

“Preparing Professionals for Changing Educational Contexts”

ESP 782R Syllabus

Department of Special Education

College of Education, University of Nevada Las Vegas

I.	Prefix & Number	ESP 783R
II.	Title	Leadership Seminar in Special Education
III.	Credits	3 semester hours
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	ESP 782 or consent of instructor
X.	Course Description	The purpose of this seminar is to empower the participants, through knowledge and skill acquisition to become highly effective leaders in the fields of special education, early childhood education, or other related disciplines. Current leadership paradigms and their application to a variety of professional roles will be explored. Throughout this seminar, participants will have the opportunity to reflect on and develop a vision for their personal leadership development.
XI.	Standards Addressed: Council for Exceptional Children Advanced Preparation Standards Addressed in this Course	CEC Standard 2: Curricular Content Knowledge (2.2, 2.3) CEC Standard 3: Programs, Services, and Outcomes (3.2, 3) CEC Standard 4: Research and Inquiry (4.1, 4.2, 4.3) CEC Standard 5 - Leadership and Policy (5.4, 5.5) CEC Standard 6 - Professional and Ethical Practice (6.3, 6.5, 6.7) CEC Standard 7 – Collaboration (7.1, 7.2, 7.3)

XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

<p>Objective: Apply leadership theories to special education, early childhood education, and/or other related disciplines within urban environments to improve outcomes for students with exceptionalities and their families.</p> <p>Standards: CEC Standard 5 - Leadership and Policy CEC Standard 6 - Professional and Ethical Practice CEC Standard 7 - Collaboration</p>	
5.4	Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5	Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.
6.7	Special education specialists actively promote the advancement of the profession.
7.1	Special education specialists use culturally responsive practices to enhance collaboration.

<p>Objective: Describe the interconnectedness of their personal value system and identified leadership style in working with special populations within urban educational contexts.</p> <p>Standards: CEC Standard 5 - Leadership and Policy CEC Standard 6 - Professional and Ethical Practice</p>	
5.4	Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5	Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.
6.3	Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

<p>Objective: Use key concepts associated with the use of power to implement effective leadership within urban educational contexts.</p> <p>Standards: CEC Standard 5 - Leadership and Policy CEC Standard 7 - Collaboration</p>	
5.4	Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5	Special education specialists advocate for the allocation of appropriate resources for the

	preparation and professional development of all personnel who serve individuals with exceptionalities.
7.2	Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities
7.3	Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

Objective: Incorporate a variety of methods in decision-making, problem-solving, and team building.

Standards:

CEC Standard 5 - Leadership and Policy

CEC Standard 7 - Collaboration

5.5	Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.
7.2	Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities
7.3	Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

Objective: Discuss previous, current, and future stages of school reform for students with exceptionalities, specifically within urban educational contexts.

Standards:

CEC Standard 2: Curricular Content Knowledge

CEC Standard 3: Programs, Services, and Outcomes

2.2	Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
2.3	Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.
3.2	Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
3.3	Special education specialists apply knowledge of theories, evidence-based practices

Objective: Apply leadership skills to conduct a needs assessment and provide a related service within an urban educational context.

Standards:

CEC Standard 2: Curricular Content Knowledge

CEC Standard 3: Programs, Services, and Outcomes

CEC Standard 4: Research and Inquiry

CEC Standard 5 - Leadership and Policy

CEC Standard 6 - Professional and Ethical Practice

CEC Standard 7 - Collaboration

2.3	Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities
3.2	Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
4.1	Special education specialists evaluate research and inquiry to identify effective practices.
4.2	Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
4.3	Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.
5.4	Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5	Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.
6.5	Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
6.7	Special education specialists actively promote the advancement of the profession.
7.1	Special education specialists use culturally responsive practices to enhance collaboration.
7.2	Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities
7.3	Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

