program as it relates to content, pedagogical and professional knowledge, skills, dispositions, and student learning. **(If this is a new program submission, describe the process by which faculty will review and use data.)**

### **Section VI. For Response Reports Only**

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made.

#### **Format and page limits for narrative sections and attachments:**

**Narrative:** Sections I, IV, and V include narrative sections based on specific directions and page limits. Page limits are based on single-spaced text using 12-point type.

**Attachments:** Sections I and IV include attachments. In general, attachments should be no longer than the equivalent of five text pages.

→ ODE staff may require institutions to revise reports that do not follow directions on format and page limits. In addition, hyperlinks imbedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.

### **Specific Instructions for Teacher Leader Endorsement Program Reports**

#### **Who Should Submit Program Reports:**

Institutions submit program reports under the signature of the unit head (a dean of a school or chair of a department). For continuing programs, institutions should submit programs twelve to eighteen months prior to an on-site accreditation visit, or earlier if a new program. Use the OEP Program Cover Sheet.

#### **Licensure Rule 3301-24-05 (E) (16) Tentative language**

The Teacher Leader Endorsement shall be issued to an individual who has successfully completed four years of teaching experience, holds a master's degree, and has met the program standards; who is deemed to be of good moral character; and who has been recommended by the dean or head of teacher education at an institution approved to prepare teachers in Ohio. The endorsement may be added to a professional teacher license.

#### **Additional Requirements: Tentative language**

Pre-K – Grade 12 Teacher Leader Endorsement candidates must successfully complete a practicum experience which will provide opportunities to demonstrate the knowledge, skills, and dispositions described in the Ohio Standards for the Teaching Profession at the distinguished level. The practicum will be supervised and evaluated by an individual who serves in a leadership capacity at the school site.

#### **State Standards:**

On October 11, 2005 the State Board of Education accepted the recommendation of the Educator Standards Board and adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at <http://www.education.ohio.gov>



**ODE Approval Decision Rules:**

In order to gain ODE approval, programs must successfully meet all five Teacher Leader Endorsement standards. If one or more of the standards are not met, the program will NOT be approved. In order to be approved, a program must meet a preponderance of the elements for each standard; however, not all elements within a standard need to be addressed to meet each standard. Program reports are reviewed by ODE selected reviewers and approved on a rotating cycle that coincides with the institution's NCATE or TEAC on-site accreditation visit. Programs are reviewed twelve to eighteen months before an institution's on-site accreditation visit.

**New programs** must successfully meet all five standards; however, sections IV and V of the program report may be modified (see language pertaining to new programs in sections IV and V on previous page). If new programs are approved, they will receive 3 years of conditional approval, during which time data will be collected to address sections IV and V of the program report. The program, in its entirety, will need to be re-submitted at the end of the conditional approval period.

**Other specific information required:**

**ATTACHMENTS:**

- Attachment A – Teacher Leader Endorsement Candidate Information
- Attachment B - Full-Time Faculty Information
- Attachment C - Part-Time Faculty and Adjunct Faculty Information
- Attachment D – Program of Study

**ODE does not suggest the use of course grades as one of the key assessments:**

If course grades and/or GPA are used as a “key assessment,” it should be clearly demonstrated how the grades and/or GPA are directly reflective of the program standards.

**SECTION I—CONTEXT<sup>1</sup>**

**Provide the following contextual information:**

1. Description of any institutional policies that may influence the application of the standards.
2. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the courses accepted by the program.
3. Description of the field experiences required for the program, including the number of hours required.
4. Description of the relationship<sup>2</sup> of the program to the unit’s NCATE conceptual framework or TEAC claims.
5. Indication of whether the program has a unique set of program assessments and the relationship of the program’s assessments to the unit’s assessment system<sup>3</sup>.
6. Indicate the institution’s commitment to the Teacher Leader Endorsement Program.
7. A narrative of how the teacher candidates’ demonstrate knowledge of the Teacher Leader Endorsement standards. (**Section I – Context: ATTACHED at end of Submission**)

**Attach the following contextual information:**

1. Chart with the number of candidates and completers either by academic year (fall through summer) or cohort (Attachment A at end of this report).
2. Charts on program faculty expertise and experience (Attachments B and C at end of this report).
3. A program of study (POS) that outlines the courses and any experiences required for all candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a program advisement sheet.) (Attachment D at the end of this report)

<sup>1</sup> Remember this report will be used as evidence in a national accreditation visit and should be written with a national audience in mind.

<sup>2</sup> The response should describe the program’s philosophy and indicate how it reflects the unit’s NCATE conceptual framework or TEAC claims.

<sup>3</sup> This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will use for national accreditation standards, e.g., what are the linkages between licensure program and the overarching unit.

**SECTION II— LIST OF ASSESSMENTS**

In this section, list the 4 to 6 key assessment tools that are being submitted as evidence for meeting the standards. All programs must provide evidence of a minimum of 4 assessments (2 additional assessments are optional). For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Name of Assessment <sup>1</sup>	Type or Form of Assessment <sup>2</sup>	When the Assessment Is Administered <sup>3</sup>
1 Assessment of the candidate's skill in evidenced-based principles of effective leadership and teacher learning. [Required]	<p>A. Students will complete a case study and data analysis of a school and identify areas for professional development. They will then design a research-driven professional development plan with clear goals and outcome measures, and a plan for sustainability.</p> <p>B. For their final exam, students will be given a case study and will be expected to apply major themes of the course to develop a solution strategy and predict possible unintended consequences.</p>	<p>Field experience project for 7550 Final exam for 6350</p>
2 Assessment of the candidate's use of data-based decisions and evidence-based practice. [Required]	<p>A. Students will identify problems of practice and create a plan for a master schedule using a provided case study.</p> <p>B. In order to become experts in Formative Instructional Practice, which</p>	<p>Portfolio entry for 7550 Class assignments in 8421</p>

<sup>1</sup> Identify assessments by title used in the programs; refer to Section IV for further information on appropriate assessments to include.

<sup>2</sup> Identify the type of assessments (e.g., essay, case study, project, comprehensive exam, reflection, portfolio, action research).

<sup>3</sup> Indicate the point in the program when the assessment is administered (e.g., admission to the program, half-way through the program, required courses [specify course title and numbers], or completion of the program).

Name of Assessment <sup>1</sup>	Type or Form of Assessment <sup>2</sup>	When the Assessment Is Administered <sup>3</sup>
	includes data-based decision making in the classroom, students will perform assessment audits, create test blueprints and rubrics and deconstruct standards	
3. Assessment of the candidates' ability to facilitate a collaborative learning culture. [Required]	3. Students will complete a culture and climate analysis of their school and will be expected to develop a plan to improve the climate of the school	Field experience project for 6350
4. Assessment of candidate's ability to promote and support professional learning and improved practice. [Required]	4. (also see 1A.) Professional Development Plan asks students to create a PD plan with outcome measures and goals	Field experience project for 7550
5. Additional assessment that addresses Ohio Teacher Leader Endorsement standards. [Optional] Teacher leader standard 4: Candidates participate in developing and supporting a shared vision and clear goals for their schools.	5. Interview an outstanding teacher leader. Asks students to obtain background information about the school and draw on the social systems model to develop interview questions. Students then ask teacher leaders about implementing collaborative practices to support a shared vision or goal	Field experience option for 6350
6. Additional assessment that addresses Ohio Teacher Leader Endorsement standards. [Optional] Teacher leader standard 3.2: Candidates nurture open and effective lines of communication with students, parents, other educators, and the community through professional learning communities.	6. Community Outreach Audit: Students will demonstrate their ability to connect with parents by conducting an audit of the communications sent to the community or to parents and the success of the strategic plan in the district. This experience will require interviews with school leaders and an extensive	Field experience for 8421

Name of Assessment <sup>4</sup>	Type or Form of Assessment <sup>5</sup>	When the Assessment Is Administered <sup>6</sup>
7 Teacher leader standard 1.6: Candidates assume leadership roles at the school, district, state or national levels and in professional organizations.	7. examination of district initiatives. 7. Professional Learning Plan: Students will identify a plan for continued professional development and learning, including a plan to assume leadership roles in their district	Professional Learning Plan 6350

**SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS**

For each standard on the chart below, identify the assessment(s) in Section II that address the standard at the element level. One assessment may apply to multiple standards and elements.

Teacher Leader Endorsement Standards	APPLICABLE ASSESSMENTS FROM SECTION II
<b>Standard 1.</b> <b>Teacher Leader candidates know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.</b>	
1.1 Candidates articulate their knowledge of effective leadership to encourage high levels of performance for educators and students.	#2B, 1B
1.2 Candidates demonstrate skill in managing the change process by assisting and supporting teacher learning through professional development.	#1A
1.3 Candidates understand and apply strategies that assist adult learning and development.	#1A
1.4 Candidates respect the diversity of the school staff; teachers, administrators, and other personnel.	#3

1.5 Candidates engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.	#7, 1A
1.6 Candidates assume leadership roles at the school, district, state or national levels and in professional organizations.	#7
1.7 Candidates facilitate the development of efficacy among other teachers in their school and district.	#1A

<p><b>Standard 2.</b>  <b>Teacher Leader candidates promote the use of data-based decisions and evidence-based practice.</b></p>	
<p>2.1 Candidates serve as building leaders in the development, implementation, and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan grounded in multiple measures and data sources.</p>	<p>#1A, 2A, 5 #1A, 2B</p>
<p>2.2 Candidates collaboratively analyze assessment data to plan and implement differentiated instruction to meet student needs.</p>	<p>#1A, 2B</p>
<p>2.3 Candidates lead collaborative efforts to develop high quality classroom assessments among grade-level and content-area teachers.</p>	<p>#2B</p>
<p>2.4 Candidates support teachers in responding to the intervention process by designing, implementing, and gathering appropriate data and evidence.</p>	<p>#1A, 2B</p>
<p>2.5 Candidates identify resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle.</p>	<p>#2B.</p>
<p><b>Standard 3.</b>  <b>Teacher Leader candidates facilitate a collaborative learning culture.</b></p>	
<p>3.1 Candidates coach and model collaborative efforts to share knowledge and demonstrate interdisciplinary instruction among teachers.</p>	<p>#2B</p>
<p>3.2 Candidates nurture open and effective lines of communication with students, parents, other educators, administrators, and the community through professional learning communities.</p>	<p>#6</p>
<p>3.3 Candidates work with stakeholders to identify appropriate resources for enhancing collaboration.</p>	<p>#6</p>
<p>3.4 Candidates facilitate collaborative professional learning activities for educators, families, and the community.</p>	<p>#6</p>

<b>Standard 4.</b>	
<b>Teacher Leader candidates participate in developing and supporting a shared vision and clear goals for their schools.</b>	
4.1 Candidates participate in developing a shared vision for short-term and long term goals for ongoing school reform, and continuous improvement.	#1,A, 3
4.2 Candidates advocate for and initiate increased opportunities for teamwork to promote and support student achievement and other school goals.	#1,A, 3
4.3 Candidates participate in designing practices and structures that create and maintain an effective learning culture.	#3
4.4 Candidates support other school leadership team members in advocating and communicating the school's vision and goals.	#5, 7
<b>Standard 5.</b>	
<b>Teacher Leader candidates promote and model ongoing professional learning and improved practice within a learning community.</b>	
5.1 Candidates use their knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth.	#4
5.2 Candidates work effectively with individuals and groups of teachers by demonstrating the skills and competencies needed to reach adult learners.	#4
5.3 Candidates demonstrate skills in serving as mentors and coaches to others.	#4
5.4 Candidates develop, implement, and evaluate professional development activities for teachers.	#4
5.5 Candidates engage in activities that promote reflective practices in others.	#4, 7
5.6 Candidates model professional, ethical behavior and expect it from others.	#7



## SECTION IV—EVIDENCE FOR MEETING STANDARDS

**DIRECTIONS:** The 4 to 6 key assessment tools and rubrics listed in Section II must be documented and discussed in Section IV. The assessments must be those that all Teacher Leader Endorsement candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. In the description of each assessment below, potential assessments that would be appropriate have been recommended. Assessments have been organized into the following three areas that are addressed in NCATE's unit Standard 1 and TEAC's Quality Principle 1.

- Content knowledge
- Pedagogical and professional knowledge, skills, and dispositions
- Focus on student learning

For each assessment tool, the evidence for meeting standards should include the following information:

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standard(s) it is cited for in Section III;
3. A brief analysis of the data findings;
4. An interpretation of how the data provides evidence for meeting standards; and
5. Attachment of assessment documentation, including<sup>7</sup>:
  - (a) the assessment tool or description of the assignment;
  - (b) the scoring guide (or rubric) for the assessment; and
  - (c) three years worth of candidate data derived from the assessments (disaggregated by year or cohort group).

The narrative section for **each** assessment (1-4 above) is limited to two text pages. It is preferred that each attachment for a specific assessment (5a-c above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond 5 pages.

<sup>7</sup> Three years worth of data are required for each assessment unless assessments have recently changed. If assessment tools have changed, prior tools and data should be reported and a brief explanation of why the assessment tools were changed.

**#1 (Required) Assessment of the candidate's skill in evidence-based principles of effective leadership and teacher learning.** Examples of appropriate assessments include comprehensive examinations, individual reports, case studies, action research, portfolio projects,<sup>8</sup> and self-assessments.

1. There are two assignments that address this standard. First, the students will be required to complete a case study and data analysis of a school and identify areas for professional development. The students will be expected to develop options to correct a problem or address an issue for a building/principal, and their plan will include outcome measures and a plan for sustainability. This would be much like being an outside consulting group for the principal. The second assignment that addresses this standard is a final exam, where students will be asked to develop a solution strategy and predict unintended consequences for a case study they are given.
2. The professional development plan will require students to practice the leadership and collaboration skills taught. The final exam essay will also require students to demonstrate the leadership and collaboration skills they have learned in the courses. That is illustrated in the Standards in Section III.
3. New Program -- no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement---which we will be doing.
5. The assessments are combined as an attachment.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#2 (Required) Assessment of the candidate's use of data-based decisions and evidence-based practices.** Examples of assessments include comprehensive examinations, research based strategies, data-related projects.

1. The professional development plan requires students to do a in-depth case study and data analysis to identify a problem of practice. They will also be asked to do several classroom assessments where they will demonstrate their understanding of formative instructional practice, which by definition requires them to use data to inform instruction. They will perform assessment audits, create test blueprints and rubrics, and will deconstruct Common Core standards.
2. These assessments require students to demonstrate a deep understanding of formative instructional practice and effective data collection and analysis skills taught in the courses. Looking at data is a key part of school improvement/teaching improvement. That is illustrated in the Standards in Section III.
3. New Program -- no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement---which we will be doing.
5. The assessments are combined as an attachment.

<sup>8</sup> For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#3 (Required) Assessment of candidate's ability to facilitate a collaborative learning culture.** Examples of assessments include evaluations of practicum projects, case studies, portfolio tasks, action research, and follow-up studies.

1. The candidate will perform a culture and climate analysis of a school and will be expected to develop a plan to improve school climate.
2. This is an action project embedded in the school, utilizing the skills taught, allowing for a "practice field" for such leadership and collaboration skills. That is illustrated in the Standards in Section III.
3. New Program - no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement---which we will be doing.
5. The assessments are combined as an attachment.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#4 (Required) Assessment of candidate's ability to promote and support professional learning and improved practice.** Examples of assessments include evaluations of practicum experiences, mentoring activities, portfolio tasks, action research, and follow-up studies.

1. The professional development plan requires candidates to create a professional development plan with clear outcome measures to ensure improved practice.
2. This performance-based project requires candidates to demonstrate a deep understanding of the principles of adult learning and to apply those principles to ensure a professional development plan is outcome-based and sustainable. Deciding what to examine, discuss, and talk about, as well as understanding data, are all a key part of school improvement/teaching improvement. That is illustrated in the Standards in Section III.
3. New Program - no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement---which we will be doing.
5. The assessments are combined as an attachment.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#5 Teacher leader standard 4: Candidates participate in developing and supporting a shared vision and clear goals for their schools.** Examples of assessments include evaluations of practicum experiences, mentoring activities, portfolio tasks, action research, and follow-up studies.

1. The candidate will interview a distinguished teacher leader. S/he will need to obtain background information about the school and draw on the social-systems model to develop interview questions. The candidate will ask the teacher leader about implementing collaborative practices to support a shared vision or goal.
2. This project provides vicarious experience, which develops efficacy in the candidates, as they learn about other practices of exemplary teacher leaders. That is illustrated in the Standards in Section III.
3. New Program - no data as yet.

4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement---which we will be doing.
  5. The assessments are combined as an attachment.
- Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#6 Teacher leader standard 3.2: Candidates nurture open and effective lines of communication with students, parent, other educators, and the community through professional learning communities.** Examples of assessments include evaluations of practicum experiences, mentoring activities, portfolio tasks, action research, and follow-up studies.

1. The candidate, through the community outreach audit, will demonstrate an ability to connect with parents by conducting an audit of the communications sent to the community or to parents and the success of the strategic plan for parent and community engagement in a school district.
  2. This is an performance-based project embedded in the school, utilizing the skills taught, allowing for a "practice field" for such mentoring and coaching skills. Deciding what to examine, discuss, and talk about, as well as understanding data, are all a key part of school improvement/teaching improvement. That is illustrated in the Standards in Section III.
  3. New Program - no data as yet.
  4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement---which we will be doing.
  5. The assessments are combined as an attachment.
- Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#7 Teacher leader standard 1.6: Candidates assume leadership roles at the school, district, state or national levels and in professional organizations.** Examples of assessments include evaluations of practicum experiences, mentoring activities, portfolio tasks, action research, and follow-up studies.

1. The professional learning plan requires candidates to create short and long term goals for their own professional development and to identify professional organizations and other opportunities to become involved in their profession.
  2. This project requires students to be reflective about their weaknesses and create action plans that will help ensure continued professional development. That is illustrated in the Standards in Section III.
  3. New Program - no data as yet.
  4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement---which we will be doing.
  5. The assessments are combined as an attachment.
- Provide assessment information (items 1-5) as outlined in the directions for Section IV

## SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. Give a timeline for this process. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty members have taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning**

### **This is a NEW Program:**

**Proposed Use of Data:** Since this is a new program, the instructors will constantly review the feedback and data from the assessments, daily work, and projects in the field. Feedback from those in the field will be used for improvements to ensure that our concepts and curriculum are Best Practice and current/relevant.

