

**K-12 Principal Internship
ADMPS 2097
Syllabus
University of Pittsburgh
School of Education**

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I. Course Description and/or Rationale

The goal of the PA Department of Education is to place a high-quality educational leader in every school and district to be change agents that improve student achievement. To accomplish this goal, the PA Department of Education is committed to aligning educational leadership certificate programs with what we know from research and best practices. Research shows that internships and field experiences are the primary vehicle toward delivering the ideal “job-embedded” experience. That requires that each candidate for an educational leadership certification in PA is linked with a school/district for 360 hours of university supervised and principal mentored internship/fieldwork experiences over the 12 month lifecycle of the school. This syllabus reflects the 360 hours of internship and field experiences that are faculty supervised and principal mentored. Mentors are from various geographical locations at all levels; elementary, middle, and secondary.

II. Mentor Principal

Chapter 354 requires that mentors are trained by the preparing institution to assist, guide and evaluate the performance of the candidates within field placements. Mentors in the K-12 Principal certificate program are trained to assist, guide and evaluate candidates, certified in the area they are supervising, have three years of satisfactory experience, and recognized as high-quality educational leaders. Principals who are invited to be mentors are from various geographical locations at all levels; elementary, middle, and secondary. Based on the requirements of Chapter 354, mentor principals are trained to:

1. Understand the Core and Corollary Standards for School Leaders as well as the Special Education competencies and Sub-competencies for School Leaders
2. Assess K-12 principal candidates using the PA Standards for School Leaders and University guidelines.
3. Assist, guide and evaluate candidates and the certificate program.

III. Materials

Students are expected to read the following publication weekly and monthly publications:

Journals

1. *Education Week* - Subscribe at www.edweek.org/ew/index.html
2. *Educational Leadership* – Published by the Association of Supervision and Curriculum Development at www.ascd.org
3. *Principal Leadership* – Published by National Association of Secondary School Principals at www.nassp.org
4. *Principal Magazine* – Published by the National Association of Elementary School Principals at www.naesp.org

Book

Marzano, R., Pickering, D.J., & Pollock, J.E. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

<http://shop.ascd.org/productdisplay.cfm?productid=101010>

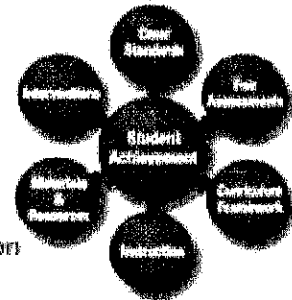
Websites

PA Department of Education Website www.education.state.pa.us – Gain a deep understanding of PA Standards Aligned System. All readings are required. Understand the content of the including the materials and tools, including but not limited to:

1. Getting Results – PA Roadmap for Math and Reading http://www.pasip.org/GR_home.asp

Standards Aligned System

(SAS) is a developing architecture you as a participant in our education community need to know about.



2. Standards Aligned System - http://www.portal.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237

IV. Learning Opportunities

Students are responsible for completing 360 hours of internship/fieldwork over the 12 month life cycle of the school year.

Required

Internship

University instructor and on-site supervisors review candidates' self-assessment of the Core and Corollary Standards, meet with candidates to determine appropriate placement based on their self-assessment and relevant professional experience in addition to considering geographic location. Mentor principals are selected based on having at least three years of experience as a principal, completing the mentor principal training, and being recognized as a successful principal. Each candidate has a minimum of two visits with the university on-site supervisor and the mentor principal. During the meetings, that last approximately 60 to 120 minutes, the university

supervisor uses an interview protocol that includes a series of questions and descriptors regarding the candidates' experiences, knowledge, leadership management skills, and dispositions. The is part of the interview process and contributes to the feedback to the candidate. After the meeting the university supervisor and the mentor principal discuss the candidate's strengths and needs. The candidate returns to the meeting to get the joint feedback and suggestions and strategies for improvement. These are written by the university supervisor and sent to the candidate and mentor principal.

Two One-Day Intensive Experiences with Practicing Principals and Educational Leaders During Summer I and Summer II

1. Understanding of the broad role and responsibilities of the principal (**8 hour internship**) One-day intensive experience presented by practicing principals and educational leaders (Summer Term I) – Topics: *“so you want to be a principal”, multiple measures of data focused on student achievement, RTII/special education, strategic planning, budget/facilities/scheduling, PA Tools; school-wide discipline; principal’s roles and responsibilities in a large district/small district, alphabet soup (acronyms in the educational setting), understanding employee contracts*
2. Am I ready to be a principal? (**8 hour internship**) One-day intensive experience presented by practicing principals and educational leaders (Summer Term II) – Topics: *case studies on data to improve student achievement, teacher evaluation using state forms, induction programs, role of the principal in district policy and procedures, role of the principal in interacting with School Board of Directors, creating balance in your professional/personal life, PDE Acts (45, 48 ...)*

Elementary AND Secondary School Internship Placement

1. Summer Term I – 57 hour internship aligned to course content
2. Fall Term – 25 hour internship aligned to course content
3. Spring Term – 25 hour internship aligned to course content
4. Summer Term II – 57 hour internship aligned to course content