XIII. RESULTS

Course Objectives	Related CEC Standards	Measurement/Evaluation
Apply leadership theories to special education, early childhood education, and/or other related disciplines within urban environments.	5.4, 5.5, 6.7, 7.1	Community Action Project (Site Context Analysis) Conference Proposal Conference Presentation
Describe the interconnectedness of their personal value system and identified leadership style within urban educational contexts.	5.4, 5.5, 6.3	Community Action Project (Reflection)
Use key concepts associated with the use of power to implement effective leadership within urban educational contexts.	5.4, 5.5., 7.2, 7.3	Community Action Project (Site Context Analysis, Reflection) Conference Proposal
Incorporate a variety of methods in decision-making, problem-solving, and team building	5.5, 7.2, 7.3	Community Action Project (Global Need Identification, Needs Assessment, Analysis, Leadership Proposal)
Discuss previous, current, and future stages of school reform, specifically in urban educational contexts.	2.2, 2.3, 3.2, 3.3	Community Action Project (Leadership Proposal, White Paper) Conference Proposal Conference Presentation
Apply leadership skills to conduct a needs assessment and provide	2.3, 3.2, 4.1,4.2, 4.3, 5.4, 5.5, 6.5, 6.7, 7.1, 7.2, 7.3	Community Action Project (all)

a related service within an urban educational context.		
---	--	--

XIV. COURSE RESOURCES

Required Texts

- Grenny, J., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2013). *Influencer: The New Science of Leading Change*. New York, NY: McGraw Hill Education.
- Yousafzai, M. (2013). *I am Malala: The Girl Who Stood Up for Education and Was Shot by The Taliban*. London: Orion Publishing Group.

Required Readings (Found on WebCampus)

- Al-Omari, A.A. (2013). The relationship between decision making styles and leadership styles among Public school principals. *International Education Studies*, 6(7), 100-110.
- Avolio, B.J., Walumbwa, F.O., & Weber, T.J. (2009). Leadership: Current theories, research, and future Directions. *The Annual Review of Psychology*, 60, 421-449. doi: 10.1146/annurev.psych.60.110707.163621
- Close, P. (2012). Developing multi-agency leadership in education. *School Leadership & Management*, 32 (2), 123-140.
- Cunningham, J.B. & MacGregor, J.N. (2013). Productive and re-productive thinking in solving insight problems. *The Journal of Creative Behavior*, 48, 44-63. doi: 10.1002/jocb.40
- Gravani, M.N. (2012). Adult learning principles in designing learning activities for teacher Development. *International Journal of Lifelong Education*, 31, 419-432. doi: 10.1080/026001370.2012.663804
- McCawley, P. (n.d.) Methods for conducting an educational needs assessment. University of Idaho.
- Mette, I.M., & Scribner, J.P. (2014). Turnaround, transformational, or transactional leadership: An ethical dilemma in school reform. *Journal of Cases in Educational Leadership*, 17(4), 3-18.
- Milner, H.R. (2013). Rethinking achievement gap talk in urban education. *Urban Education*, 38, 3-8. doi: 10.1177/0042085912470417
- Milner, H.R. (2012). Beyond a test score: explaining opportunity gaps in educational practice. *Journal of Black Studies*, 46, 693-715. Doi: 10.1177/0021934712442539

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles

- Auguste, B., Kihn, P., & Miller, M. (2010). *Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching*. Retrieved from http://www.mckinsey.com/clientservice/Social_Sector/our_practices/Education/Knowledge_Highlights/Closing_the_talent_gap.aspx