At the end of each course, students will offer feedback as to the instruction, the topics, the projects and to the readings. This review will also take place at the end of the sequence of the 3 courses.

**Review:** 1) by the students 2) by the instructors 3) by those in the field working with our projects and 4) frequent interplay between all three parties for maximum input.

## SECTION VI—For Response Reports Only

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made.

**-WAIVED- This is a NEW Program**

ATTACHMENT A  
Teacher Leader Endorsement Candidate Information

**Directions:** Use this table as an example to provide three years of data on candidates enrolled in the program and completing the program (program completers), beginning with the most recent academic year (or cohort group) for which numbers and assessment data have been tabulated. Data must also be reported separately for programs offered at multiple sites or if one site, you may use one table. Update and define academic years (column 1) as appropriate for your data span. Create additional tables as necessary. Data may be aggregated and disaggregated by program level (i.e., Undergraduate, Post Baccalaureate, Graduate).

Program: Teacher Leader Endorsement (NEW Program)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>2</sup>
2013-2014	None yet will be enrolled during the 2012-2013 academic year.	
	Cohort #1	
	NEW Program	

<sup>2</sup> ODE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ATTACHMENT B  
Full-Time Faculty Information

**Directions:** Include a chart like the example shown below that includes all the information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University <sup>10</sup>	Assignment; Indicate the role of the faculty member <sup>11</sup>	Faculty Rank <sup>12</sup>	Tenure Track (Yes/No)	Scholarship, <sup>13</sup> Leadership in Professional Associations, and Service: <sup>14</sup> List up to 3 major contributions in the past 3 years <sup>15</sup>	Teaching or other professional experience in P-12 schools <sup>16</sup>
Belinda Gimbert	Ph.D. The Pennsylvania State University, Curriculum and Supervision, Educational change and reform	Instructor	Associate Professor	Yes	See below	15 years 7-12 mathematics teacher; 6 years as administrator at Newport News Public Schools, VA 6 years at OSU as faculty in Educational Administration
Anika Ball Anthony	Ph.D. University of Michigan, Learning Technologies	Instructor	Assistant Professor	Yes	Multiple presentations and publications; grant work	Designing and evaluating online learning environments, studying technology integration in

<sup>10</sup> e.g., PhD in Teacher Education

<sup>11</sup> e.g., faculty, clinical supervisor, department chair, administrator

<sup>12</sup> e.g., professor, associate professor, assistant professor, adjunct professor, instructor

<sup>13</sup> *Scholarship* is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

<sup>14</sup> *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

<sup>15</sup> e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

<sup>16</sup> Briefly describe the nature of recent experience in P-12 schools (e.g., clinical supervision, in-service training, teaching in a POS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

						mathematics and science P-12 classrooms, and supporting educational leaders in their efforts to implement technology for system-wide improvements

**Belinda G. Gimbert**

**Publications 2011-2012**

**Gimbert, Belinda.** (Spring, 2012). Performance-based pay for teachers and administrators in urban high need Ohio school districts: A case study of an alternative compensation program. *Principal Navigator* 7(2), 24-29.

**Gimbert, Belinda G.** (in press, 2012). Student achievement and nontraditional teacher preparation. In J. Hattie, Gibson & E. Anderman (Eds.), *The International Handbook of Student Achievement*.

Hanna, Patricia & **Gimbert, Belinda** (Spring, 2012). Falling Flat: Certification as an Insufficient Indicator of Teacher Quality. *Journal of National Association for Alternative Certification* (6) 2, 32-51.

Anthony, A., **Gimbert, B.**, Fultz, D. & Parker, R. (2012). Blended learning to support alternative certification: Self-efficacy effects and implications for instructional design. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 1640-1643). Chesapeake, VA: AACE. Available: <http://www.edlib.org/p/39822>

Cristol, D. S., & **Gimbert, B.G.** (2011) Accessing mathematics through Mobile Learning Devices for Students with Learning Difficulties. In *mLearn 2011 Proceedings of the 10<sup>th</sup> World Conference on Mobile and Contextual Learning*. (pp. 321-329). Beijing Normal University: Beijing, China.

Anthony, A. B., **Gimbert, B. G.**, Fultz, David, M., H., Parker, R. A. (Spring, 2011). Examining the Relationship between E-Coaching and the Self-Efficacy of Novice Teachers Seeking Certification through Alternative Routes. *Journal of National Association for Alternative Certification*, 6(1), 46-64.

Anthony, A. B., **Gimbert, B.**, Fultz, D. & Parker, R. (2011). The relationship between participation in a blended learning environment and teacher self-efficacy. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 4517-4523). Chesapeake, VA: AACE.



**Gimbert, Belinda.** (2011). Partnerships, community engagement, and teacher education: Preparing the community teacher. *Teacher Education and Practice*, 23(3), 355-358.

Evaluations Reports 2011-2012

Gimbert, Belinda. (May, 2012). Annual Report Year 1 for Mobilizing National Educator Talent Transition To Teaching. The Office of Innovation and Improvement, U.S. Department of Education. Washington DC.

Gimbert, Belinda. (May, 2012). Annual Report Year 5 for Kansas, Nevada, Ohio & Texas Transition To Teaching. The Office of Innovation and Improvement, U.S. Department of Education. Washington DC.

Gimbert, Belinda. (May, 2011). Annual Report Year 4 for Kansas, Nevada, Ohio & Texas Transition To Teaching. The Office of Innovation and Improvement, U.S. Department of Education. Washington DC.

Total Grant Funds Received at OSU

Principal Investigator = **\$19,975,410**

Co-Principal Investigator = **\$12,900,000**

**TOTAL = \$32,875,410**

Principal Investigator, The Ohio State University KNOTtT 3.0: Mobilizing National Educator Talent (m-NET) Transition To Teaching Project (October, 2011-September, 2016). Teacher Quality Grant, Office of Innovation and School Improvement, **\$10.8 million**, No Child Left Behind (2001) US DOE Grant

Principal Investigator, The Ohio State University, Ohio Teacher Evaluation System, April 2012-September 30, 2012. Ohio Department of Education, **\$60,000**.

Principal Investigator, The Ohio State University, Evaluation for School Improvement Grant (ODE), School Improvement Grant 2011-2014, **\$150,000**.

Principal Investigator, The Ohio State University, Intensive Pedagogical Training Institute, 2010-2011. Ohio Department of Education, **\$225,410**.

Principal Investigator, The Ohio State University KNOT Transition To Teaching Project (2007-2012). Teacher Quality Grant, Office of Innovation and School Improvement, **\$6.8 million**, No Child Left Behind (2001) US DOE Grant

Co-Principal Investigator, The Ohio State University project ASPIRE Teacher Quality Partnership Transition To Teaching Project (2009-2014). Office of Innovation and School Improvement, **\$12.9 million**, US DOE Grant

**Anika Ball Anthony**

Publications 2011-2012

**Anthony, A. B.** (2012). Activity theory as a framework for investigating district-classroom system interactions and their influences on technology integration. *Journal of Research on Technology in Education*, 44(4), 331-352.

**Anthony, A. B., & Clark, L.** (2011). Examining dilemmas of practice associated with the integration of technology into mathematics classrooms serving urban students. *Urban Education, 46*(6), 1300-1331.

**Anthony, A. B., Gimbert, B. G., Fultz, D. M., & Parker, R. A.** (2011). Examining the relationship between e-coaching and the self-efficacy of novice teachers seeking certification through alternative routes. *Journal of the National Association for Alternative Certification, 6*(1), 46-64.

#### Technical Reports

**Anthony, A. B.** (2010). *Transforming teaching and learning with technology: Study findings and strategy recommendations*. Report prepared for Reynoldsburg City Schools, Reynoldsburg, OH.

**Anthony, A. B., Clark, L., Fishum, B., Chavons, T., Smalls, C., Kizzie, K., Radhakrishnan, R.** (2008). *Evaluation of the Scarlett Middle School student laptop program*. Report prepared for Ann Arbor Public Schools, Ann Arbor, MI.

**Anthony, A. B., & Williams, C. R.** (2004). *Evaluation of the 6th-grade laptop program*. Report prepared for Chelsea Public Schools, Chelsea, MI.

#### PRESENTATIONS

##### Peer-reviewed Presentations

**Anthony, A. B., Gimbert, B. G., Fultz, D., Parker, R. A.** (2012). *Blended learning to support alternative certification: Self-efficacy effects and implications for instructional design*. Paper presented at the Society for Information Technology & Teacher Education International Conference, Austin, TX, March 2012.

**Anthony, A. B., Gimbert, B. G., Fultz, D., Parker, R. A.** (2012). *E-coaching for beginning teachers' professional learning: Effectiveness and lessons learned*. Presentation at the Annual Meeting of the National Association for Alternative Certification, Bethesda, MD, March 2012.

**Anthony, A. B., Gimbert, B. G., Fultz, D., Parker, R. A.** (2012). *The influence of teacher self-efficacy on participation in a blended learning environment*. Presentation at the Ohio Educational Technology Conference, Columbus, OH, February 2012.

**Voithofer, R., Cristol, D., Anthony, A., Lee, H.** (2012). *Integrating TPACK professional development between school and teacher preparation settings: OSU activities on an eTech Teacher Planning grant*. Presentation at the Ohio Educational Technology Conference, Columbus, OH, February 2012.

**Voithofer, R., Cristol, D., Lee, H., Anthony, A.** (2012). *Developing a needs assessment to design TPACK professional development in schools*. Presentation at the Ohio Educational Technology Conference, Columbus, OH, February 2012.

**Anthony, A. B., Gimbert, B. G., Fultz, D., Parker, R. A.** (2011). *The influence of teacher self-efficacy on participation in a blended learning environment*. Paper presented at the Society for Information Technology & Teacher Education International Conference, Nashville, TN, March 2011.

ATTACHMENT C  
Part-Time Faculty and Adjunct Faculty Information

**Directions:** Include a chart like the example shown below that includes all the information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University <sup>17</sup>	Assignment: Indicate the role of the faculty member <sup>18</sup>	Faculty Rank <sup>19</sup>	Tenure Track (Yes/No)	Scholarship, <sup>20</sup> Leadership in Professional Associations, and Service: <sup>21</sup> List up to 3 major contributions in the past 3 years <sup>22</sup>	Teaching or other professional experience in P-12 schools <sup>23</sup>
Lisa Riegel	Ph.D. Ed Policy & Leadership The Ohio State University	Instructor	Instructor	No	Multiple presentations and publications; grant work	9 years as Teacher; 2 years in administration

**Academic publications:**

Allen, A., Glassman, M., Riegel, L., & Dawson, H. (2011). Investigating constituent values and school policy. *Education and Urban Society*. June 6, 2011 0013124511409403, first published on June 6, 2011. Sage publications. Available at <http://eus.sagepub.com/content/early/2011/06/03/0013124511409403>.

Riegel, L. (2011). Investigating the relationship between academic optimism and conceptualization of mentoring: study results. Under review. *Issues in Teacher Education*.

**Academic presentations:**

Riegel, L. (February 2012) Academic Optimism: An Informative Concept for Design and Evaluation of Induction Programs. Presented at the New Teacher Center Symposium, *Shining a Light on Great Teaching*, in San Jose, California.

<sup>16</sup> e.g., PhD in Teacher Education

<sup>17</sup> e.g., faculty, clinical supervisor, department chair, administrator

<sup>18</sup> e.g., professor, associate professor, assistant professor, adjunct professor, instructor

<sup>19</sup> *Scholarship* is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

<sup>20</sup> *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

<sup>21</sup> e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

<sup>22</sup> Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

- Riegel, L., Gimbert, B., Carver, C., and Abrego, M. (February 2012). Bringing a Teacher Education Lens to Leadership Preparation: Innovative Coursework in 3 Leadership Preparation Programs. Presented at Association of Teacher Educators Conference. San Antonio, Texas.
- Riegel, L., Gimbert, B., Abrego, M., Cooper, M. (February 2012). ATE Commission on Quality Leaders for Novice Teachers. Presented at Association of Teacher Educators Conference. San Antonio, Texas.
- Riegel, L. (November 2011). Investigating the relationship between academic optimism and conceptualization of mentoring. Presented final paper at University Council for Educational Administration Conference. Pittsburgh, Pennsylvania.
- Riegel, L. (May 2011). Investigating the relationship between academic optimism and conceptualization of mentoring: study results. Presented to faculty and students at the Education and Human Ecology Research Roundtables, The Ohio State University, Columbus, Ohio.
- Riegel, L. (April 2011). Assessing the effectiveness of teacher induction: The Peer Assistance and Review Program. Presented at the Clark Seminar at the American Educational Research Association Conference, New Orleans, Louisiana.
- Riegel, L. (March 2011) A research plan to investigate the relationship between academic optimism and conceptualization of mentoring. Presented at the Hayes Graduate Research Forum, The Ohio State University, Columbus, Ohio.
- Riegel, L. (February 2011). Leaders of quality for beginning teachers: Investigating components necessary to enhance student learning. Served on a panel to report the work of this commission with Drs. Belinda Gimbert, Martha Young, Cynthia Carver, Michelle Abrego at the Association of Teacher Educators Conference. Orlando, Florida.
- Riegel, L. (October 2010). ASPIRE: The Next Iteration of Teacher Education. Presented with Drs. Sandra Stroot and Belinda Gimbert, The Ohio State University and LeShaun Carter, Columbus City Schools. 2010 Ohio Confederation of Teacher Education Organizations (OCTEO) Conference. Dublin, Ohio.
- Riegel, L. (May 2010). Partnering with Parents for Achievement. Presented at the College of Education and Human Ecology Annual Student Research Forum. The Ohio State University, Columbus, Ohio.
- Riegel, L. (February 2010). Sorting through the Quagmire of Policy and Praxis: A Panel Discussion. Presented with Patricia Hanna, Erik Cohen, Tracy Najera, and Jennifer Blakely at the 10<sup>th</sup> Annual Graduate Student Conference: Leadership, Culture and Pedagogy. Miami University, Oxford, Ohio.

**Research Grants:**

- Investigating Constituent Values and School Policy, Education and Human Ecology SEED Grant, The Ohio State University, Jan. 2009-Feb. 2010. PI, Dr. Ann Allen
- The ASPIRE Project, federally funded five year school improvement grant. Required collaboration among The Ohio State University's Teaching and Learning Department and Educational Policy and Leadership Department, the Ohio Department of Education, Columbus City Schools and other educational entities for the purpose of redesigning the university's pre-baccalaureate teaching program and designing a residency program to serve as a model for the state of Ohio, PIs: Drs. Sandra Stroot, Belinda Gimbert, and Rebecca Kantor

KNOTTT, federally funded multi-year grant aimed to create new pathways to alternative licensure for teachers in Kansas, Nevada, Ohio, Tennessee and Texas. PI, Dr. Belinda Gimbert

M-Net, the next generation of the KNOTTT Project. PI, Dr. Belinda Gimbert

The Tomorrow Center, Ohio Department of Education three-year school improvement grant. Provided professional development and training on Formative Instructional Practice and the Common Core curriculum. PI, Dr. Belinda Gimbert

**Research:**

Learning-centered leadership and its relationship to hope, resilience, optimism, trust and view of intelligence in elementary school principals. A quantitative dissertation study. 2012.

Academic Optimism and its impact on mentoring. A pilot study. 2011.

OHIO DEPARTMENT OF EDUCATION  
CENTER FOR THE TEACHING PROFESSION

Teacher Leader Endorsement Project

Section I – Context

1. There are no institutional policies that will cause the program to stray from the standards.
2. **The criteria for admission are standard:** 4 years of successful teaching, recommendation from the school district, and have a Masters Degree at the time of application for the endorsement. This means that the standard criteria for admission to the Graduate School at OSU must be met if an applicant commences a masters degree program concurrently with completing the course requirements to meet the Teacher Leader Endorsement: a minimum 3.0 undergraduate GPA for admission to our programs. In relation to grades, a candidate must complete the Teacher Leader Endorsement program with an overall GPA of 3.0 with no grade lower than a C in any of the courses.
3. The field experience will be evident in all three courses, so it is woven throughout the program. In each course, the assessment examines a field-based project: group project developing solutions for problems in schools, interviewing school leaders, and a community outreach audit.
4. The successful completion of the NCATE accreditation process at The Ohio State University aligns with the Teacher Leader Endorsement program. The following is from the NCATE Report by The Ohio State University:

The vision of The Ohio State University Educator Preparation Unit is to produce the best educators in the nation and throughout the world who have the passion, efficacy and expertise for educating all P- 12 school age and demographic groups. The unit has three areas of focus: knowledge, skills, and dispositions. These areas align with the Ohio Teacher Leader Endorsement Standards.

**Knowledge:** The Ohio State University Educator Preparation Unit strives to provide candidates with a solid foundation of content and to illicit an urgency to possess a firm understanding of professional, pedagogical content and pedagogical knowledge and the development and use of theory, research, the wisdom of practice and education policies to inform and enhance their own professional practices and the learning and practices of others. This aligns to Ohio's Teacher Leader Endorsement Standard 1: Candidates know and demonstrate skill in evidence-based principles of effective leadership and teacher learning.

**Skills:** The Ohio State University Educator Preparation Unit prepares candidates to be reflective practitioners who are creative and critical thinkers and who are effective communicators and collaborative. Candidates are prepared to be active participants in partnerships with the broader community in terms of economical development,

democratic citizenship, and ethical practices. These aims align to the Ohio Teacher Leader Endorsement Standard 2: Candidates know and demonstrate skill in evidence-based principles of effective leadership and teacher learning and Standard 3: Candidates facilitate a collaborative learning culture.

Dispositions: The Ohio State University develops an appreciation in their candidates for diversity and the worth of individuals, cultures, backgrounds, ideas and philosophies, across all ethnicities, genders, disabilities, socioeconomic levels and other characteristics. Further, candidates are expected to show evidence that they value academic emphasis and rigor, and to build a strong sense of efficacy through field-based experiences. This aligns to the Ohio Teacher Leader Endorsement Standard 4: Candidates participate in developing and supporting a shared vision and clear goals for their schools, and Standard 5: Candidates promote and model ongoing professional learning and improved practice within a learning community

5. Teacher Leader Endorsement assessments are not unique to the Unit, as they are heavily embedded in the field, and not simply grades or a reflection of on-campus work. This is similar to the strength of the program at The Ohio State University, with a heavy investment in time in schools. The assessments are key, as they require students to apply theory into practice..
6. The College of Education and Human Ecology has provided access to blended learning resources, and physical space as required, and will admit non-degree seeking students.
7. The candidates will demonstrate knowledge of the standards by doing projects in the field in which observers and instructors can see evidence of learning by the candidates. So unlike many other indicators of knowledge of standards, the evidence will be seeing the application and use of methods that indicate knowledge, understanding, and application of the standards. Students will create materials and assignments they can adapt to be useful in practice.

The contextual information is attached at the end of the Submission  
Attachment A – Number of candidates  
Attachment B, C – Faculty Information  
Attachment D – Program of Study

ATTACHMENT D – Course of Study –

**Course ONE Title: Introduction to Educational Administration**

**Overview of Course:**

This course is designed for Master of Arts, licensure, and/or teacher leader endorsement students concentrating their studies in K-12 educational leadership. It examines conceptual foundations of educational leadership and administration with the aim of using theory and research to solve problems of practice. The focus of this course is on the school as a social system with special emphasis on structure, motivation, school culture, organizational climate, politics, decision making, leadership, and quality outcomes. The class will include discussion and analysis of cases, examination of experiences in schools, and the application of theory to practice. Our goal is to go beyond simply participating in these activities and use experiences together with relevant theory and research to expand your understanding of school organizations.

**Course Objectives and Learning Outcomes:**

**Guiding Questions**

1. What is the nature of the school as a social system? What are the critical elements of the school social system? How do these elements affect each other?
2. How are schools deemed “effective”? What is the intended and unintended impact of accountability on schools? What are the forces that impede effective classroom instruction?
3. What kind of school structures enables teachers to be effective? How can structure be a positive force in teaching and learning? What are the negative consequences of structure? How can they be avoided?
4. What are the basic principles of motivation? How do you use them to motivate students and teachers?
5. What is the nature of the culture and climate of your school? How do you measure school climate? How do you improve it?
6. How can school leaders empower teachers? How does one make power legitimate in the school? To what extent is school politics dysfunctional to the operation of the school? What are the political games and tactics that face administrators and teachers? How can the administrator avoid destructive school politics?
7. How can school leaders support teachers’ professional growth?
8. What models of decision making are most useful to school leadership? To what extent can school decision making be rational? What are the forces that impede rational decision making? What kinds of decisions are “good enough?” When and how should you involve teachers in important school decisions?

Toward this end, students will learn the appropriate knowledge, dispositions, and performances that guide educational administration practices in the U.S. as indicated in the integrated Educational Leadership Constituents Council (ELCC) and the Ohio Teacher Leader Endorsement Standards.

This course addresses the knowledge, dispositions, and performances found in Standards 2 and 3 of the Standards for Advanced Programs for Educational Leaders. Specifically, student will:



- Have the knowledge and ability to promote the success of students by promoting a positive school climate.
- Demonstrate an ability to collect, analyzing, and use data to make decisions to improve the climate and culture of the school.
- Demonstrate a mindful approach to decision making based upon the application of relevant theory and research.
- Have the knowledge and ability to promote the success of all students by managing the organization in a way that promotes a safe, efficient, and effective learning environment.
- Reflect on their leadership style and its strengths and weaknesses.
- Participate in problem-based learning activities within which students demonstrate respect for the rights of others and engage in honest, collegial interactions.
- Demonstrate the ability to use contemporary motivation principles to improve the performance of teachers and students.
- Demonstrate the inclusion of others in a participatory model of leadership that promotes student learning and teacher productivity.
- Produce entries for an administrative or teacher leader portfolio that document knowledge, skills, and dispositions associated with the preceding objectives.

**Alignment to ELCC Standards and Teacher Leader Standards:**

This course addresses ELCC Standards 2.1, 2.2 2.3, 3.4, 4.1, 4.3, 5.2, 5.3, 5.5; and Teacher Leader Endorsement Standards 1 and Standard 5.

**Assessments:**

- Formative Assessments throughout the semester
- Professional Learning Plan
- Field Experience Project: Culture and Climate Analysis and Outstanding Teacher Leader Interview
- Final Exam that asks students to apply their knowledge to a case study

**Required text**

Hoy, W. K. & Miskel, C. G., (2013). Educational administration: Theory, research, and practice [9th edition]. New York: McGraw-Hill.

**Articles**

Sweetland, S. R., & Hoy, W. K. (2001). Varnishing the truth: Principals and teachers spinning reality. *Journal of Educational Administration*, 39, 282-293.

## Course TWO Title: Inquiry in Teacher Education

### Description/Rationale

This course is designed to meet the following objectives:

- 1.) Inform future teacher educators/teacher leaders about research on teacher education and teacher education programs at the collegiate and university levels.
- 2.) Develop in future teacher educators/ teacher leaders the capacity to analyze and evaluate research on teacher education and teacher education programs.

### **Guiding questions:**

1. **How do teacher educators/ teacher leaders support the work of teachers and improve student outcomes?** In order to answer this question, students will learn how to support teachers as they implement formative instructional practices, including the creation of quality assessments, data analysis and using data to inform classroom instruction and delivery.
2. **How can teacher educators/teacher leaders support the school leadership team members by advocating the school's mission and practices to teachers, the community and parents?** In order to answer this question, students will learn how to connect with parents, audit communications sent to the community or to parents, and will practice strategic planning practices for continuous school improvement.
3. **How can teacher educators/teacher leaders elevate their professionalism by becoming involved in national and state organizations?** To explore this question, students will be asked to join a professional organization and to create a professional plan for their future that will include activities such as presenting at professional conferences, submitting exemplars to national organizations and acting as ambassadors for the schools in community organizations.

### 3. Relationship to other Courses

This course is designed as a core course for the Ph.D. in Teacher Education, located in School of Educational Policy & Leadership. It is also one of courses in The Ohio State University's Teacher Leader Endorsement program. Upon successful completion of these courses, students will have met all the standards required by Ohio for the Teacher Leader endorsement and will be able to apply for that endorsement through the state.

### **Identification of Texts, Reading Materials, Other Resources**

\*Each module will include specific readings. The reference list allows the instructional team to utilize other readings that they prefer from the list.

#### **Required Texts**

Chappuis, Jan, Stiggins, R. Chappuis, S., Arter, J. (2012). Classroom Assessment for Student Learning: Doing It Right—Using It Well. 2<sup>nd</sup> Edition. Boston: Pearson.

- O'Connor, Ken. (2009). *How to Grade for Learning: Linking Grades to Standards*. 3<sup>rd</sup> Edition. California: Corwin.
- Riegel, Lisa. (2007). *No Parent Left Behind: A handbook for parents of struggling students*. Columbus, OH: Author.

**Assigned and optional readings**

- Andrews, D. & Crowther, F. (2006). Teachers as leaders in a knowledge society: Encouraging signs of a new professionalism. *Journal of School Leadership*, 16, 534-549.
- Bataille, G. (2010). Flexibility in faculty careers. *The Presidency*, 13 (1), 20-24.
- Christensen, C., Horn, M. B., & Johnson, C. W. (2008). *Disrupting class*. New York, NY: McGraw-Hill.
- Conley, S. & Levinson, R. (1993). Teacher Work Redesign and Job Satisfaction. *Education Administration Quarterly*, 29(4), 453-478.
- Conley, S. & Muncey, D. (1999). Teachers talk about teaming and leadership in their work. *Theory into Practice*, 38 (1), 46-55.
- Danielson, C. (2007). The many faces of leadership. *Educational Leadership*, 65(1), 14-19.
- Darling-Hammond, L. (1995). Rethinking teacher leadership through professional development schools. *Elementary School Journal*, 96 (1), 87-106.
- Elmore, R. (1980). Backward mapping: implementation research and policy decisions. *Political Science Quarterly*, 94(4), 601-616.
- Frost, P., Moore, L., Loius, M., Lundberg, C. & Martin, J. (Eds.) (1991). *Reframing Organizational Culture*. Newbury Park, CA: Sage Publications.
- Griffin, G. (1995). Influences of shared decision making on school and classroom activity: Conversations with five teachers. *The Elementary School Journal*, 96 (1), 29-45.
- Harrison, C. and Killion, J. (2007). Ten roles for teacher leaders. *Educational Leadership*, 65 (1), 74-77.
- Hart, A. (1995). Reconceiving school leadership: Emergent views. *Elementary School Journal*, 96 (1), 9-28.
- Heller, M. & Firestone, W. (1995). Who's in charge here? Sources of leadership for change in eight schools. *The Elementary School Journal*, 96 (1), 65-86.
- Hoy, W.K. & Sweetland, S. (2001). Designing better schools: The meaning and measure of enabling school structures. *Educational Administration Quarterly*, 37 (3), 296-321.
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**Alignment to ELCC Standard 4.0:**

This course addresses ELCC Standard # 4: ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

This course addresses Teacher Leader Endorsement Standard 1 (1.6), Standard 2 (2.2, 2.3, 2.4, 2.5), Standard 3 (3.1, 3.4), Standard 4 (4.1, 4.4), Standard 5 (5.3)

**Assessments:**

- Class assessments, which range from journal writing to assessing rubric and assessment quality
- Community Outreach Audit
- Professional plan

**Course THREE Title: Educational Leadership, Learning and Teaching**

**Course Description:** This course will aid in the understanding and knowledge of how one can use collaboration and facilitation skills with groups for the purpose of improving learning outcomes. It will examine what is known about learning, teaching, motivation and class management, and apply this knowledge to early childhood/secondary education.

**Guiding Questions:**

- What are children learning in schools? How do you know?
- What does successful learning look like?
- How does teaching support development and learning in classes?
- How do principals and teacher leaders lead for learning in their schools?

**4. Student Outcomes: Knowledge, Dispositions, and Performances**

This course addresses the knowledge, dispositions and performances in Standard 2.2 and 2.3 of the Standards for Advanced Programs for Educational Leaders. Specifically, the learning targets for this course are:

- Demonstrate the ability to apply **principles of effective instruction, including formative instructional practices, to improve instructional practices** and curricular materials through class discussion, application of readings, and the analysis of cases;
- Demonstrate the ability to **make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs** through the development of portfolio entries, the analysis of cases, and the analysis of data gathered in field experience;
- Demonstrate the ability to **use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement** by locating and evaluating resources on the Internet and applying these resources to the analysis and solution of problems discussed in class and through cases;
- Demonstrate the ability to **use appropriate research strategies** to promote an environment for improved student achievement by conducting an analysis of the affordances for and hindrances to student learning and motivation in a school;
- Gain an understanding of and appreciation for student development and diversity that will allow licensure candidates to **design learning environments that fit students' developmental levels and capitalize on student diversity to improve learning** by creating portfolio entries that reflect this understanding and appreciation;
- Gain knowledge about **theory and research on learning, cognition, and memory, including information processing, cognitive, and constructivist perspectives** in order to promote best practices for student learning;

- Produce entries for an administrative portfolio that document knowledge, skills, and dispositions associated with Standards 2.2 and 2.3.

**Alignment to ELCC Standard 2.0:**

A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district. This course addresses the ELCC standards: 2.1, 2.2 and 2.3

Alignment to Teacher Leader Standards:

Standard 1 (1.2, 1.3, 1.5, 1.7) Standard 2 (2.1, 2.2, 2.3, 2.4, 2.5) Standard 3 (3.1, 3.3., 3.4)  
Standard 4 (4.3), Standard 5 (5.2, 5.3).

**Assessments:**

- Case Study and Data Analysis
- Professional Development Plan with research-based strategies, outcome measures and a sustainability plan
- Journal entries that address the ELCC standards and Teacher Leader Endorsement standards

**Required Texts**

**Required texts:**

Chappuis, Jan. (2009). *Seven Strategies of Assessment for Learning*. Princeton, Boston, MA: Pearson.

Woolfolk Hoy, A. & Hoy, W. (2009). *Instructional Leadership: a research-based guide to learning in schools*. Boston, MA: Pearson.

**Optional texts**

Kaufman, T., Grimm, E., Miller, A. (2012). *Collaborative School Improvement: eight practices for district-school partnerships to transform teaching and learning*. Cambridge, MA: Harvard Education Press.

City, E., Elmore, R. Fiarman, S. & Teitel, L. (2012) *Instructional Rounds in Education: a network approach to improving teaching and learning*. Cambridge, MA: Harvard Education Press.

**Articles**

Hull, J. (2012). *The principal perspective*. Alexandria, VA: Center for Public Education.  
Leverett, L, & Thompson, S. (2011). *A community of system-level instructional leaders*. *Strategies*. 15(1), 1-22.

Redding, S. (1991). *Creating a school community through parental involvement*. (cover story). *Education Digest*, 57(3), 6.

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Wartowski, D. (2010). System of supports for students leads to other school change. *Kappan*, 91(4), 88-93.

**From Section IV:** Research Base for the Teacher Leader activities and assignments

**Research Base:**

Collaboration:

- The course will depend heavily on the cohort model, which creates a supportive network, allowing the participants to learn from each other in an academy-like framework (Basom & Yerkes, 2004; Lauder, 2000). The strengths of diverse and varied backgrounds are utilized and blended to help participants' understanding of groups and leadership.
- Collaboration is a key (Danielson, 2006) to teacher leaders working together with administrators, but also is a key for leadership development. Leadership means working in the social network, together, utilizing social and relationship-building skills (Day & Halpin, 2004).

Adult Learning Methods:

- Adult learning methods are an important aspect of making the cohort model work, allowing everyone in the cohort to gain from the various experiences that arrive with each participant (Daresh & Barnett, 1993; Milstein, 1993). Adult learning theory also suggests that the work in the classroom be relevant to participants' work in schools (Knowles, 1980) and the training should take place while they are immersed in their jobs (Mintzberg, 2004).

Reflection:

- Reflection is an important part of the learning experience and must be taught and developed in participants (Bennis, 1989; Kolb, 1984; Osterman & Kottkamp, 1993; Schon, 1987). Adult development issues offer ways to understand how guided reflection can support the development of cognitive structures to help individuals learn and grow from course/project experiences (Daresh & Barnett, 1993; Zigler, 2005).

Authentic Learning Experiences:

- The stronger leadership-development programs in education include more field-based experiences (Bottoms & O'Neill, 2001; Kochan, Jackson & Duke, 1999; Milstein, 1993; Murphy, 2006) and this course will have a deliberate, intense field experience built in.
- A key aspect of problem-based learning is the focus on the participant, featuring student-centered learning, with the support of the cohort, the groups, instructors and facilitators while working on real-world issues. Mintzberg (2004) believes that the best learning for MBAs takes place while they are on the job actively working on real problems. Hmelo and Evenson (2000) believe that problem-based learning offers a method to connect theory to practice, while helping learners develop strategies and skills to survive in the ever increasingly complex world of leadership.
- Various studies explain the value of developing skills through experiential learning, such as simulations, role-play, and interactive learning (Kochan, Jackson, & Duke, 1999; Lauder, 2000; and Milstein, 1993), to the extent that students/candidates and instructors

find this an integral piece of growth and development for the kind of leaders that possess the tools and the skills needed in today's school environment.

#### Model the Collaboration – Keeping it Relevant:

- The instruction should be done by staff that are acting as a team, and which include teams of practicing educators (Zigler, 2005) and university faculty, in order to offer the broad-based knowledge about practices (Levine, 2005) necessary for effective schools (Bottoms & O'Neill, 2001) and the best chance to connect theory and practice for the participants. The instructors should model behaviors appropriate to working as an instructional team (McCafferty, 1994).
- Developing a safe “practice field” (Creighton & Johnson, 2002; Creighton, 2004) for the participants to work in teams developing solutions to real issues allowing them to try out their newly developed “soft skills” of leadership is an important part of the project and the group work within the course. The university instructors must develop partnerships with area schools to allow this to occur.

#### Developing Continuous Learners:

- Due to the intensity of an academy-like experience, with the depth of involvement required, the program is designed to help students develop the capacity to learn, versus just gaining information (Murphy, 1992, Zigler, Koschoreck & McCafferty, 2006) and the emphasis is on the depth of those experiences, rather than mere content (Murphy, 1992). Kelson & Distlehorst (2000) and Hmelo & Lin (2000) both believe that students can become self-directed learners through skills developed while involved with problem-based learning.

#### Standards-Based:

- The program/coursework must be developed within the accountability model, with performance-based standards (Lauder, 2000), in this case the Ohio Principal Standards and the Ohio Teacher Standards (Ohio Department of Education, 2005). Rather than a new set of standards, it is felt that a combination of standards which are derived from BOTH the Principal Standards and the Teacher Standards, does in fact cover the needs and have standards toward which to develop a program.

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Rubrics for assessments  
EDU P&L 6350 – Introduction to Educational Administration  
Field Experience Evaluation Guidelines (30% of final grade)

Criteria	Excellent 6 points	Satisfactory 4 points	Substandard 3 or less points
<b>Transfer of Knowledge</b>	The paper demonstrates that the study fully understands and has applied the concepts learned in the course and applied in the field	The paper demonstrates that the study, to a certain extent, understands and has applied the concepts learned in the course and applied in the field	The paper does not demonstrate that the student understands or has applied the concepts learned in the course and applied in the field.
<b>Data Collection Instrument</b>	The student selected an appropriate survey instrument to examine school culture or climate; and the student provided a thorough discussion of the conceptual perspective  OR the student developed interview questions reflective of 5 components of the schools as social systems framework (structure, culture, politics, teaching and learning, and motivation and teacher learning)	The student selected an appropriate survey instrument to examine school culture or climate; but the student did not discuss the conceptual perspective  OR the student's interview questions captured information about four of the five components of the schools as a social systems framework	The student did not select an appropriate survey to examine school culture or climate; and the student did not provide a thorough discussion of the conceptual perspective  OR the student's interview questions captured information about 3 or less components of the schools as social systems framework
<b>Data Sources</b>	Survey administered to at least 5 teachers  OR the student interviewed a school leader; and the student obtained at least 5 years of background data on the school	Survey administered to only 3 or 4 teachers  OR the student interviewed a school leader; but the student did not obtain at least 5 years of background data on the school	Survey administered to less than 3 teachers  OR the student did not describe the interviewee is a school leader; and the student did not obtain 5 years of background data on the school
<b>Depth of Discussion</b>	In-depth discussion and elaboration in all sections of the paper, and establishes a strong relationship between the concepts of school leadership and administration	In-depth discussion and elaboration in most sections of the paper, and minimally connects concepts of school leadership and administration	Brief discussion in all sections of the paper or in-depth discussion in only a few sections, and does not connect concepts of school leadership and administration
<b>Mechanics</b>	Punctuation, capitalization, and sentence structure are correct. Uses sub-headings throughout the document	Punctuation, capitalization, and sentence structure are correct. Does not use sub-headings throughout the document.	Punctuation, capitalization, and sentence structure are not correct.