- Bays, D. A., & Crockett, J. B. (2007). Investigating instructional leadership for special education. *Exceptionality, 15*, 143-161.
- Bill & Melinda Gates Foundation. (2010). *Working with teachers to develop fair and reliable measures of effective teaching*. Retrieved from <http://www.gatesfoundation.org/learning/Pages/2010-reliable-measures-effective-teaching.aspx>
- Boscardin, M. L. (2007). What is special about special education administration? Considerations for school leadership. *Exceptionality, 15*, 189-200.
- Ciulla, J. B. (2003). *Ethics of leadership*. Belmont, CA: Wadsworth.
- Cottrell, D. (2002). *Monday morning leadership*. Dallas: CornerStone.
- Covey, S. R. (1991). *Principle-centered leadership*. New York: Simon & Schuster.
- Covey, S. R. (1989). *The 7 habits of highly effective people*. New York: Simon & Schuster.
- Covey, S. R. (2004). *The 8th habit: From effectiveness to greatness*. New York: Free Press, a division of Simon & Schuster.
- Covey, S. R., Merrill, A. R., & Merrill, R. R. (1994). *First things first*. New York: Simon & Schuster.
- Crockett, J. B. (2007). The changing landscape of special education administration. *Exceptionality, 15*, 139-200.
- Crowe, E. (2010). Measuring what matters: A stronger accountability model for teacher education. Washington, D. C.: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2010/07/teacher_accountability.html
- Cruzeiro, P. A., & Morgan, R. L. (2006). The rural principal's role with consideration for special education. *Education, 126*, 569-579.
- DiPaola, M., Tschannen-Moran, M., Walther-Thomas, C. (2004). School principals and special education: Creating the context for academic success. *Focus on Exceptional Children, 37*(1), 1-10.
- Farkas, S., & Duffett, A. (2010). *Cracks in the ivory tower? The views of education professors*. Washington, D. C.: Thomas B. Fordham Institute.
- Friedman, T. L. (2007). *The world is flat: A brief history of the twenty-first century*. New York: Picador / Farrar, Straus, and Giroux.
- Fuchs, D., Fuchs, L. S., & Stecker, P. M. (2010). The "blurring" of special education in a new continuum of general education placements and services. *Exceptional Children, 76*, 301-323.
- Fullan, M. (2008). *The six secrets of change*. San Francisco: Jossey-Bass of Wiley.
- Hatherley, J. A. (2003). *Daring to be different: Manager's ascent to leadership*. Belmont, CA: Star Publishing Company.
- Johnson, D. W., & Johnson, F. P. (2013). *Joining together* (11th ed.). Boston: Pearson Education.
- Johnson, S. (1998). *Who moved my cheese?* New York: G. P. Putnam's Sons.
- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Lashley, C. (2007). Principal leadership for special education: An ethical framework. *Exceptionality, 15*, 177-187.
- Loehr, J., & Schwartz, T. (2003). *The power of full engagement*. New York: Free Press, a division of Simon & Schuster.
- Manning, G. (2007). *Art of leadership*. Homewood, IL: Richard D. Irvin
- Northouse, P. G. (2004). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage Publications.
- Ravitch, D. (2010). *Why public schools need demographic governance*. Kappan, 91(6), 24-27.
- Tredway, L., Brill, F., & Hernandez, J. (2007). Taking off the cape: The stories of novice urban leadership. *Theory into Practice, 46*, 212-221.
- U.S. Department of Education, Office of Planning, Evaluation and Policy Development (2010). *ESEA Blueprint for Reform*. Retrieved from <http://www2.ed.gov/policy/elsec/leg/blueprint/index.html>
- Wayman, J. C. & Stringfield, S. (2006). Data use for school improvement. *American Journal of Education, 112*, 469-588.
- West, J. E., & Whitby, P. J. S. (2008). Federal policy and the education of students with disabilities: Progress and the path forward. *Focus on Exceptional Children, 41*(3), 1-16.
- Wheelan, S. A. (2006). *Creating effective teams: A guide for members and leaders*. Thousand Oaks, CA: Sage Publications.

Suggested Internet Resources

WebCampus

https://webcampus.unlv.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id= 81_1

XVI. ASSIGNMENTS

1. Complete Assigned Readings

The reading assignments are designed to prepare you for class discussion and related activities. After reading the content, generalize and apply what you've read to the field of special education and/or early childhood education within urban schools. Take time to reflect on how the content applies to your leadership aspirations. You will be required to prepare and lead one discussion group during the semester.

2. Community Action Project (315 points)

The purpose of the Community Action Project is to allow you to apply all of the leadership skills learned within this course. This project requires you to demonstrate leadership within the three areas of academia – teaching, scholarship and service. The Community Action Project is comprehensive and will be carried out over the course of the semester. The requirements of this project include a research site context assessment, the development of a needs assessment, the

analysis of needs assessment data, the development of service related to need, and the development of a white paper for the research site. See extensive project directions and the corresponding grading rubric on WebCampus. This assignment will be completed in pairs.

3. **Conference Proposal (145 points)**

The purpose of the Conference Proposal development is to support your development in service and advancing the profession. You will be expected to develop a conference proposal to be submitted to a national conference (CEC, TESOL, NABE, NAEYC, DEC). Your proposal will be a poster presentation related to your Community Action Project or a research project from another course (e.g. ESP 785). See extensive proposal directions and the corresponding grading rubric on WebCampus.