EDU P&L 6350 -- Introduction to Educational Administration  
Final Exam Evaluation Guidelines (30% of final grade)

Criteria	Instructions	Excellent (Clear, convincing evidence of deep knowledge) 6 points	Satisfactory (Reasonable model and explanation, but not compelling) 4 points	Substandard (limited knowledge and rationale) 3 or less points
<b>Selection and description of appropriate model/strategy</b>	Describe the model and rationale for selecting it.	Clear description of model and convincing, logical explanation of selection.	Model description weak and/or explanation for its use is weak.	Poorly described strategy and unconvincing rationale for model and strategy
<b>Definition of the problem(s)</b>	Explain the problem(s) of the case.	Effective and efficient explanation of problem(s) and its impact on managing and operating the school.	Sensible explanation of problem(s) and its impact on managing and operating the school.	Incomplete explanation of problem(s), discussion unclear connected to efficient and effective administration.
<b>Reflective analysis of the case as you consider options</b>	Describe the critical facts of the case & specify a satisfactory outcome. Then consider your options.	Clear specification of outcomes that are realistic and positive for the school and a good set of possible options to get there.	Appropriate & sensible set of outcomes; less detailed discussion of options and their likely success.	Missing important facts, limited analysis, and limited set of options.
<b>Tentative plan of action</b>	Develop a realistic tentative plan to deal with the problem(s).	Effective description of options, consequences, and your strategies and rationale for choice.	Appropriate description of your options & your strategies and rationale less convincing.	Incomplete description of your options and their consequences; rationale unclear & unconvincing.
<b>Reflection on consequences</b>	Reflect on the consequences of your proposed action in terms of staff involvement, evidence, communication, fairness, and school management	Insightful & comprehensive reflection; convincing discussion.	Reflection appropriate, but discussion less convincing	Unclear ideas about the impact and consequences of the plan.

**EDU P&L 6350 – Introduction to Educational Administration  
Professional Learning Plan Evaluation Guidelines (20% of final grade)**

	<b>Credit</b>	<b>No Credit</b>
<b>Standard</b>	The Professional Learning Plan (PLP) is based on one element of the Teacher Leader Endorsement Standards	The PLP is not based on one of the elements of the Teacher Leader Endorsement Standards
<b>Desired Learning Outcomes</b>	Discussion of end-of-semester desired learning outcomes	No discussion of end-of-semester desired learning outcomes
<b>Plan of Activities</b>	Presented a realistic plan of learning activities and anticipated timeline	Did not present a plan of learning activities or timeline
<b>Activity Log</b>	Activity log accounts for 6-10 hours of time spent completing the PLP	Activity log accounts for less than 6 hours of time spent completing the PLP
<b>Reflection</b>	Provided an in-depth discussion of if and how developing a PLP supported his/her learning and how learning may be extended beyond this semester	Did not reflect on if or how the PLP experience supported his/her learning and how learning may be extended beyond this semester

**Participation Evaluation Guidelines for all courses**

	<b>Credit</b>	<b>No Credit</b>
<b>Quality of Contribution</b>	Engaging and thought-provoking comments; References and explanations are insightful and meaningful and reflect a deepening of understanding of course content	Fleeting and ambiguous comments
<b>Quality of Questions Posed</b>	Thoughtful questions posed that are directly related to the content and reflects analysis of content	Questions are superficial to the content being discussed or not related to the topic
<b>Quality of Responses to Questions from Others</b>	Thoughtful responses that examine and analyze major points and provide comparisons with other related ideas; Suggests analogies or metaphors to help in understanding	Little or no attempts to answer questions
<b>Course Readings References</b>	References are made to course readings in addition to opinions and personal experiences	Comments are only based on opinions and/or personal experiences
<b>Class Attendance</b>	Attend each class	One or more unexcused absences (2% of final grade deducted for each unexcused absence)

EPL 7350 Educational Leadership, Learning and Teaching

Rubric for Case study, data analysis and professional development plan for

	Excellent – 95-100% of the point values possible	Good – 80-94% of the point values possible	Average – 70-80% of the point values possible	Needs Improvement –requires a revision/ resubmission for credit
Case Study 30	<p>Descriptive background of the school and community. Used trusted sources, and logically connects data regarding the six areas of the school context:</p> <ul style="list-style-type: none"> <li>• Students and staff</li> <li>• Community</li> <li>• Mission/vision</li> <li>• Strengths of performance</li> <li>• Areas for growth</li> </ul> <p>Easy to read and digest. I didn't have to re-read sentences to understand your points.</p>	<p>Offered some descriptive detail about the school context, but either did not address all six areas of the school context or didn't use logical reasoning to connect the data to create a clear picture of the context. I had to reread some sentences to understand what you were trying to say. Data may not have been presented in an easily readable way, so the reader has to do a lot of work to see how the data connects.</p>	<p>Makes some unreliable assumptions that are not backed up by data. Offers some community data, but does not address multiple areas or connect the dots. Rather, there is evidence that the student found data, but not evidence that the student can integrate and present data to create a clear picture of the community and school context. Many sentences are poorly structured, so that the reader has to return to them to understand their point. Logic and organization may be unclear as well.</p>	<p>Paints a very cursory picture of the context with disjointed data that may or may not be relevant. Unorganized and may have serious sentence structure or organizational issues that make it very difficult for the reader to see the logic in regards to how the data presented has an impact on the context.</p>
Data Analysis 20	<p>Presents relevant data only and then clearly and thoughtfully establishes relationships in the data. Clearly connects trends in the data to the need for professional development by explicitly stating the goals of the PD and the data that drove the decision to pursue that goal. Presents and explains any related data that might inform the trends. Writing is clear and easy to follow. Data is presented so that the reader does not have to interpret why the writer included it.</p>	<p>Presents a lot of school data, but may have a lot of unnecessary data included. Gives meaningful explanations of the data, but may not clearly show how that data was used in identifying a problem of practice to focus the PD. Data is presented and explained in a way that makes the reader work to see the connections. All connections and logic is not clearly articulated.</p>	<p>Presents data, but doesn't connect the data logically or show how it is being used to inform the PD. The data may be presented in a way that the reader has to work hard to understand why it was included or how it relates to the other data presented. Some relationships drawn and supported by data; area of need may not be clearly identified</p>	<p>Lacks necessary understanding of cited data and relationships with other data. Conclusions drawn are not supported by the data presented, and the professional development solution does not have sufficient support to warrant resource allocation. Data may be presented and explained in a very confusing way, where the reader must work very hard to understand how it all relates, or there may be no way the reader can synthesize the information, because the writer has not provided an explicit</p>

<p><b>PD Plan 35</b></p>	<p>PD plan clearly addresses the problem of practice. The writer offers ample research to show why the PD s/he proposes is expected to be successful. Clear outcome measures are stated and the writer has included a plan to sustain the effects of the PD. The teachers would be able to see a clear return on investment. The PD is clearly progressive, so teachers will continually grow on the same topic over the period of the PD plan.</p>	<p>PD plan addresses the problem of practice, but the writer does not offer enough concrete evidence to justify that the plan is based in research or best practices. Outcome measures are not clearly articulated or are focused on the success of implementation rather than the impact of the PD. Teachers may or may not see a clear return on investment for attending the PD (there may be some items that could be delivered in a paper rather than a sit and get format)</p>	<p>PD plan is related to the problem of practice, but does not clearly align with the problem identified through the data. Outcome measures are not explicitly stated, with a plan for analysis. Teachers will probably not see a great return on investment for their time at this PD, because it lacks a continuous focus or because the delivery system is not optimized for adult learning.</p>	<p>explanation of the logic. This PD plan is not clearly aligned with the problem of practice or well-researched. It does not have clear outcome measures articulated and sustainability may not be addressed.</p>
<p><b>Reference list 5</b></p>	<p>Demonstrates an examination and application of multiple reliable sources and perspectives. Follows APA style.</p>	<p>Demonstrates consultation of reliable outside resources, but does not show multiple resources on topics, so only reflects a narrow examination of the content. APA style followed.</p>	<p>Resource list demonstrates a limited examination of the literature with sources that may or may not be credible. APA style may not be followed.</p>	<p>Resource list is either not attached or only includes the class texts. There is no evidence of any deeper examination of the topic of the PD. APA style may not be followed.</p>
<p><b>Note: A credible source is a peer reviewed journal article, a book, or respected journal, such as EdWeek</b></p>				
<p><b>Presentation 10</b></p>	<p>Multimedia is used to clarify and illustrate the main points. Format enhances the content. Presentation captures audience attention. Presentation is organized and well laid out.</p>	<p>Multimedia is used to illustrate the main points. Format is appropriate for the content. Presentation captures audience attention. Presentation is well organized.</p>	<p>Multimedia loosely illustrates the main points. Format does not suit the content. Presentation does not capture audience attention. Presentation is loosely organized.</p>	<p>Presentation appears sloppy and/or unfinished. Multimedia is overused or underused. Format does not enhance content. Presentation has no clear organization.</p>

EPL 8421 Inquiry into Teacher Education  
Rubric for Communications Audit

	<b>Excellent 95-100% of the point values possible</b>	<b>Good -- 80-94% of the point values possible</b>	<b>Average -- 70-80% of the point values possible</b>	<b>Needs Improvement --requires a revision/ resubmission for credit</b>
<b>Strategic Communications Plan of the district</b>	Elements of the district's strategic communications plan are clearly outlined and explained. Specific examples of district initiatives are explained and tied to parts of the plan. Clear, measurable goals are identified. In the absence of a district plan, the audit clearly recommends action steps that have measurable outcomes and are justified through research	Elements of the district's strategic plan are mentioned, but not clearly articulated. The reader is not sure how the district plans to meet communication goals with parents. In the absence of a clear plan, the audit mentions strategies, but may not clearly connect them to research or may not articulate clear and measurable outcomes.	The district's plan is mentioned and some action steps are referenced, but the reader cannot clearly discern what the district is doing or why. There is not a logical path to connect the district initiatives to a strategic plan. In the absence of a district plan, the writer has offered suggestions, but has failed to ground those suggestions in research or explain how their success could be measured.	The district's plan is either not mentioned or is not clearly explained. There may be mention of actions the district is taking, but there is no clear logic about how the district is communicating with parents. In the absence of a district plan, the writer has offered little cohesiveness to a plan to help districts improve communication.
<b>Audit of materials</b>	The student has identified areas that might be barriers to successful communication with parents and has made clear and supported suggestions about how to overcome those issues.	The student has identified areas of concern, but does not clearly articulate why those areas of concern could present barriers to parent communications	The student has discussed specific communications pieces the district uses, but has not done a thorough critique of the pieces or identified ways they can be strengthened.	The student has either not included artifacts with constructive criticism, or has failed to identify the barriers to parent communications or to provide suggestions for remedies.



Ohio Board of Regents  
Program Review and Development  
30 East Broad St., 36 FL • Columbus, OH 43215  
<http://www.ohiohighered.org/education-programs>  
[educator\\_prep@regents.state.oh.us](mailto:educator_prep@regents.state.oh.us)

## FORM B: New Endorsement Proposal

### USE THIS FORM FOR:

**A New Education Endorsement (Form B).** Institutions that are currently authorized by the Chancellor of the Board of Regents must complete this form to request approval to offer an endorsement that leads to educator licensure. Endorsements can be offered at the undergraduate, post baccalaureate (undergraduate or graduate level courses) and graduate levels.

### General Directions

- Submit your completed proposal electronically to [educator\\_prep@regents.state.oh.us](mailto:educator_prep@regents.state.oh.us).
- The Chancellor's staff will review proposals to be certain that each is complete and no problems found. If issues are found, the proposal will be returned. When we verify that proposals are complete they will be moved into the review process.
- The fee for new program review (\$500.00 for non-public institutions) is to be mailed when your new program proposal is sent. Checks should be made out to the *Ohio Board of Regents, AQA*. On the envelope, please add ATTENTION: Dala Hatchett.

**Additional Information.** Questions about the proposal process may be directed to [educator\\_prep@regents.state.oh.us](mailto:educator_prep@regents.state.oh.us). Visit <http://www.ohiohighered.org/education-programs> for additional information.

**NOTE:** *Authorization* from Dean/Director of Education Program is required to submit any new Endorsement proposal. Therefore, we require the Dean or Director of the unit to electronically submit the proposal from her/his direct email account to [educator\\_prep@regents.state.oh.us](mailto:educator_prep@regents.state.oh.us). This also provides an assurance that the Dean/Director has knowledge about and will support the proposed Endorsement should it be approved.

## Section 1. Introduction

Date of Submission	November 1, 2012
Name of Institution	The Ohio State University
Name of Department or College	College of Human Ecology, Department of Educational Studies
Mailing Address	185 Arps Hall, 1945 North High Street, Columbus, OH 43210

Dean or Director's Name	Erica M. Brownstein
Dean or Director's Email	<a href="mailto:Brownstein.2@osu.edu">Brownstein.2@osu.edu</a>
Lead Person for Endorsement Proposal	Belinda Gimbert
Title	Associate Professor
Phone	<a href="tel:(614)247-8814">(614) 247 8814</a> or <a href="tel:(614)247-4599">(614) 247 4599</a>
Email	<a href="mailto:gimbert.1@osu.edu">gimbert.1@osu.edu</a>
What semester/year do you expect the Endorsement to be offered?	Summer 2013

How many courses comprise this proposed Endorsement? Are all courses for this Endorsement within a Degree program? If so, what program?	Three. The courses are in two different departments. The experiences combine the qualities needed to be a teacher leader.
Your Proposed Endorsement Name and License Code <a href="#">(License Types and Teaching Field Codes)</a>	<b>Proposed Teacher Leader Endorsement</b> License Code: 550100 Teacher Leader
Licensure Code Number	
Level	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Post-Baccalaureate (with undergraduate level courses) <input checked="" type="checkbox"/> Graduate ( <i>after earning a Master's</i> ) <input type="checkbox"/> Post-Baccalaureate (with graduate level courses)

Website URL, if already created

## Section 2: Ohio Department of Education Standards

Provide your assurance that you are integrating and assessing the relevant ODE standards, legislative requirements, rules, and pre-requisites into the Endorsement and that the Endorsement follows the ODE requirement for multiple assessments.

Existing ODE Endorsement Standards are provided below.

Yes. This Endorsement aligns to and integrates the relevant ODE Endorsement Standards.

No. ODE Endorsement Standards do not exist for this Endorsement area.

Yes. This Endorsement addresses and integrates all legislative requirements, rules and pre-requisites.

Yes, The Endorsement meets all ODE multiple assessment measurement requirements.

[Adapted Physical Education Endorsement](#)

Adult Education -- **Not Available**

[Bilingual Education Endorsement](#)

[Career-Based Intervention \(CBI\) Endorsement](#)

Career-Technical Work Site Coordinator -- **Not Available**

Computer/Technology -- Submit the [ISTE](#) report

[Early Childhood Generalist Endorsement](#)

[Gifted Intervention Specialist Endorsement](#)

[Literacy Specialist Endorsement](#)

[Mathematics Specialist \(P-6\) Endorsement](#)

[Middle Childhood Generalist Endorsement](#)

[Pre-Kindergarten Endorsement](#)

[Pre-Kindergarten Special Needs Endorsement](#)

Reading P-12 -- Submit the [IRA](#) report for graduate programs only. All other programs are to submit the Ohio Educator Licensure Program Standards for the [Reading Endorsement](#)

[Science Specialist \(P-9\) Endorsement](#)

[School Nurse Wellness Coordinator Endorsement](#)

[Teacher Leader Endorsement](#)

[Teaching English to Speakers of Other Languages \(TESOL\) Endorsement](#)

[Transition to Work Endorsement](#)

[Urban Principal \(P-12\) Endorsement](#)

There are no institutional policies that will cause the program to stray from the standards.

**The criteria for admission are standard:** 4 years of successful teaching, recommendation from the school district, and have a Masters Degree at the time of application for the program. In relation to grades, a candidate must complete the Teacher Leader Endorsement program with an overall GPA of 3.0 with no grade lower than a C in any of the courses.

The field experience will be evident in all three courses, so it is woven throughout the program. In each course, the assessment examines a field-based project: group project developing solutions for problems in schools, interviewing school leaders, and a community outreach audit. Teacher Leader Endorsement assessments are not unique to the Unit, as they are heavily embedded in the field, and not simply grades or a reflection of on-campus work. This is similar to the strength of the program at The Ohio State University, with a heavy investment in time in schools. The assessments are key, as they require students to apply theory into practice.

The candidates will demonstrate knowledge of the standards by doing projects in the field in which observers and instructors can see evidence of learning by the candidates. So unlike many other indicators of knowledge of standards, the evidence will be seeing the application and use of methods that indicate knowledge, understanding, and application of the standards. Students will create materials and assignments they can adapt to be useful in practice

## ODE Endorsement Standards

Teacher Leader Endorsement Standards	APPLICABLE ASSESSMENTS FROM SECTION II
<b>Standard 1.</b> <b>Teacher Leader candidates know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.</b>	
1.1 Candidates articulate their knowledge of effective leadership to encourage high levels of performance for educators and students.	#2B, 1B
1.2 Candidates demonstrate skill in managing the change process by assisting and supporting teacher learning through professional development.	#1A
1.3 Candidates understand and apply strategies that assist adult learning and development.	#1A
1.4 Candidates respect the diversity of the school staff; teachers, administrators, and other personnel.	#3
1.5 Candidates engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.	#7, 1A
1.6 Candidates assume leadership roles at the school, district, state or national levels and in professional organizations.	#7
1.7 Candidates facilitate the development of efficacy among other teachers in their school and district.	#1A

## Section 3: Assessments

SCAN and email the assessments and assessment scoring guidelines to  
[educator\\_prep@regents.state.oh.us](mailto:educator_prep@regents.state.oh.us)

Teacher Leader Endorsement Standards	APPLICABLE ASSESSMENTS FROM SECTION II
<b>Standard 1.</b> <b>Teacher Leader candidates know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.</b>	
1.1 Candidates articulate their knowledge of effective leadership to encourage high levels of performance for educators and students.	#2B, 1B
1.2 Candidates demonstrate skill in managing the change process by assisting and supporting teacher learning through professional development.	#1A
1.3 Candidates understand and apply strategies that assist adult learning and development.	#1A
1.4 Candidates respect the diversity of the school staff; teachers, administrators, and other personnel.	#3
1.5 Candidates engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.	#7, 1A
1.6 Candidates assume leadership roles at the school, district, state or national levels and in professional organizations.	#7
1.7 Candidates facilitate the development of efficacy among other teachers in their school and district.	#1A

**#1 (Required) Assessment of the candidate's skill in evidence-based principles of effective leadership and teacher learning.** Examples of appropriate assessments include comprehensive examinations, individual reports, case studies, action research, portfolio projects,<sup>1</sup> and self-assessments.