4. **Mock Conference Presentation (115 points)**

The purpose of the Mock Conference Presentation is to allow you to develop your presentation and leadership skills related to teaching. You will provide a poster presentation to the class and invited faculty. Assume that you are actually at a Professional Conference. This is an individual activity.

XVII. PERFORMANCE ASSESSMENTS

The Community Action Project and the Mock Conference Presentation are performance assessments. These assignments require the application of course objectives.

XVIII. SPECIAL NOTES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel

that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of

charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Research Librarian -- Students may consult with a librarian on research needs. For this class, the Subject Librarian is Samantha Godbey. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions atL (https://www.library.unlv.edu/contact/librarians_by_subject) <https://www.library.unlv.edu/>)

XIX. GRADING POLICY

Range of Points Earned	Grade
535-575	A
518-534	A-
506-517	B+
477-505	B
460-476	B-
449-459	C+
420-448	C
403-419	C-
345-402	D
344-0	F

XX. CLASS SCHEDULE

Lesson/ Date	Lesson Topic	Assigned Content Readings and Resources	Book Club	Assignment Due
1	Introduction to Course/Leadership			
2	Leadership within Urban Education Contexts	Milner (2013) Milner (2012)	I am Malala (ch 1-2)	
3	Leadership in School Reform	Kronick, Lester, & Luter (2013) Harkavy, Hartley, Hodges, & Weeks (2013)	I am Malala (ch 3-4)	
4	Developing a Needs Assessment	McCawly (n.d.) Walsh (2013)		
5	Panel Leadership Theories Leadership within the Academy	Middlehurst (2008)	I am Malala (ch 5-6)	Site Context Analysis Due Global Need Identification Due Draft Needs Assessment Due
6	Dr. Morgan Presentation Power and Influence/Value Systems	Influencer (1-63)	I am Malala (ch 7-8)	
7	Dr. Baker Presentation Personal Motivation and Ability	Influencer (66-144)	I am Malala (ch 9-10)	Draft Conference Proposal Due

8	Dean Presentation Problem-solving	Cunningham & MacGregor (2013) Influencer (145-184)	I am Malala (ch 11-12)	
9	Decision-making Analyzing Need	Mette & Scribner (2014) Influencer (185-216)	I am Malala (ch 13-14)	Needs Assessment and Data Due
10	Spring break			
11	Leadership Proposal Feedback Session	Influencer (217-285)	I am Malala (ch 15-17)	Leadership Proposal Due
12	Online Module	Professional Writing		
13	Online Module	Professional Writing		
14	Principles of Adult Learning	Gravani (2012)	I am Malala (ch 18-21)	Conference Proposal Due
15	Putting it All Together	Kronick, Lester, & Luther (2013b)	I am Malala (ch 22-24)	
16 5/4	Presentations			White Papers Due
17 5/11	Presentations			

Rubrics

Community Action Project Grading Rubric (315 points)

	Target (100-93%)	Acceptable (92-83%)	Unacceptable (80% and below)
<p>Site Context 20% 63 points</p>	<p>Clearly and thoroughly describes the context of the site.</p> <p>Clearly analyzes the complexity of the related variables supporting/challenging student achievement and the overall success of students and families in the community.</p> <p>Writing vividly portrays the site context.</p> <p>63-59 points</p>	<p>Describes the context of the site.</p> <p>Describes the variables that support/challenge student achievement. Some analysis of the complexity of related variables that support/challenge the success of students.</p> <p>Writing gives a superficial portrayal of the site context.</p> <p>58-52 points</p>	<p>Limited description of the site context.</p> <p>Limited description of the variables that support/challenge student achievement. Fails to analyze the complexity of related variables.</p> <p>Writing does not portray the context.</p> <p>51-0 points</p>
<p>Global Need Identification 5% 15 points</p>	<p>The global need identified is clearly linked to the analysis of site context.</p> <p>The global need is described in detail.</p> <p>15-14 points</p>	<p>The global need identified is linked to the analysis of site context.</p> <p>The global need is described.</p> <p>13-12 points</p>	<p>The global need identified is not linked to the analysis of site context.</p> <p>Limited description of global need.</p> <p>11-0 points</p>
<p>Needs Assessment (NA) 20% 63 points</p>	<p>NA is clearly linked to the identified global need.</p> <p>NA clearly addresses a subcomponent of the identified global issue.</p> <p>NA clearly targets understanding the subcomponent at a deeper level.</p> <p>NA includes 2 clearly aligned data points.</p> <p>63-59 points</p>	<p>NA is linked to the identified global need.</p> <p>NA addresses a subcomponent of the identified global issue.</p> <p>NA attempts to understand the subcomponent at a deeper level.</p> <p>NA includes 2 data points.</p> <p>58-52 points</p>	<p>NA is not linked to the identified global need.</p> <p>NA does not address a subcomponent of the identified global issue or is too large.</p> <p>NA fails to understand the subcomponent at a deeper level.</p> <p>NA includes less than 2 data points.</p> <p>51-0 points</p>
<p>Analysis 10% 32 points</p>	<p>Clearly analyzes and describes the data.</p> <p>32-30 points</p>	<p>Thoroughly describes the data.</p> <p>29-27 points</p>	<p>Limited description of the data.</p> <p>26-0 points</p>

<p>Leadership Proposal (LP) 20% 63 points</p>	<p>LP clearly aligns to the identified need.</p> <p>LP provides a brief, well-written review of the literature linked to the identified need.</p> <p>LP clearly outlines proposed action project (objectives and procedures).</p> <p>LP includes an evaluation plan clearly linked to project objectives.</p> <p>63-59 points</p>	<p>LP aligns to the identified need.</p> <p>LP provides a brief, review of the literature linked to the identified need.</p> <p>LP outlines proposed action project (objectives and procedures).</p> <p>LP includes an evaluation plan linked to project objectives.</p> <p>58-52 points</p>	<p>LP does not effectively align to the identified need.</p> <p>LP provides a brief, review of the literature loosely linked to the identified need.</p> <p>LP fails to outline proposed action project (objectives and procedures).</p> <p>LP includes an evaluation plan not linked to project objectives.</p> <p>51-0 points</p>
<p>Reflection 15% 47 points</p>	<p>Clearly demonstrates reflection on the entire process related to understanding context, analyzing the data, designing and implementing a project and evaluating impact.</p> <p>Clearly reflects on the project through the lens of leadership (e.g. power, influence, problem-solving, decision-making)</p> <p>47-44 points</p>	<p>Reflects on the entire process related to understanding context, analyzing the data, designing and implementing a project and evaluating impact.</p> <p>Reflects on the project through the lens of leadership (e.g. power, influence, problem-solving, decision-making)</p> <p>43-39 points</p>	<p>Reflects on some components of the process related to understanding context, analyzing the data, designing and implementing a project and evaluating impact.</p> <p>Limited reflection on the project through the lens of leadership (e.g. power, influence, problem-solving, decision-making)</p> <p>38-0 points</p>
<p>White Paper 10% 32 points</p>	<p>Well-written document that provides site with brief literature review, brief findings on need, overview of project, evaluation, and tips for next steps.</p> <p>Error-free</p> <p>32-30 points</p>	<p>Document that provides site with brief literature review, brief findings on need, overview of project, evaluation, and tips for next steps.</p> <p>1-3 Errors</p> <p>29-27 points</p>	<p>Document that provides site with a minimal literature review, minimal findings on need, overview of project, evaluation.</p> <p>4+ Errors</p> <p>26-0 points</p>
<p>Total</p>	<p>315-295 points</p>	<p>288-261 points</p>	<p>254-0 points</p>

Conference Proposal Grading Rubric (145 points)