1. There are two assignments that address this standard. First, the students will be required to complete a case study and data analysis of a school and identify areas for professional development. The students will be expected to develop options to correct a problem or address an issue for a building/principal, and their plan will include outcome measures and a plan for sustainability. This would be much like being an outside consulting group for the principal. The second assignment that addresses this standard is a final exam, where students will be asked to develop a solution strategy and predict unintended consequences for a case study they are given.
2. The professional development plan will require students to practice the leadership and collaboration skills taught. The final exam essay will also require students to demonstrate the leadership and collaboration skills they have learned in the courses. That is illustrated in the Standards in Section III.
3. New Program - no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement--which we will be doing.
5. The assessments are combined as an attachment.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#2 (Required) Assessment of the candidate's use of data-based decisions and evidence-based practices.** Examples of assessments include comprehensive examinations, research based strategies, data-related projects.

1. The professional development plan requires students to do a in-depth case study and data analysis to identify a problem of practice. They will also be asked to do several classroom assessments where they will demonstrate their understanding of formative instructional practice, which by definition requires them to use data to inform instruction. They will perform assessment audits, create test blueprints and rubrics, and will deconstruct Common Core standards.
2. These assessments require students to demonstrate a deep understanding of formative instructional practice and effective data collection and analysis skills taught in the courses. Looking at data is a key part of school improvement/teaching improvement. That is illustrated in the Standards in Section III.
3. New Program - no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement--which we will be doing.
5. The assessments are combined as an attachment.

<sup>1</sup> For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#3 (Required) Assessment of candidate's ability to facilitate a collaborative learning culture.** Examples of assessments include evaluations of practicum projects, case studies, portfolio tasks, action research, and follow-up studies.

1. The candidate will perform a culture and climate analysis of a school and will be expected to develop a plan to improve school climate.
2. This is an action project embedded in the school, utilizing the skills taught, allowing for a "practice field" for such leadership and collaboration skills. That is illustrated in the Standards in Section III.
3. New Program no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement---which we will be doing.
5. The assessments are combined as an attachment.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#4 (Required) Assessment of candidate's ability to promote and support professional learning and improved practice.** Examples of assessments include evaluations of practicum experiences, mentoring activities, portfolio tasks, action research, and follow-up studies.

1. The professional development plan requires candidates to create a professional development plan with clear outcome measures to ensure improved practice.
2. This performance-based project requires candidates to demonstrate a deep understanding of the principles of adult learning and to apply those principles to ensure a professional development plan is outcome-based and sustainable. Deciding what to examine, discuss, and talk about, as well as understanding data, are all a key part of school improvement/teaching improvement. That is illustrated in the Standards in Section III.
3. New Program no data as yet.
4. A highly effective and reflective program constantly looks at itself in the mirror and studies data for improvement---which we will be doing.
5. The assessments are combined as an attachment.

Provide assessment information (items 1-5) as outlined in the directions for Section IV



## Section 4: Student Administrative and Academic Support Services

### OBR Resource: Student Support Services

Describe the student administrative and academic support services (academic and career advising, Americans with Disability Act (ADA) resources, tutoring, technology, student help-desk, transfer information, admission and matriculation, etc.) that will be provided by your institution and/or your school or college for students taking the Endorsement.

## Section 5: Endorsement Program, Syllabi, Faculty Information

OBR Resource: Faculty Credentials and Faculty Capacity

Submit Current Vita for all faculty

Faculty Member Name	Highest Degree, Field, & University <sup>2</sup>	Assignment: Indicate the role of the faculty member <sup>3</sup>	Faculty Rank <sup>4</sup>	Tenure Track (Yes/No)	Scholarship, <sup>5</sup> Leadership in Professional Associations, and Service: <sup>6</sup> List up to 3 major contributions in the past 3 years <sup>7</sup>	Teaching or other professional experience in P-12 schools <sup>8</sup>
Belinda Gimbert	Ph.D: The Pennsylvania State University, Curriculum and Supervision, Educational change and reform	Instructor	Associate Professor	Yes	See below	15 years 7-12 mathematics teacher; 6 years as administrator at Newport News Public Schools, VA 6 years at OSU as faculty in Educational Administration
Lisa Riegel	Ph.D. Ed Policy & Leadership The Ohio State University	Instructor	Instructor	No	Multiple presentations and publications; grant work	9 years as Teacher; 2 years in administration

<sup>10</sup> e.g., PhD in Teacher Education

<sup>11</sup> e.g., faculty, clinical supervisor, department chair, administrator

<sup>12</sup> e.g., professor, associate professor, assistant professor, adjunct professor, instructor

<sup>13</sup> *Scholarship* is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

<sup>14</sup> *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

<sup>15</sup> e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

<sup>16</sup> Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

Anika Ball Anthony	Ph.D. University of Michigan, Learning Technologies	Instructor	Assistant Professor	Yes	Multiple presentations and publications; grant work	Designing and evaluating online learning environments, studying technology integration in mathematics and science P-12 classrooms, and supporting educational leaders in their efforts to implement technology for system-wide improvements
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Provide Syllabi as scanned attachments. Syllabi must include:

- Course description and number, as listed in the catalog
- Course learning outcomes
- Names of faculty teaching the course
- Course schedule
- Assignments
- Attendance policies
- Pre-requisites, if any
- Required books and other resource materials [hard copy and/or electronic]
- Grading policies
- Other relevant policies, and
- Information about institutional resources that support student learning and success.

**Email this proposal and accompanying materials to:**

[educator\\_prep@regents.state.oh.us](mailto:educator_prep@regents.state.oh.us)

Endorsement Courses: Title, prefix and number and related activities. Provide all syllabi electronically.	Faculty/Instructor Name If multiple faculty teach the course, provide all names Provide ALL C.V.s	FT OR PT ?	Which Mode/s: On Ground, Online Hybrid/blended?	If this course is being cross listed please provide the number
6350 EDUPL Introduction to Educational Administration	Dr. Anika Anthony	FT	Hybrid/blended	No
7350 EDUPL: Ed Leadership, Learning and Teaching	Dr. Lisa Riegel	FT	Hybrid/blended	No
8421 T&L Inquiry in Teacher Education	Dr. Belinda Gimbert and Dr. Lisa Riegel	FT/PT	Hybrid/blended	No

**Belinda G. Gimbert**

**Publications 2011-2012**

**Gimbert, Belinda.** (Spring, 2012). Performance-based pay for teachers and administrators in urban high need Ohio school districts: A case study of an alternative compensation program. *Principal Navigator* 7(2), 24-29.

**Gimbert, Belinda G.** (in press, 2012). Student achievement and nontraditional teacher preparation. In J. Hattie, Gibson & E. Anderman (Eds.), *The International Handbook of Student Achievement*.

Hanna, Patricia & **Gimbert, Belinda** (Spring, 2012). Falling Flat: Certification as an Insufficient Indicator of Teacher Quality. *Journal of National Association for Alternative Certification* (6) 2, 32-51.

Anthony, A., **Gimbert, B.**, Fultz, D. & Parker, R. (2012). Blended learning to support alternative certification: Self-efficacy effects and implications for instructional design. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 1640-1643). Chesapeake, VA: AACE. Available: <http://www.edlib.org/p/39822>

Cristol, D. S., & **Gimbert, B.G.** (2011) Accessing mathematics through Mobile Learning Devices for Students with Learning Difficulties. In *mLearn 2011 Proceedings of the 10<sup>th</sup> World Conference on Mobile and Contextual Learning*, (pp. 321-329). Beijing Normal University: Beijing, China.

Anthony, A. B., **Gimbert, B. G.**, Fultz, David, M., H., Parker, R. A. (Spring, 2011). Examining the Relationship between E-Coaching and the Self-Efficacy of Novice Teachers Seeking Certification through Alternative Routes. *Journal of National Association for Alternative Certification*, 6(1), 46-64.

Anthony, A. B., **Gimbert, B.**, Fultz, D. & Parker, R. (2011). The relationship between participation in a blended learning environment and teacher self-efficacy. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 4517-4523). Chesapeake, VA: AACE.

**Gimbert, Belinda.** (2011). Partnerships, community engagement, and teacher education: Preparing the community teacher. *Teacher Education and Practice*, 23(3), 355-358.

**Evaluations Reports 2011-2012**

**Gimbert, Belinda.** (May, 2012). Annual Report Year 1 for Mobilizing National Educator Talent Transition To Teaching. The Office of Innovation and Improvement, U.S. Department of Education. Washington DC.

**Gimbert, Belinda.** (May, 2012). Annual Report Year 5 for Kansas, Nevada, Ohio & Texas Transition To Teaching. The Office of Innovation and Improvement, U.S. Department of Education. Washington DC.

**Gimbert, Belinda.** (May, 2011). Annual Report Year 4 for Kansas, Nevada, Ohio & Texas Transition To Teaching. The Office of Innovation and Improvement, U.S. Department of Education. Washington DC.

Total Grant Funds Received at OSU

Principal Investigator = **\$19,975,410**

Co-Principal Investigator = **\$12,900,000**

**TOTAL = \$32,875,410**

Principal Investigator, The Ohio State University KNOTtT 3.0: Mobilizing National Educator Talent (m-NET) Transition To Teaching Project (October, 2011-September, 2016). Teacher Quality Grant, Office of Innovation and School Improvement, **\$10.8 million**, No Child Left Behind (2001) US DOE Grant

Principal Investigator, The Ohio State University, Ohio Teacher Evaluation System, April 2012-September 30, 2012. Ohio Department of Education, **\$60,000**.

Principal Investigator, The Ohio State University, Evaluation for School Improvement Grant (ODE), School Improvement Grant 2011-2014, **\$150,000**.

Principal Investigator, The Ohio State University, Intensive Pedagogical Training Institute, 2010-2011. Ohio Department of Education, **\$225,410**.

Principal Investigator, The Ohio State University KNOT Transition To Teaching Project (2007-2012). Teacher Quality Grant, Office of Innovation and School Improvement, **\$6.8 million**, No Child Left Behind (2001) US DOE Grant

Co-Principal Investigator, The Ohio State University project ASPIRE Teacher Quality Partnership Transition To Teaching Project (2009-2014). Office of Innovation and School Improvement, **\$12.9 million**, US DOE Grant

**Anika Ball Anthony**

**Publications 2011-2012**

- Anthony, A. B.** (2012). Activity theory as a framework for investigating district-classroom system interactions and their influences on technology integration. *Journal of Research on Technology in Education, 44*(4), 331-352.
- Anthony, A. B., & Clark, L.** (2011). Examining dilemmas of practice associated with the integration of technology into mathematics classrooms serving urban students. *Urban Education, 46*(6), 1300-1331.
- Anthony, A. B., Gimbert, B. G., Fultz, D. M., & Parker, R. A.** (2011). Examining the relationship between e-coaching and the self-efficacy of novice teachers seeking certification through alternative routes. *Journal of the National Association for Alternative Certification, 6*(1), 46-64.

**Technical Reports**

- Anthony, A. B.** (2010). *Transforming teaching and learning with technology: Study findings and strategy recommendations*. Report prepared for Reynoldsburg City Schools. Reynoldsburg, OH.
- Anthony, A. B., Clark, L., Fishman, B., Chavous, T., Smalls, C., Kizzie, K., Radhakrishnan, R.** (2008). *Evaluation of the Scarlet Middle School student laptop program*. Report prepared for Ann Arbor Public Schools. Ann Arbor, MI.
- Anthony, A. B., & Williams, C. R.** (2004). *Evaluation of the 6th-grade laptop program*. Report prepared for Chelsea Public Schools. Chelsea, MI.

**PRESENTATIONS**

**Peer-reviewed Presentations**

- Anthony, A. B., Gimbert, B. G., Fultz, D., Parker, R. A.** (2012). *Blended learning to support alternative certification: Self-efficacy effects and implications for instructional design*. Paper presented at the Society for Information Technology & Teacher Education International Conference, Austin, TX, March 2012.
- Anthony, A. B., Gimbert, B. G., Fultz, D., Parker, R. A.** (2012). *E-coaching for beginning teachers' professional learning: Effectiveness and lessons learned*. Presentation at the Annual Meeting of the National Association for Alternative Certification, Bethesda, MD, March 2012.
- Anthony, A. B., Gimbert, B. G., Fultz, D., Parker, R. A.** (2012). *The influence of teacher self-efficacy on participation in a blended learning environment*. Presentation at the Ohio Educational Technology Conference, Columbus, OH, February 2012.
- Voithofer, R., Cristol, D., Anthony, A., Lee, H.** (2012). *Integrating TPACK professional development between school and teacher preparation settings: OSU activities on an eTech Teacher Planning grant*. Presentation at the Ohio Educational Technology Conference, Columbus, OH, February 2012.
- Voithofer, R., Cristol, D., Lee, H., Anthony, A.** (2012). *Developing a needs assessment to design TPACK professional development in schools*. Presentation at the Ohio Educational Technology Conference, Columbus, OH, February 2012.
- Anthony, A. B., Gimbert, B. G., Fultz, D., Parker, R. A.** (2011). *The influence of teacher self-efficacy on participation in a blended learning environment*. Paper presented at the Society for Information Technology & Teacher Education International Conference, Nashville, TN, March 2011.

**Lisa Riegel**

**Academic publications:**

- Allen, A., Glassman, M., Riegel, L. & Dawson, H. (2011). Investigating constituent values and school policy. *Education and Urban Society*. June 6, 2011 0013124511409403, first published on June 6, 2011. Sage publications. Available at <http://eus.sagepub.com/content/early/2011/06/03/0013124511409403>.
- Riegel, L. (2011). Investigating the relationship between academic optimism and conceptualization of mentoring: study results. Under review. *Issues in Teacher Education*.

**Academic presentations:**

- Riegel, L. (February 2012) Academic Optimism: An Informative Concept for Design and Evaluation of Induction Programs. Presented at the New Teacher Center Symposium, *Shining a Light on Great Teaching*, in San Jose, California.
- Riegel, L., Gimbert, B., Carver, C., and Abrego, M. (February 2012). Bringing a Teacher Education Lens to Leadership Preparation: Innovative Coursework in 3 Leadership Preparation Programs. Presented at Association of Teacher Educators Conference. San Antonio, Texas.
- Riegel, L., Gimbert, B., Abrego, M., Cooper, M. (February 2012). ATE Commission on Quality Leaders for Novice Teachers. Presented at Association of Teacher Educators Conference. San Antonio, Texas.
- Riegel, L. (November 2011). Investigating the relationship between academic optimism and conceptualization of mentoring. Presented final paper at University Council for Educational Administration Conference, Pittsburgh, Pennsylvania.
- Riegel, L. (May 2011). Investigating the relationship between academic optimism and conceptualization of mentoring: study results. Presented to faculty and students at the Education and Human Ecology Research Roundtables, The Ohio State University, Columbus, Ohio.
- Riegel, L. (April 2011). Assessing the effectiveness of teacher induction: The Peer Assistance and Review Program. Presented at the Clark Seminar at the American Educational Research Association Conference, New Orleans, Louisiana.
- Riegel, L. (March 2011) A research plan to investigate the relationship between academic optimism and conceptualization of mentoring. Presented at the Hayes Graduate Research Forum, The Ohio State University, Columbus, Ohio.
- Riegel, L. (February 2011). Leaders of quality for beginning teachers: Investigating components necessary to enhance student learning. Served on a panel to report the work of this commission with Drs. Belinda Gimbert, Martha Young, Cynthia Carver, Michelle Abrego at the Association of Teacher Educators Conference. Orlando, Florida.
- Riegel, L. (October 2010). ASPIRE: The Next Iteration of Teacher Education. Presented with Drs. Sandra Stroot and Belinda Gimbert, The Ohio State University and LeShawn Carter, Columbus City Schools, 2010 Ohio Confederation of Teacher Education Organizations (OCTEO) Conference, Dublin, Ohio.
- Riegel, L. (May 2010). Partnering with Parents for Achievement. Presented at the College of Education and Human Ecology Annual Student Research Forum. The Ohio State University, Columbus, Ohio.
- Riegel, L. (February 2010). Sorting through the Quagmire of Policy and Praxis: A Panel Discussion. Presented with Patricia Hanna, Erik Cohen, Tracy Najera, and Jennifer

Blakely at the 10<sup>th</sup> Annual Graduate Student Conference: Leadership, Culture and Pedagogy. Miami University, Oxford, Ohio.

**Research Grants:**

Investigating Constituent Values and School Policy, Education and Human Ecology SEED Grant, The Ohio State University, Jan. 2009-Feb. 2010. PI, Dr. Ann Allen

The ASPIRE Project, federally funded five year school improvement grant. Required collaboration among The Ohio State University's Teaching and Learning Department and Educational Policy and Leadership Department, the Ohio Department of Education, Columbus City Schools and other educational entities for the purpose of redesigning the university's pre-baccalaureate teaching program and designing a residency program to serve as a model for the state of Ohio, PIs: Drs. Sandra Stroot, Belinda Gimbert, and Rebecca Kantor

KNOTtT, federally funded multi-year grant aimed to create new pathways to alternative licensure for teachers in Kansas, Nevada, Ohio, Tennessee and Texas. PI, Dr. Belinda Gimbert

M-Net, the next generation of the KNOTtT Project. PI, Dr. Belinda Gimbert  
The Tomorrow Center, Ohio Department of Education three-year school improvement grant. Provided professional development and training on Formative Instructional Practice and the Common Core curriculum. PI, Dr. Belinda Gimbert

**Research:**

Learning-centered leadership and its relationship to hope, resilience, optimism, trust and view of intelligence in elementary school principals. A quantitative dissertation study. 2012.  
Academic Optimism and its impact on mentoring. A pilot study. 2011.



The Ohio State University  
School of Educational Policy and Leadership

Introduction to Educational Administration  
EDU P&L: 6350 (3 Credits)  
Summer 2012 (Class #8158)

1. Instructor

Anika Anthony, Ph.D.	E-mail: <a href="mailto:anthonya@ep&amp;le.osu.edu">anthonya@ep&amp;le.osu.edu</a>
Office: Ramseyer Hall 325A	Office Hours: Mon, Wed by appointment
Classroom: Ramseyer Hall 329	Class Time: Monday, 8:00 – 10:40 AM

2. Description/Rationale

This course is designed for Master of Arts, licensure, and/or teacher leader endorsement students concentrating their studies in K-12 educational leadership. It examines conceptual foundations of educational leadership and administration with the aim of using theory and research to solve problems of practice. The focus of this course is on the school as a social system with special emphasis on structure, motivation, school culture, organizational climate, politics, decision making, leadership, and quality outcomes. The class will include discussion and analysis of cases, examination of experiences in schools, and the application of theory to practice. Our goal is to go beyond simply participating in these activities and use experiences together with relevant theory and research to expand your understanding of school organizations. In particular, we will deal with the following set of guiding questions:

Guiding Questions

1. What is the nature of the school as a social system? What are the critical elements of the school social system? How do these elements affect each other?
2. How are schools deemed "effective"? What is the intended and unintended impact of accountability on schools? What are the forces that impede effective classroom instruction?
3. What kind of school structures enables teachers to be effective? How can structure be a positive force in teaching and learning? What are the negative consequences of structure? How can they be avoided?
4. What are the basic principles of motivation? How do you use them to motivate students and teachers?
5. What is the nature of the culture and climate of your school? How do you measure school climate? How do you improve it?
6. How can school leaders empower teachers? How does one make power legitimate in the school? To what extent is school politics dysfunctional to the operation of the school? What are the political games and tactics that face administrators and teachers? How can the administrator avoid destructive school politics?
7. How can school leaders support teachers' professional growth?
8. What models of decision making are most useful to school leadership? To what extent can school decision making be rational? What are the forces that impede rational decision making? What kinds of decisions are "good enough"? When and how should you involve teachers in important school decisions?

Toward this end, students will learn the appropriate knowledge, dispositions, and performances that guide educational administration practices in the U.S. as indicated in the Integrated Educational Leadership Constituent Council (IELCC) and Interstate School Leaders Licensure Consortium (ISLLC) Standards and the Ohio Teacher Leader Endorsement Standards.

**ISLLC Standard 2.1 – Promote Positive School Climate**

(Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, gender, race, socioeconomic) of the school community to improve school programs and culture.)

**ISLLC Standard 3.1 – Manage the Organization**

**Teacher Leader Standard 1 – Principles of Effective Leadership and Teacher Learning**

**Teacher Leader Standard 5 – Promote and Model Ongoing Professional Learning**

(Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including supporting professional

development and engaging in data driven decision making with attention to indicators of equity, effectiveness, and efficiency.)

**3. Relationship to other Courses**

The Master of Arts and/or licensure program for Educational Administration includes a series of courses in administrative dynamics and leadership. This course is one of the leadership seminars. This course is also part of a series of courses for the Teacher Leader Endorsement. The Master of Arts and/or licensure program for Educational Administration is the only one in the university offering courses for licensure for the school superintendent and principal. All courses in the Educational Administration and Teacher Leadership programs are specific to school settings.

**4. Student Outcomes: Knowledge, Dispositions, and Performances**

This course addresses the knowledge, dispositions, and performances found in Standards 2 and 3 of the Standards for Advanced Programs for Educational Leaders. Specifically, student will:

- Have the knowledge and ability to promote the success of students by promoting a positive school climate.
- Demonstrate an ability to collect, analyzing, and use data to make decisions to improve the climate and culture of the school.
- Demonstrate a mindful approach to decision making based upon the application of relevant theory and research.
- Have the knowledge and ability to promote the success of all students by managing the organization in a way that promotes a safe, efficient, and effective learning environment.
- Reflect on their leadership style and its strengths and weaknesses.
- Participate in problem-based learning activities within which students demonstrate respect for the rights of others and engage in honest, collegial interactions.
- Demonstrate the ability to use contemporary motivation principles to improve the performance of teachers and students.
- Demonstrate the inclusion of others in a participatory model of leadership that promotes student learning and teacher productivity.
- Produce entries for an administrative or teacher leader portfolio that document knowledge, skills, and dispositions associated with the preceding objectives.

**5. Off-Campus Field Experiences**

All students are required to complete a field experience project that will require a minimum of 20 hours. Students may either 1) conduct a culture analysis of their school by collecting data from school members or 2) interview an outstanding teacher leader using the social-systems model introduced in this course (p. 6).

**6. Diversity**

Through the use of case studies that describe contemporary problems within actual schools, students will have opportunities to acquire and apply knowledge, dispositions, and performances necessary to evaluate school organizations, to implement context-appropriate strategies, to demonstrate leadership, and to show sensitivity and fairness to all. These strategies seek to capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of the school social system in order to improve the school learning environment.

*Statement of Student Rights*

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the semester as possible to receive effective and timely accommodations.” If students in the class desire any accommodations to make the course learning experiences more accessible or valuable, please contact the instructor.

**7. Technology**

Students will engage in systematic studies of school climate, culture, and leadership using theoretical frameworks and descriptive instruments to construct profiles of schools. Students will be given opportunities use technology to enhance their productivity and professional practice (e.g. data-informed decision making, statistical analyses, etc.). Students will use the Internet and online library materials to locate appropriate resources. Students will also engage in online discussions.

**8. Topical Outline:**

[ June 18 ] School as Social System

	Accountability
June 25	Teaching & Learning Leadership Structure
July 2	Individuals & Motivation – Professional Learning Plan Due
July 9	Culture & Climate Communication – Field Experience Project Update Due
July 16	Power & Politics
July 23	Decision Making – Field Experience Project Due
July 30	Effectiveness – Professional Learning Plan Reflection Due
August 6	Final Exam

**Class Schedule**

June 18, 2012 – Class 1 – Course Overview

1. Read Chapter 1 – The School as a Social System
2. Read Chapter 8 – External Environment and Accountability of Schools

**ASSIGNMENT for June 25, 2012**

1. Read Chapter 2 – The Technical Core
  - a. What are the behavioral, cognitive, and constructivist approaches to learning and associated teaching applications?
2. Read Chapter 13 – Leadership
  - a. What is leadership?
  - b. Trait and behavioral perspectives on leadership.
  - c. Contingency theories of leadership.
  - d. Transformational leadership.
3. Read Chapter 3 – Structure
  - a. Is bureaucratic structure problematic? Why or why not?
  - b. Is bureaucratic structure essential in schools? Why or why not?
  - c. How would you characterize the structure of your school?
  - d. Share an example of coercive formalization in a school's structure. How and why is this coercive?
  - e. How does one change the structure of a school?
  - f. Read and be ready to discuss the case – *Problems at West High (H&M 2013, p. 131-133)*
4. Review the Educational Leadership Standards under Carmen Content
5. View the June 25 video(s) under Carmen Content
6. Complete the formative assessment quiz by Sunday, June 24, 2012, 11:59 PM.
7. You may begin working on your Field Experience Project (p. 6)

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June 25, 2012 – Class 2

1. Theories of Teaching and Learning (Ch. 2)
2. Historical Foundations of Leadership Theory (Ch. 13)
3. Organizational Structure (Ch. 3)
  - a. Case Analysis – *Problems at West High (p. 131-133)*

**ASSIGNMENT for July 2, 2012**

1. Read Chapter 4 – Individuals & Motivation
  - a. Motivation is discussed in terms of needs, beliefs, & goals. Be sure you study carefully one motivation theory from each perspective.
  - b. How can leaders support teacher professional development?
  - c. Read and be ready to discuss the case – *Motivational and Leadership Challenge (H&M 2013, p. 172-173)*
2. View the July 2 video under Carmen Content
3. Develop your Individual Professional Learning Plan proposal using the template provided under Carmen Content. Submit your PLP proposal to the Carmen Dropbox by Monday, July 2, 2012, 11:59 PM. Please upload .doc, .docx, .txt, or .pdf file formats only.
4. Continue working on your Field Experience Project

July 2, 2012 - Class 3

1. Individuals and Motivation (Ch. 4)
  - a. Case Analysis - *Motivational and Leadership Challenge* (p. 172, 173)
  - b. Discuss development of Professional Learning Plans
2. DUE: Upload your Professional Learning Plan proposal to the Carmen Dropbox by Monday, July 2, 2012, 11:59 PM.

**ASSIGNMENT for July 9, 2012**

1. Read Chapter 5 - Culture
2. Read Chapter 6 - Climate
  - a. Be able to define and distinguish between culture and climate.
  - b. Be prepared to describe the culture and climate of your school.
  - c. Select one climate perspective and study it carefully.
  - d. Read and be ready to discuss the case - *Ambivalence at East High School* (H&M 2013, p. 204)
3. Read Chapter 12 - Communication
  - a. How can communication competence be improved?
  - b. What are the advantages of one-way vs. two-way communication?
  - c. How can formal channels of communication and informal networks be used to support the functioning of schools?
4. View the July 9 video(s) under Carmen Content
5. Prepare a document that provides an update on your Field Experience Project. Your update should include information on: activities completed to date, a list of interview questions you intend to ask participants, a tentative schedule for completing remaining activities, and a reflection on what you have learned thus far while working on this project (1-3 pages, single-spaced). Submit your update to the Carmen Dropbox by Monday, July 9, 2012, 11:59 PM. Please upload .doc, .docx, .txt, or .pdf file formats only.
6. Continue working on your Field Experience Project

July 9, 2012 - Class 4

1. The nature of school culture and school climate (Ch. 5 & 6)
  - a. Case Analysis - *Ambivalence at East High School* (p. 204)
2. Discuss uses of communication channels in schools (Ch. 12)
3. DUE: Upload your Field Experience Project Update to the Carmen Dropbox by Monday, July 9, 2012, 11:59 PM.

**ASSIGNMENT for July 16, 2012**

1. Read Chapter 7 - Power and Politics
  - a. How are the concepts of power and politics related?
  - b. Identify political games played in your school.
  - c. Identify the power players in your school. How do they get their power?
  - d. Read and be ready to discuss the case - *Conflict at Washington High School* (H&M 2013, p. 263, 264)
2. Download and read: Sweetland, S. R., & Hoy, W. K. (2001). Varnishing the truth: Principals and teachers spinning reality. *Journal of Educational Administration*, 39, 282-293.
3. View the July 16 video under Carmen Content
4. Complete the formative assessment quiz by Sunday, July 15, 2012, 11:59 PM.
5. Continue working on your Field Experience Project

July 16, 2012 - Class 5

1. Power and Politics (Ch. 7)
  - a. Case Analysis - *Conflict at Washington High School* (p. 263, 264)

**ASSIGNMENT for July 23, 2012**

1. Read Chapter 10 - Decision Making
2. Read Chapter 11 - Shared Decision making
  - a. Be prepared to compare and contrast optimizing, satisficing, muddling, and mixed scanning models.

- b. What is your favorite decision-making model? Why?
  - c. What are the benefits and limitations of group decision making?
  - d. Under what conditions should teachers be involved in decisions? What is the administrator's role in this process?
  - e. Read and be ready to discuss the case – *Teachers Council (H&M 2013, p. 353-355)*
3. View the July 23 video(s) under Carmen Content
  4. Complete the formative assessment quiz by Sunday, July 22, 2012, 11:59 PM.
  5. Complete your Field Experience Project. Upload project files to the Carmen Dropbox by Monday, July 23, 2012, 11:59 PM. Please upload .doc, .docx, .txt, .xls, .xlsx, and/or .pdf file formats only.

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July 23, 2012 - Class 6

1. Decision Making (Ch. 10)
2. Shared Decision Making (Ch. 11)
  - a. Case Analysis – *Teachers Council (p. 353-355)*
3. Bring to class 5 copies of a 1-page handout that summarizes findings and a reflection from your Field Experience Project.
4. DUE: Upload your Field Experience Project to the Carmen Dropbox by Monday, July 23, 2012, 11:59 PM.

**ASSIGNMENT for July 30, 2012**

1. Read Chapter 9 – Effectiveness
  - a. How can you demonstrate that your school is effective?
  - b. How can system inputs and transformational processes lead to school effectiveness?
  - c. Read and be ready to discuss the case – *Turn Around School (H&M 2013, p. 325)*
2. View the July 30 video under Carmen Content
3. Complete an activity log and write a reflection about your experience with developing and executing an individual Professional Learning Plan. How did this experience contribute to your understanding of schools as social systems and K-12 educational leadership?

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July 30, 2012 - Class 7

1. Effectiveness (Ch. 9)
  - a. Case Analysis – *Turn Around School (p. 325)*
2. Course Review and Preparation for the Final Exam
3. DUE: Upload your Professional Learning Plan activity log and reflection to the Carmen Dropbox by Monday, July 30, 2012, 11:59 PM.

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August 6, 2012 - No Class

**FINAL EXAM DUE by Monday, August 6, 2012, 11:59 PM**

9. Evaluation and Grading

A	94-100%	A-	90-93%
B+	87-89%	B	84-86%
B-	80-83%	C+	77-79%
C	74-76%	C-	70-73%
D+	69-72%	D	66-68%
E	Below 66%		

**Determination of Final Grade:**

Formative Assessments	10%
Professional Learning Plan	20%
Field Experience Project	30%
Final Exam	30%
Participation	10%

Your course grade will be determined based upon:

**1. Formative Assessments: 10% of grade**

To assess students' understanding of course content and to prepare for the final exam, students will complete three formative assessment quizzes throughout the semester. (Due by 11:59 PM on Sunday, June 24, July 15, and July 22)

**2. Professional Learning Plan: 20% of grade**

Each student will develop an individual Professional Learning Plan to support their continuing professional about school systems and/or educational leadership. A PLP template is available under Carmen Content. The proposed Plan is due July 2 (5%). The Activity Log and Reflection is due July 30 (15%).

**3. Field Experience Project: 30% of grade**

Write a paper that explains your project, school context, project findings, and plan of action (4-8 pages, single-spaced). *Keep both the school and respondents anonymous.* A project update is due July 9 (5%), and the project is due July 23 (25%).

**Option 1: Conduct a Culture and Climate Analysis of your School**

- Describe the conceptual perspective (e.g., The Health of a School, The Openness of Climate, etc.) that you find most useful to examine the climate of schools.
- Define and thoroughly develop the concepts and how they are related, that is, explain the perspective thoroughly. What do you like about this theoretical perspective and why do you find it useful? What advantages and disadvantages does this framework have for examining school climate?
- Select an instrument to measure the climate of your school (e.g., OHI, OCDQ; See <http://www.wayneku.edu> under **Research Instruments**).
- Then administer the instrument to 5 or 6 teachers in your school who are agreeable.
- Then interview each teacher to get at the shared values of the school and its culture.
- Next, score the instrument and develop a climate profile for the school as a chart or graph. Explain what the figure means in words. Compare and contrast your school with an average school. How representative do you think the results are for your school? Would your principal agree?
- Based on your interviews and knowledge of the school, describe the school's climate and culture.
- Develop a plan to improve the climate and culture of your school to be implemented in the next year. Provide a step-by-step description of your plan. Make sure it is realistic.
- How does your plan capitalize on the diversity of the school to improve?
- How would you then assess the effectiveness of your plan? Make sure you speak to the things that are necessary to improve the climate and culture of your school.

**Option 2: Interview an Outstanding Teacher Leader**

- Select a teacher leader who you believe is outstanding.
- Obtain background information on the school: student enrollment (5 years of data), staff and faculty size, student achievement (5 years of data), community setting, and major school initiatives. Summarize the 5-year enrollment and achievement data using tables or graphs and explanatory text.
- Draw on the social-systems model (Chapter 1) to develop interview questions. Craft a series of questions that probe the participant's leadership by asking about his/her role in these areas:
  - The structure of the school
  - The culture of the school
  - The politics in the school
  - The teaching and learning system
  - The motivation and teacher learning in the school
- Also develop interview questions about how the teacher leader collaborates with administrators and teachers to develop and/or support a shared vision and clear goals for their school.
- Analyze your data and draw some conclusions about the following:
  - The basic mission of the school.
  - The school's vision of teaching and learning.
  - The school structure in light of ways in which leadership is distributed.
- Write a brief analysis of the school in terms of the answers to your questions. What are the major strengths of the school? What areas could be improved? And, what is most striking about the school and its leadership that captured your attention.

**4. Final Exam: 30% of grade**

For the final exam, students will respond to essay questions and apply major themes of the course to develop a solution strategy for a case study. Be sure that you complete a comprehensive analysis of the case, develop a realistic strategy to deal with the problem, and attempt to anticipate negative consequences of your action plan.

**5. Participation and Attendance: 10% of grade**

Class attendance and active participation are important elements of this course. Please email me if you will not be able to attend class due to a scheduling conflict (at least one week in advance) or an emergency.

- Attendance and participation are required:
  - 6-7 classes (100%)
  - 4-5 classes (70%)
  - < 3 classes (drop or in progress)

#### 10. Texts

##### Required:

Hoy, W. K. & Miskel, C. G., (2013). *Educational administration: Theory, research, and practice* [9th edition]. New York: McGraw-Hill.  
Selected articles as assigned.

##### Optional:

You may access chapter presentations & practice quizzes on Dr. Wayne Hoy's website (<http://www.waynehoy.com/>) under **Student Resources**

#### 11. Academic Misconduct

It is expected that the work you submit in this course is your own, or in the case of group work, the work of you and your classmates. In no case are you to copy, plagiarize or in any other way promote work of others as your own. Cases of such academic misconduct will be referred to the Office of Academic Affairs and may result in course failure or expulsion from the program and the University. Below is a definition of Academic Misconduct from the Committee on Academic Misconduct ([ona.osu.edu/coam.html](http://ona.osu.edu/coam.html)):

Academic Misconduct (3335-31-02) is defined as any activity, which tends to compromise the academic integrity of the institution, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

- A. violation of course rules as contained in the course syllabus or other information provided the student;
- B. violation of program regulations as established by departmental committees;
- C. knowingly providing or receiving information during quizzes and examinations such as course examinations and general examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work;
- D. submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- E. falsification, fabrication, or dishonesty in reporting research results;
- F. serving as, or enlisting the assistance of a "ringer" or substitute for a student in the taking of examinations.