	Target	Acceptable	Unacceptable
Abstract 14 points	<p>Abstract is well-written and brief.</p> <p>Abstract clearly aligns to selected primary and secondary topic areas.</p> <p>Abstract clearly identifies learner outcomes.</p> <p>14-13 points</p>	<p>Abstract is understandable to the reader.</p> <p>Abstract aligns to selected primary and secondary topic areas.</p> <p>Abstract identifies learner outcomes.</p> <p>12-11 points</p>	<p>Abstract is not clear.</p> <p>Abstract does not align to selected primary and secondary topic areas.</p> <p>Abstract fails to identify learner outcomes.</p> <p>11-0 points</p>
Introduction 29 points	<p>The introduction clearly introduces the topic and its importance.</p> <p>The introduction utilizes relevant and current data to support the rationale/need for the proposal.</p> <p>The introduction includes current references.</p> <p>The introduction includes a clearly stated purpose of the session/presentation</p> <p>29-27 points</p>	<p>The introduction introduces the topic and its importance.</p> <p>The introduction utilizes data to support the rationale/need for the proposal.</p> <p>The introduction includes references.</p> <p>The introduction includes a stated purpose of the session/presentation</p> <p>26-24 points</p>	<p>The introduction vaguely introduces the topic.</p> <p>Data is not utilized to support the rationale/need for the proposal.</p> <p>The introduction does not include references.</p> <p>Purpose of presentation/session is unclear.</p> <p>23-0 points</p>
Session Objectives/Intended Outcomes 29 points	<p>The proposal includes 2-3 participant outcomes clearly aligned to the focus of the proposal.</p> <p>Outcomes are relevant, useful, and appropriate for the intended audience.</p> <p>Outcomes are measurable and describe the skills, knowledge, and/or behaviors participants will</p>	<p>The proposal includes 2-3 participant outcomes aligned to the focus of the proposal.</p> <p>Outcomes are somewhat relevant, useful, and appropriate for the intended audience.</p> <p>Outcomes describe the skills, knowledge, and/or behaviors participants will know or be able to</p>	<p>The proposal includes 2-3 participant outcomes not aligned to the focus of the proposal.</p> <p>Outcomes are not relevant, useful, or appropriate for the intended audience.</p> <p>Outcomes are not measurable and fail to describe the skills, knowledge, and/or</p>

	<p>know or be able to do at the end of the session.</p> <p>Outcomes are reasonable in relation to medium and time.</p> <p>29-27 points</p>	<p>do at the end of the session.</p> <p>Some concern that outcomes might not be reasonable within the medium or time.</p> <p>26-24 points</p>	<p>behaviors participants will know or be able to do at the end of the session.</p> <p>Outcomes are not reasonable in relation to medium and time.</p> <p>23-0 points</p>
<p>Session Outline 29 points</p>	<p>The paragraph clearly outlines exactly what participants will do during the session.</p> <p>The session outline will clearly demonstrate usefulness to practitioners.</p> <p>29-27 points</p>	<p>The paragraph outlines what participants will do during the session.</p> <p>The session outline will demonstrate usefulness to practitioners.</p> <p>26-24 points</p>	<p>It is unclear what participants will do.</p> <p>The session outline does not demonstrate usefulness to practitioners.</p> <p>23-0 points</p>
<p>Relevance to Learners, Families, and/or Educations of Diverse Groups 15 points</p>	<p>Either throughout the proposal or in a separate paragraph, the proposal clearly identifies the relevancy of the session in the improvement of outcomes for diverse learners and/or their families.</p> <p>15-13 points</p>	<p>Either throughout the proposal or in a separate paragraph, the proposal identifies the relevancy of the session in the improvement of outcomes for diverse learners and/or their families.</p> <p>12-11 points</p>	<p>Relevance of the session to improving outcomes for diverse learners and/or their families is not evident.</p> <p>10-0 points</p>
<p>Evidence of Effectiveness 15 points</p>	<p>Either throughout the proposal or in a separate paragraph, the proposal clearly describes the evidence of effectiveness.</p> <p>15-14 points</p>	<p>Either throughout the proposal or in a separate paragraph, the proposal describes the evidence of effectiveness.</p> <p>13-11 points</p>	<p>The proposal fails to describe the evidence of effectiveness.</p> <p>10-0 points</p>
<p>Format 14 points</p>	<p>Proposal is well-written, follows APA format, and includes all proposal components.</p> <p>Error-free</p>	<p>Proposal is well-written, follows APA format, and includes all proposal components.</p> <p>1-2 errors</p> <p>12-11 points</p>	<p>Proposal is difficult to understand, does not follow APA format, and does not include all proposal components.</p> <p>3+ errors</p> <p>11-0 points</p>

	14-13 points		
Total	145-134 points	127-116 points	111 points