#### 12. Suggested Readings

##### Organizations and Theory

- Bachrach, S. B. (1989). Organizational theories: Some criteria for evaluation. *Academy of Management Review*, 14, 496-515.
- Blau, P. M. and Scott, R. W. (2003). *Formal organizations: A comparative approach*. Stanford, CA: Stanford University Press.
- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.
- Burrell, G. and Morgan, G. (1980). *Sociological paradigms and organizational analysis*. London: Heinemann.
- DiMaggio, P. J. (1995). Comments on what theory is not. *Administrative Science Quarterly*, 40, 391-397.
- Erziani, A. (1975). *A comparative analysis of complex organizations*. New York: Free Press.
- Hinnings, C. R., & Greenwood, R. (2002). Disconnects and consequences in organizational theory. *Administrative Science Quarterly*, 47, 411-421.
- Hoy, W. K., Gage, Q. C., & Tarter, C. J. (2004). Theoretical and empirical foundations of mindful schools. In Wayne K. Hoy & Cecil Miskel (Eds.) *Educational organizations, policy and reform: Research and measurement*.
- Morgan, G. (1996). *Images of organization*. Thousand Oaks, CA: Sage.
- Scott, W. G. (1992). *Chester Barward and the guardians of the managerial state*. Lawrence, Kansas: University of Kansas Press.

- Tarter, C. J., & Hoy, W. K. (2004). A systems approach to quality in elementary schools: A theoretical and empirical analysis. *Journal of Educational Administration*, 42, 539-554.
- Weick, C. (1995). What theory is not, theorizing is. *Administrative Science Quarterly*, 40, 385-390.

#### Leadership

- Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership* (3rd ed.). New York: Free Press.
- Bass, B. M., & Avolio, B. J. (Eds.) (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage.
- Fiedler, F. E. & Garcia, J. E. (1987). *New approaches to effective leadership*. New York: Wiley.
- Hersey, P., Blanchard, K. H., & Johnson, D. E. (1996). *Management of organizational behavior: Utilizing human resources*, (7th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Murphy, J., & Louis, S. K. (1999). *Handbook of educational research on educational administration*, (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, especially chapter 7 by Heck and Hallinger.
- Sergiovanni, Thomas. (1992). *Moral leadership*. San Francisco: Jossey-Bass.

#### Structure

- Adler, P. S. & Borys, B. (1996). Two types of bureaucracy: Enabling and coercive. *Administrative Science Quarterly*, 41, 61-89.
- Ferguson, K. J. (1994). *The feminist case against bureaucracy*. Philadelphia: Temple University Press.
- Hall, R. H. (1991). *Organizations: Structures, processes and outcomes* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Hirschhorn, J. (1997). *Reworking authority: Leading and following in the post-modern organization*. Cambridge, MA: MIT Press.
- Hoy, W. K. (2003). An analysis of enabling and mindful school structures: Some theoretical, research, and practical consideration. *Journal of Educational Administration*, 41, 87-108.
- Hoy, W. K., & Sweetland, S. R. (2001). Designing better schools: The meaning and nature of enabling school structure. *Educational Administration Quarterly*, 37, 296-321.
- Klein, G. (1998). *Sources of Power*. Boston: MIT Press.
- Mintzberg, H. *Structuring of organizations* (1979). Englewood Cliffs, NJ: Prentice-Hall.
- Mintzberg, H. (1983). *Structure in five*. Englewood Cliffs, NJ: Prentice-Hall.
- Mintzberg, H. (1989). *Mintzberg on management*. New York: Free Press.
- Sinden, J., Hoy, W. K., & Sweetland, S. R. (2004). Enabling school structures: Principal leadership and organizational commitment of teachers. *Journal of School Leadership*, 14, 195-210.

#### Individuals and Motivation

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Deci, E. L. (1975). *Intrinsic motivation*. New York: Plenum.
- Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37, 479-508.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice-Hall.
- Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (Rev. ed.). Salt Lake City, UT: Olympus.
- Maslow, A. (1973). *Motivation and personality*. New York: Harper & Row.
- Schunk, D. H. (2000). Coming to terms with motivation constructs. *Contemporary Educational Psychology*, 25, 116-119.
- Weiner, B. (1986). *An attributional theory of motivation and emotion*. New York: Springer-Verlag.
- Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.

#### Culture and Climate

- Bolman, L. G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.
- Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C., & Martin, J. (Eds.) (1991). *Reframing organizational culture*. Newbury Park, CA: Sage.
- Hoffman, J. et al. (1994). "Building a culture of trust." *Journal of School Leadership*, 4, 484-501.
- Hoy, W. K., & Clover, S. (1986). "Elementary school climate: A revision of the CCTQ." *Educational Administration Quarterly*, 22, 93-110.
- Hoy, W. K., Tarter, C. J., & Kolkamp, R. (1991) *Open schools, healthy schools: Measuring organizational climate*. Beverly Hills: Sage.



- Hoy, W. K. & Sabo, D. (1998). *Quality middle schools*. Thousand Oaks, CA: Corwin.
- Schein, E. H. (1999). *The Corporate Culture*. San Francisco: Jossey-Bass.
- Schein, E. H. (1992). *Organizational culture and leadership*. (2nd Ed) San Francisco: Jossey-Bass.
- Ouchi, W. (1981). *Theory Z*. Reading, MA: Addison-Wesley.

#### Power and Politics

- Kanter, R. (1978). *Men and women of the Corporation*. New York: Basic.
- Larson, C. L. (1997). Is the land of Oz an alien nation? A sociopolitical study of school community conflict. *Educational Administration Quarterly*, 33(3), 312-350.
- Marks, H. M., and Louis, K. S. (1999). Teacher empowerment and the capacity for organizational learning. *Educational Administration Quarterly*, 35, 707-750.
- Mintzberg, H. (1983). *Power in and around organizations*. Englewood Cliffs, NJ: Prentice Hall.
- Pugh, K., and Zhao, Y. (2003). Stories of Teacher Alienation: A look at the unintended consequences of efforts to empower teachers. *Teaching and Teacher Education*, 19, 187-202.
- Yukl, G. (1998). *Leadership in organizations*, (4th editions). Englewood Cliffs, NJ: Prentice Hall.
- Yukl, G. & Falbe, C. M. (1991). The importance of different power sources in downward and lateral relations. *Journal of Applied Psychology*, 76(3), 416-423.

#### Decision Making

- Bacharach, S., Bamberger, P., Conley, S. C., & Bower, S. (1990). The dimensionality of decision participation in educational organizations: The value of multi-domain evaluative approach. *Educational Administration Quarterly*, 26, 126-167.
- Cohen, M. D., & March, J. G. (1974). *Leadership and ambiguity*. New York: McGraw-Hill.
- Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. *Administrative Science Quarterly*, 17, 1-25.
- Etzioni, A. (1992). Normative-affective factors: Toward a new decision-making model. In Mary Zey (ed.), *Decision making: alternatives to rational choice models*. Newbury Park, CA: Sage, 89-111.
- Etzioni, A. (1982). "Humble decision making." *Harvard Business Review*, 67, 122-126. Javis, J. L., & Mann, L. (1977). *Decision making: The psychological analysis of conflict, choice, and commitment*. New York: Free Press.
- Gigerenzer, G. (2000). *Adaptive thinking: Rationality in the real world*. New York: Oxford University Press.
- Gigerenzer, G., Todd, P. M., & ABC Research Group (1999). *Simple heuristics that make us smart*. New York: Oxford University Press.
- Gladwell, M. (2005). *Blink*. New York: Little and Brown.
- Hoy, W. K. & Tarter, C. J. (2004). *Administrators solving the problems of practice: Decision-making cases, concepts, and consequence*, 2<sup>nd</sup> edition. Boston: Allyn & Bacon.
- Kahneman, D. K., & Tversky, A. (1996). On the reality of cognitive illusions. *Psychological Review*, 103, 582-591.
- Klein, G. (1998). *Sources of power: How people make decisions*. Cambridge, MA: MIT Press.
- Lindblom, C. E. (1959). The science of muddling through. *Public Administration Review*, 19, 79-99.
- Klein, G. (1998). *Sources of Power: How people make decisions*. Cambridge, MA: MIT Press.
- Lindblom, C. E. (1959). The science of muddling through. *Public Administrative Review*, 19, 79-99.
- Lindblom, C. E. (1965). *The intelligence of democracy: Decision making through mutual adjustment*. New York: The Free Press.
- Lindblom, C. E. (1980). *The policy making process* (2<sup>nd</sup> ed.). Englewood Cliffs: Prentice Hall.
- March, J. G. (1988). *Decisions and organizations*. Oxford: Blackwell.
- March, J. G. (1994). *A primer on decision making*. New York: Free Press.
- Simon, H. A. (1997). *Administrative behavior* (4th edition). New York, Free Press.
- Zey, M. (ed.) (1992). *Decision making: alternatives to rational choice models*. Newbury Park, CA: Sage.

#### Shared Decision Making

- Alluto, J. A., & Belasco, J. A. (1973). Patterns of teacher participation in school system decision making. *Educational Administration Quarterly*, 9, 27-41.
- Etzioni, A. (1988). *The moral dimension: Toward a new economics*. New York: Free Press.
- Gilovich, T. (1991). How we know what isn't so: The fallibility of human reason in everyday life. New York: Free Press.
- Miner, J. B. (1988). *Organizational behavior: Performance and productivity*. New York: Random House.
- Vroom V. H., & Jago, A. G. (1988). *The new leadership: Managing participation in organizations*. Englewood Cliffs, NJ: Prentice-Hall.
- Zey, M. (ed.) (1992). *Decision making: Alternatives to rational choice models*. Newbury Park, CA: Sage.

**Effectiveness, Accountability, and Improvement**

- Hoy, A. W. & Hoy, W. K. (2003). *Instructional leadership*. Boston: Allyn & Bacon.
- Hoy, W. K. & Tarter, C. J. (2004). *Administrators solving the problems of practice: Concepts, cases, and consequences*. Boston: Allyn & Bacon.
- Simon, H. A. (1997). *Administrative behavior* (4th edition). New York, Free Press.
- Yukl, G. (1998). *Leadership in organizations*, (4th editions). Englewood Cliffs, NJ: Prentice Hall.
- Sweetland, S. R., and Hoy, W. K. (2000). School characteristics: Toward an organizational model of student achievement. *Educational Administration Quarterly*, 36(5), 703-729.
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). Review of research: How leadership influences student learning. Retrieved from <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/HowLeadershipInfluencesStudentLearning.aspx>

The Ohio State University  
School of Educational Policy and Leadership

ED P&L 7350  
EDUCATIONAL LEADERSHIP, LEARNING, & TEACHING

Spring 2013

1. Instructor and materials

Professor: Ed Admin  
Phone: 614-292-7020  
Office: Please call

**Required texts:**

Chappuis, Jan. (2009). *Assessment for Learning*.  
Princeton, NJ: ETS.  
Woolfolk Hoy, A. & Hoy, W. (2009). *Instructional  
Leadership: a research-based guide to learning in  
schools*. Boston, MA: Pearson.

**Optional texts:**

Kaufman, T., Grimm, E., Miller, A. (2012).  
*Collaborative School Improvement: eight practices  
for district-school partnerships to transform  
teaching and learning*. Cambridge, MA: Harvard  
Education Press.  
City, E., Elmore, R., Farrman, S. & Teitel, L. (2012).  
*Instructional Rounds in Education: a network  
approach to improving teaching and learning*.  
Cambridge, MA: Harvard Education Press.

Dr. Lisa Riegel

Office hours:

**Additional Reading:**

Hull, J. (2012). The principal perspective.  
Alexandria, VA: Center for Public  
Education.  
Leverett, J., & Thompson, S. (2011). A community  
of system-level instructional leaders.  
*Strategies*. 15(1), 1-22.  
Redding, S. (1991). Creating a school community  
through parental involvement. (cover  
story). *Education Digest*, 57(3), 6.  
Redding, S. (1992). Family values, the curriculum  
of the home, and educational productivity.  
*School Community Journal*. 2(1), 62-69.  
Wartowski, D. (2010). System of supports for  
students leads to other school change.  
*Kappan*. 91(4), 88-93.

2. Description/Rationale

This course is designed for educational administration Master of Arts and/or licensure participants concentrating their studies on schools for ages 3 to 21. Students wishing to be certified in **both** age bands (3-14 and 8-21) will need to complete additional assignments. All other students will use data and case studies from the relevant age band for licensure.

This course is also one of the three courses required for the Teacher Leader Endorsement. In this course, we will examine what is known about learning, teaching, motivation and class management, and apply this knowledge to early childhood/secondary education. The class will include discussion, case analyses, reflections on your own experiences in schools, projects, and other activities. This course is offered as a hybrid course, which means some of our classes will be virtual and some will be face-to face.

Guiding questions:

What are children learning in schools? How do you know?

What does successful learning look like?

How does teaching support development and learning in classes?

How do principals and teacher leaders lead for learning in their schools?

According to Standard 2 of the Integrated Education Leadership Constituent Council (IELCC) and The Ohio Principal Standards, students of educational administration should have the knowledge and ability to encourage the success of all students by promoting a positive school culture, providing an effective

instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. This course focuses specifically on standards 2.2 and 2.3: *ELCC Standard 2.2* and *ELCC Standard 2.3*.

The course also addresses the following Teacher Leader Standards, as required by the State of Ohio:

- 1.2 Candidates demonstrate skill in managing the change process by assisting and supporting teacher learning through professional development.
- 1.3 Candidates understand and apply strategies that assist adult learning and development.
- 1.5 Candidates engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.
- 1.7 Candidates facilitate the development of efficacy among other teachers in their school and district.
- 2.1 Candidates serve as building leaders in the development, implementation and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan grounded in multiple measures of data sources
- 2.2 Candidates collaboratively analyze assessment data to plan and implement differentiated instruction to meet student needs
- 2.3 Candidates lead collaborative efforts to develop high quality classroom assessments among grade-level and content-area teachers
- 2.4 Candidates support teachers in responding to the intervention process by designing, implementing, and gathering appropriate data and evidence
- 2.5 Candidates identify resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle
- 3.1 Candidates coach and model collaborative efforts to share knowledge and demonstrate interdisciplinary instruction among teachers
- 3.3 Candidates work with stakeholders to identify appropriate resources for enhancing collaboration
- 3.4 Candidates facilitate collaborative professional learning activities for educators, families, and the community.
- 4.3 Candidates participate in designing practices and structures that create and maintain an effective learning culture
- 5.2 Candidates work effectively with individuals and groups of teachers by demonstrating the skills and competencies needed to teach adult learners
- 5.3 Candidates demonstrate skills in serving as mentors and coaches to others

### **3. Relationship to other Courses**

The Master of Arts and/or licensure program for Educational Administration includes a series of required courses in administrative dynamics, as well as leadership seminars. This course is one of the leadership seminars. The Master of Arts and/or licensure program for Educational Administration is the only one in the university offering courses for licensure for the school superintendent and principal. All courses in the program are specific to school settings. This course is also one of three required courses for completion of Ohio's Teacher Leader Endorsement.

### **4. Student Outcomes: Knowledge, Dispositions, and Performances**

This course addresses the knowledge, dispositions and performances in Standard 2.2 and 2.3 of the Standards for Advanced Programs for Educational Leaders. Specifically, the learning targets for this course are:

- Demonstrate the ability to apply principles of effective instruction, including formative instructional practices, to improve instructional practices and curricular materials through class discussion, application of readings, and the analysis of cases;
- Demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs through the development of portfolio entries, the analysis of cases, and the analysis of data gathered in field experience;
- Demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement by locating and evaluating resources on the Internet and applying these resources to the analysis and solution of problems discussed in class and through cases;
- Demonstrate the ability to use appropriate research strategies to promote an environment for improved student achievement by conducting an analysis of the affordances for and hindrances to student learning and motivation in a school;
- Gain an understanding of and appreciation for student development and diversity that will allow licensure candidates to design learning environments that fit students' developmental levels and capitalize on student diversity to improve learning by creating portfolio entries that reflect this understanding and appreciation;
- Gain knowledge about theory and research on learning, cognition, and memory, including information processing, cognitive, and constructivist perspectives in order to promote best practices for student learning;
- Produce entries for an administrative portfolio that document knowledge, skills, and dispositions associated with Standards 2.2 and 2.3.

##### **5. Off-Campus Field Experience**

You will be assigned a group leadership team, and will design an authentic professional development experience for the upcoming school year based on the knowledge and skills developed within this course. This plan should have clear learning targets, innovative teaching strategies and presentations, group work, readings, action research plans, etc. The plan should be data-driven and differentiated, and should have measurable goals. We will present these plans in class.

##### **6. Diversity**

Through the use of case studies that describe contemporary problems within actual schools, students will have opportunities to acquire and apply knowledge, dispositions, and performances necessary for assessing learning environments and implementing context-appropriate strategies. These strategies seek to capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of the school social system in order to improve the school-learning environment.

##### **7. Technology**

This hybrid course will require students to use online discussion boards, presentations, and Internet sources for each topic, as indicated on the schedule. Online journals will be refined for use in the administrative portfolio.

**SCHEDULE:**

General Questions and Topics	Date	Readings for the Week	Class Activity	Assignments: note when these are due. Some assignments should be brought to class and others submitted to Carmen
Examining my own perspectives on the principal in relation to policy, schooling, students, and more	Week 1-2	<p>Hull, J. (2012) The Principal Perspective. Center for Public Education.</p> <p>Hoy and Hoy, Chapter 1 Introduction to Teaching and Learning</p> <p>Wallace Foundation Report: The School Principal as Leader</p> <p>Chappuis, Chapter 1</p>	<p>Introduction and syllabus overview</p> <p>Preview discussion with point/counterpoint questions.</p> <p>Review Carmen discussion. FIP introduction</p> <p>Break into diversity groups for class discussion next time.</p>	<p>On Carmen, participate in discussion on the role of principals. Post one thoughtful response for each prompt and respond to at least two of your peers' posts.</p>
Setting the stage for learning: school culture and climate	Week 3-4	<p>Hoy and Hoy, Chapters 2 and 9</p> <p>Norman, Luthans &amp; Luthans, Contagion Effect (on Carmen)</p> <p>Online PPT presentation on organizational climate and trust</p> <p>Epstein's parent involvement framework (on Carmen)</p>	<p>Discussion of OCI results and how to use them as a building leader</p> <p>Discuss organizational development model (p. 346-347) and introduce professional development plan assignment</p> <p>Look at parent involvement and Epstein's inventory</p> <p>discuss internal and external trust as foundation to parent engagement</p>	<p>Take OCI surveys and bring to class</p> <p>View online PPT and complete the handout. Bring to class.</p> <p>Prepare some notes to share about your assigned minority group and participate in Carmen discussion with your group to prepare main takeaway points.</p> <p>Prepare a short summary of a student in your school who has been a discipline problem.</p>
Effective teaching for learning	Week 5-6	<p>Chappuis, Chapters 2 and 3</p> <p>Hoy and Hoy Chapters 3 and 4</p> <p>Burns and Isbell on Carmen</p>	<p>Diversity groups share</p> <p>Consider diversity in learning abilities and styles</p> <p>Discuss discipline styles and share case studies in small groups.</p> <p>Consider how FIP is a framework that encompasses the theory on learning</p> <p>How does the principal support FIP?</p> <p>Presentation on managing human capital</p> <p>Introduce PID plan project</p>	<p>Take ITIS inventory on Carmen</p> <p>Discussion on Carmen: Ability grouping and discipline policies.</p> <p>Post one thoughtful entry and respond to at least two others.</p> <p>Begin case study and data analysis for PID plan</p> <p>Given the data from the case study provided, prepare recommendations for a master schedule that aims to address</p>

				Identified problems of practice and considers the various strengths of your staff. Submit to Carmen before next class.
Assessing effective learning	Week 7-8	Chappuis Chapters 4 and 5 Hoy and Hoy Chapter 8 Flipped classroom link on Carmen	FIP discussion and PPT Discuss 3 pillars for teaching and how they are connected to FIP. What does a principal need to do to support FIP and quality teaching? Assessment literacy presentation Data and assessment review Collaborative School Improvement presentation	On Carmen, consider how grades both help and hinder the learning process. Due before class on July 10 Interview a principal or school leader to help provide contextual information for your case study and data analysis. Submit a summary of the interview.
Shared leadership for teaching excellence	Week 9-10	Chappuis Chapter 6 Wurtowski article on Carmen	Presentation on Instructional Rounds Implications of FIP on evaluation and instructional rounds Break into PD groups and choose a site/case  Work with PD teams to discuss the PD plans and presentations	Final versions of case study and analysis of data due before class  Diagram the leadership structure at your school. Make recommendations for collaboration and a protocol for decision-making.
Observing Excellence in teaching and management	Week 11-12	Hoy and Hoy, Chapters 5-7	Work with PD teams to create PD plans  How are students engaged in learning and what motivates them? Panel of school leaders	Come to class with specific questions prepared for panel. Carmen discussion: please respond to prompts online
	Week 13-14	Case studies TBA	Reflections Case studies Prepare presentation of plan for final exam period and finalize plan.	Submit a 2-3 page reflection that identifies how your beliefs about instructional supervision have changed over the course of the semester. Create a list of core values you will use to guide your decision-making as a school leader.
	EXAM			

**9. Course requirements**

**1. PROFESSIONAL PORTFOLIO ENTRIES (30% OF GRADE):** Students will complete the following three assignments for possible inclusion in their professional portfolios.

- Given the data from the case study provided, students will prepare recommendations for a master schedule that aims to address identified problems of practice and increase opportunities for collaboration.
- Students will diagram the leadership structure at their schools and then make recommendations for teaming or collaborative decision making. They will also create a protocol for teams to use when making decisions or implementing change
- Students will reflect on how their beliefs about instructional supervision have changed over the course of the semester. They will create a list of core values they will use to guide their decision-making as a school leader.

**2. FIELD EXPERIENCE/PROFESSIONAL DEVELOPMENT PLAN (50% OF GRADE):**

With your assigned team, design a professional development experience for the teachers in your school or district, based on the principles of teaching and learning shared within this course. The plan should be focused on the appropriate age band for your licensure. Students wishing to pursue licensure in both age bands should complete an additional case study and examination of the data to set goals for professional development. A second professional development plan need not be created.

Professional Development plans will include:

- A case study of the school context, including information about the staff, students, community, the mission/vision of the school, strengths of performance and current areas for growth (30% of the final project grade)
- Data analysis. This portion of the PD plan should provide data that highlights the need for PD in a specific area. It should include trends as well as snapshots, and it should situate the need for the PD you will propose. (20% of the final project grade)
- The PD plan should include: specific, research-driven professional development events, a list of resources that will be necessary, assessment strategies to measure its impact, and a plan for sustainability. (30% of the final project grade)
- A reference list must be included. (10% of the final grade)
- A presentation of the plan. We will present these plans in class during the last week of the class and during the exam period. Each group will have 20 minutes to present. (10% of the final grade)

**NOTE:** Students seeking principal licensure in BOTH age bands (3-14 and 8-21) need to complete a case study and data analysis for both levels. Students will complete this second set of assignments individually.

**3. ONLINE JOURNALS AND ASSIGNMENTS (20% OF GRADE)**

For students seeking licensure in both age bands, a few assignments will ask you to generate discussions relevant to both age bands.

H. Evaluation and Grading A 94-100%	A- 90-93%
B1 87-89%	B 84-86%
B- 80-83%	C+ 77-79%
C 74-76%	C- 70-73%
D1 69-72%	D 66-68 %
E Below 66%	

Note: Rubrics for portfolio entries and the PD project will be provided.



**Determination of Final Grade:**  
**Professional development presentation 50 % (see breakdown of this project above)**  
**Professional Portfolio Entries 30%**  
**Online Journals and Assignments 20%**

**Students seeking licensure in both age bands will complete additional assignments, as discussed above.**

### **13. Academic Misconduct**

It is expected that the work you submit in this course is your own, or in the case of group work, the work of you and your classmates. In no case are you to copy, plagiarize or in any other way promote work of others as your own. Cases of such academic misconduct will be referred to the Office of Academic Affairs and may result in course failure or expulsion from the program and the University. Below is a definition of Academic Misconduct from the Committee on Academic Misconduct

(<http://ona.osu.edu/procedures/1.0.html>):

1.0 Academic Misconduct (3335-31-02)

Academic misconduct is defined as any activity, which tends to compromise the academic integrity of the institution, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

- A. violation of course rules as contained in the course syllabus or other information provided the student;
- B. violation of program regulations as established by departmental committees;
- B. providing or receiving information during quizzes and examinations such as course examinations and general examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work;
- C. submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- D. falsification, fabrication, or dishonesty in reporting research results;
- E. serving as, or enlisting the assistance of a "ringer" or substitute for a student in the taking of examinations.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csg.asp](http://studentaffairs.osu.edu/info_for_students/csg.asp)).

### **14. Statement on Diversity**

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **15. Grievances and Solving Problems**

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, you should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.

The Ohio State University  
School of Educational Policy and Leadership

ED P&L 8421  
INQUIRY IN TEACHER EDUCATION  
AU 2013

**1. Instructor and materials**

<p>Professor: Ed Admin Phone: 614-292 7020 Office: Please call <b>Required texts:</b> Chappuis, Jan. (2011). <i>Creating Classroom Assessments for Student Learning</i> Riegel, Lisa. (2007). <i>No Parent Left Behind: A handbook for parents of struggling students.</i> O'Connor, Ken. (2009). <i>How to Grade for Learning</i></p>	<p>Dr. Belinda Clumbert Dr. Lisa Riegel Office hours: <b>Additional Reading:</b> A number of articles will be posted on Carmen. You may not have time to read them all during this course, but I encourage you to create a virtual library of resources of your own.</p>
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**2. Description/Rationale**

This course is designed as a core course for the Ph.D. in Teacher Education, located in School of Educational Policy & Leadership. In addition, practicing teachers who wish to become teacher leaders are required to take this course as it is one of three courses required for Ohio's Teacher Leader Endorsement. The class will include a number of classroom assignments, field experience, class discussion, reflections on your own experiences in schools, projects, and other activities. This course is offered as a hybrid course, which means some of our classes will be virtual and some will be face-to face.

**Objectives:**

- 1.) Inform future teacher educators/teacher leaders about research on teacher education and teacher education programs at the collegiate and university levels.
- 2.) Develop in future teacher educators/ teacher leaders the capacity to analyze and evaluate research on teacher education and teacher education programs.

**Guiding questions:**

1. **How do teacher educators/ teacher leaders support the work of teachers and improve student outcomes?** In order to answer this question, students will learn how to support teachers as they implement formative instructional practices, including the creation of quality assessments, data analysis and using data to inform classroom instruction and delivery.
2. **How can teacher educators/teacher leaders support the school leadership team members by advocating the school's mission and practices to teachers, the community and parents?** In order to answer this question, students will learn how to connect with parents, audit communications sent to the community or to parents, and will practice strategic planning practices for continuous school improvement.
3. **How can teacher educators/teacher leaders elevate their professionalism by becoming involved in national and state organizations?** To explore this question, students will be asked to join a professional organization and to create a professional plan for their future that will include activities such as presenting at professional conferences, submitting exemplars to national organizations and acting as ambassadors for the schools in community organizations.

**3. Relationship to other Courses**

This course is designed as a core course for the Ph.D. in Teacher Education, located in School of Educational Policy & Leadership. The Ohio State University's Teacher Leader Endorsement program comprises three required courses. Upon successful completion of these courses, students will have met all the standards required by Ohio for the Teacher Leader endorsement and will be able to apply for that endorsement through the state.

**4. Student Outcomes: Knowledge, Dispositions, and Performances**

This course addresses the following standards from Ohio's Teacher Leader Endorsement.

- 1.6 Candidates assume leadership roles at the school, district, state or national levels and in professional organizations
- 2.2 Candidates collaboratively analyze assessment data to plan and implement differentiated instruction to meet student needs
- 2.3 Candidates lead collaborative efforts to develop high quality classroom assessments among grade-level and content-area teachers
- 2.4 Candidates support teachers in responding to the intervention process by designing, implementing, and gathering appropriate data and evidence
- 2.5 Candidates identify resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle.
- 3.1 Candidates coach and model collaborative efforts to share knowledge and demonstrate interdisciplinary instruction among teachers.
- 3.4 Candidates facilitate collaborative professional learning activities for educators, families, and the community.
- 4.1 Candidates participate in developing a shared vision for short-term and long term goals for ongoing school reform, and continuous improvement
- 4.4 Candidates support other school leadership team members in advocating and communicating the school's vision and goals.
- 5.3 Candidates demonstrate skills in serving as mentors and coaches to others

**5. Off-Campus Field Experience**

One of the assessments for this course will require students to complete a community outreach audit for their building. This audit will require students to interview staff and parents about school efforts to work collaboratively with parents and the community and keep them informed. It will also require a document analysis of the communications around the school's vision and the activities and efforts underway to achieve the vision of the school. Students will also be expected to arrange and facilitate professional development sessions with a small group of teachers in their districts.

**6. Diversity**

Through the use of case studies that describe contemporary problems within actual schools, students will have opportunities to acquire and apply knowledge, dispositions, and performances necessary for assessing learning environments and implementing context-appropriate strategies. These strategies seek to capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of the school social system in order to improve the school-learning environment.

**7. Technology**

This hybrid course will require students to use online discussion boards, presentations, and Internet sources for each topic, as indicated on the schedule. Online journals will be refined for use in the administrative portfolio.

SCHEDULE:			
Date	Topical Outline	Reading due	Assessments

<b>BEFORE class</b>			
<b>The first few weeks of the course explore the following question: How do teacher leaders support the work of teachers and improve student outcomes?</b>			
Week 1-2	Intro to course and preview of topics and assignments  Examining assessment practice and strategies	<ul style="list-style-type: none"> <li>Chappuis Chapters 1 - 3</li> </ul>	<ul style="list-style-type: none"> <li>At the end of Chapters 1-2, complete at least 5 activities and self-assessments. Write a 2-3 page journal that summarizes your results and reflects upon them.</li> <li>Field experience: Arrange to work with a small group of teachers on deconstructing standards. Have the group complete the team self-evaluation activity in Chapter 2 as well, and write up a summary of the experience of leading PD</li> </ul>
Week 3-4	Quality assessments	<ul style="list-style-type: none"> <li>Chappuis chapter 4-8</li> </ul>	<ul style="list-style-type: none"> <li>Gather some of your own or colleagues assessments. Perform an assessment audit on at least two assessments (one should be selected response and the other can be written response or performance assessment)</li> <li>Create a test blueprint for a unit and write a summary of what you did and why</li> <li>Prepare a quiz for formative use, using the guidelines on page 165</li> <li>With a group of teachers, create a quality rubric and justify its quality using the information from chapter 7</li> </ul>
Week 5-6	Grading for learning	<ul style="list-style-type: none"> <li>O'Connor, Chapters 1-2</li> </ul>	<ul style="list-style-type: none"> <li>Assignments TBA</li> </ul>
Week 7-8	Tracking learning and using data	<ul style="list-style-type: none"> <li>Chappuis, Chapter 9</li> <li>O'Connor, Chapters 3-9</li> </ul>	<ul style="list-style-type: none"> <li>Assignments TBA</li> </ul>
<b>The next few weeks will explore the following question: How can teacher leaders support the school leadership team members by advocating the school's mission and practices to teachers, the community and parents?</b>			
Week 9-10	Conferences with students and parents about learning	<ul style="list-style-type: none"> <li>Chappuis, Chapter 10-12</li> <li>O'Connor, Chapters 10-12</li> <li>Riegel book</li> </ul>	<ul style="list-style-type: none"> <li>Assignments TBA</li> </ul>
Week 11-12	Strategic planning and community outreach	<ul style="list-style-type: none"> <li>Bronfenbrenner's Ecological Theory</li> <li>Strategic planning readings</li> </ul>	<ul style="list-style-type: none"> <li>Begin community outreach audit (see explanation above under field experience)</li> </ul>
<b>How can teachers elevate their professionalism by becoming involved in national and state organizations?</b>			
Week 13-	Elevating the	<ul style="list-style-type: none"> <li>Distributed</li> </ul>	<ul style="list-style-type: none"> <li>Finish community outreach audit</li> </ul>

14	profession	leadership in schools	<ul style="list-style-type: none"> <li>• Presentation on professional organizations and professional</li> </ul>
Week 15	Reflections on the teaching profession and the future of teaching.	<ul style="list-style-type: none"> <li>• Issues in teaching -- policies and practice</li> <li>• TBA</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Plan due</li> <li>• Plans will be shared with classmates</li> </ul>
Exam	The final exam for this course will require students to analyze assessments for quality and a case study that asks students to strategize approaches to reaching out to the parents and community to illicit support for the school's vision.		

**9. Course requirements**

**1. CLASS ASSIGNMENTS (40% OF GRADE):** Students will be required to complete a number of class assignments throughout the course. These assignments range from journal writing to assessing rubric and assessment quality. Participation in class activities is also part of this portion of the course grade

**2. FIELD EXPERIENCE/COMMUNITY OUTREACH AUDIT (35% OF GRADE):** Students will demonstrate their ability to connect with parents by conducting an audit of the communications sent to the community or to parents and the success of the strategic plan in the district. This experience will require interviews with school leaders and an extensive examination of district initiatives.

**3. PROFESSIONAL PLAN (25% OF GRADE):** Students will complete a professional plan with clear action steps, a rationale for each, and a timeline with clear goals.

<b>10. Evaluation and Grading</b> A 94-100%	A- 90-93%
B+ 87-89%	B 84-86%
B- 80-83%	C+ 77-79%
C 74-76%	C- 70-73%
D+ 69-72%	D 66-68 %
E Below 66%	

Note: Rubrics for portfolio entries and the PD project will be provided.

<b>Determination of Final Grade: 100 total points</b> <b>Class assignments: 40</b> <b>Field experience: 35</b> <b>Professional Plan: 25</b>
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**13. Academic Misconduct**

It is expected that the work you submit in this course is your own, or in the case of group work, the work of you and your classmates. In no case are you to copy, plagiarize or in any other way promote work of others as your own. Cases of such academic misconduct will be referred to the Office of Academic Affairs and may result in course failure or expulsion from the program and the University. Below is a definition of Academic Misconduct from the Committee on Academic Misconduct

(<http://caa.osu.edu/procedures/1.0.html>):

1.0 Academic Misconduct (3335-31-02)

Academic misconduct is defined as any activity, which tends to compromise the academic integrity of the institution, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

- A. violation of course rules as contained in the course syllabus or other information provided the student; violation of program regulations as established by departmental committees;
- B. providing or receiving information during quizzes and examinations such as course examinations and general examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work;
- C. submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- D. falsification, fabrication, or dishonesty in reporting research results;
- E. serving as, or enlisting the assistance of a "ringer" or substitute for a student in the taking of examinations.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/esc.asp](http://studentaffairs.osu.edu/info_for_students/esc.asp)).

#### **14. Statement on Diversity**

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

#### **15. Grievances and Solving Problems**

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, you should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.

## Sarah Odum

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**From:** Deborah Zabloudil  
**Sent:** Monday, September 24, 2012 10:39 AM  
**To:** Sarah Odum  
**Cc:** Belinda G. Gimbert; Andrew Zircher  
**Subject:** RE: Teacher Leader Endorsement  
**Attachments:** Latest\_Teacher Leader\_File\_OSU T-L\_Program\_Submission\_final2 (2).doc

Sarah,

Attached is the Teacher Leader Endorsement proposal that has been supported by our EDAD faculty, our Graduate Studies Committee and Dr. Anderman.

Thanks!

*Deb*

Deb Zabloudil  
Director  
Office of Student Services and Graduate Studies  
School of Educational Policy and Leadership  
122 Ramseyer Hall  
29 West Woodruff Ave.  
Columbus, OH 43210-1177  
614-688-4007 (fax) 614-292-7900  
[dzabloudil@ehe.osu.edu](mailto:dzabloudil@ehe.osu.edu)

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**From:** Andrew Zircher  
**Sent:** Monday, September 24, 2012 7:53 AM  
**To:** Deborah Zabloudil  
**Cc:** Belinda G. Gimbert; 'Errante, Antoinette'; Eric Anderman; Sarah Odum  
**Subject:** RE: Teacher Leader Endorsement

Hi Deb,

Great- I am glad to hear this. Please send a copy of the proposal to Sarah Odum ([sarahodum@ehe.osu.edu](mailto:sarahodum@ehe.osu.edu)) and she will put it on the curriculum committee agenda for next month.

Andy  
[Zircher.2@osu.edu](mailto:Zircher.2@osu.edu)  
614-292-8225

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**From:** Deborah Zabloudil  
**Sent:** Friday, September 21, 2012 1:20 PM  
**To:** Andrew Zircher  
**Cc:** Belinda G. Gimbert; Errante, Antoinette; Eric Anderman  
**Subject:** Teacher Leader Endorsement

Andy,

The Graduate Studies Committee has reviewed the Teacher-Leader Endorsement Program being put forward by Dr. Gimbert and the faculty in Educational Administration. I wanted to let you know that we support the Endorsement so it can move forward.

*Deb*

Deb Zabloudil  
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