Fieldwork Experiences and Professional Growth Experiences

1. **Fieldwork is defined as** work undertaken outside the classroom focused on acquiring specific knowledge, skills and dispositions outside of the classroom in through direct contact and observation. The fieldwork is closely supervised by university faculty and practicing school leaders with this particular expertise.
2. **Professional growth and development experiences are defined as** targeted professional development that is offered to school leaders are learners. The candidates choose experiences from the menu of options below that are aligned with the PA Core and Corollary and Special Education Competencies and Sub-competencies for School Leaders. The candidates provide evidence of their understanding of the material from the professional development sessions by preparing podcasts, webinars, PPT, wikis or wikapedias for colleagues. These **activities demonstrate that the candidate learns timely information and disseminates the newly acquired knowledge and skills to colleagues.**

The fieldwork and professional growth and development experiences become artifacts in the candidate's portfolio.

FIELDWORK	PROFESSIONAL GROWTH AND DEVELOPMENT
<p>Activities that require work in or with school organizations that are part of our network of schools: Tri-State School Study Council, Forum for Western PA School Superintendents, and Educational Leadership Initiative (ELI), Principals Academy of Western PA. These activities are mentored by principals in the school and university instructors.</p>	<p>Dr. Jean E. Winsand International Institute for School Leaders</p> <p><i>This workshop for school leaders focuses on women in leadership roles. A special component of the workshop is the presentation of the Dr. Jean E. Winsand Distinguished Woman in Education Award. This award is given to a woman in education whose achievements are widely recognized as being exemplary in education. The award practice was established in 1999. The award is symbolic of the type of leadership Dr. Winsand displayed through her work in the Tri-State Area School Study Council, School of Education, University of Pittsburgh between 1985 and 2001.</i></p>
<p>Coursework</p> <p>ADMPS 2089 Health, Mental Health and Safety 40 hours</p>	<p>Dr. Samuel Francis School Law Symposium and Special Education Workshop</p> <p><i>This workshop for educators and lawyers focuses on legal and special education issues that school districts face. It serves as a comprehensive one-stop information update and practical forum where School Leaders can get the answers they need to operate within the law. At the workshop the Distinguished Achievement in Law Award is given to an outstanding legal and educational advocate. Sponsored by Tri-State Area School Study Council, School of Education, University of Pittsburgh</i></p>
<p>ADMPS 2080 Instructional Leadership 20 hours</p>	<p>Professional Development offered through Intermediate Units</p> <p>Menu of opportunities are available on their websites. Choose at least one training</p>
<p>ADMPS 2080 Public Leadership – Assessment and Accountability and School Law Modules 20 hours</p>	<p>PA Training and Technical Assistance Training (PaTTAN)</p> <p>Menu of opportunities are available on their website http://www.pattan.net/profdev/trainingcalendar.aspx, including, but not limited to RTI and Universally Designed Instruction</p>
<p>ADMPS 2089 Leadership for Inclusive Schools 35 hours</p>	<p>*PA Standards Aligned System –Dr. Terance Doran</p>
<p>ADMPS 2097 K-12 Internship 80 (20 hours each term) hours of professional development as described in this syllabus plus 180 hours of mentored internship.</p>	<p>*Teacher Leadership</p> <p>Students will participate in a training session conducted by Ms. Connie Demore-Palmer, an instructional coach in Norwin School District and an instructor in Differentiated Instruction for ADMPS. Ms.</p>

	Palmer will share her research and advice on how to nurture informal teacher leaders. In preparation for this session, students will read Chapter 6 of Webb & Norton (2009). <i>Human Resources Administration: Personnel Issues and Needs in Education</i> , 5/e Allyn & Bacon.
	<p>*Hiring, etc.</p> <p>Dr. Tracy Vitale, who recently completed a major research project on recruitment and hiring practices in PA school districts, will lead student in a session on recruitment, screening, and hiring teachers. In preparation for this session, students will read Chapters 4 and 5 of Webb & Norton (2009). <i>Human Resources Administration: Personnel Issues and Needs in Education</i>, 5/e Allyn & Bacon.</p>

- Required PD for all Principal Candidates

VI. Student Work, Rubrics for Evaluation and Grading

1. Portfolio (See attached supporting documentation for portfolio process and development)
2. Rubric for Evaluating the Portfolio (see attached Rubric for Evaluating the Portfolio)
3. Written verification of participation from an elementary AND secondary **external** principal mentors. The letters identify the completion of required hours and the acquisition of knowledge, skills and dispositions identified by the candidate in cooperation with the University supervisor and mentor principal. See the attached list of required school/district documents for the portfolio including a rationale and reflection for each document.
4. Written reflections and rationales and/or writing required by the school during the internship (see attached rubric)
5. Written verification of participation from an elementary AND secondary **internal** principal mentors The letters identify the completion of required hours and the acquisition of knowledge, skills and dispositions identified by the candidate in cooperation with the University supervisor and mentor principal. See the attached list of required school/district documents for the portfolio including a rationale and reflection for each document.
6. Log of activities and experiences (See attached supporting documentation for portfolio process and development)
7. Final growth statement – Summary reflections
8. Dispositions Rubric – (See Assessment of Professional Dispositions)
9. Two exit interview reviews – University supervisor interviews intern and site mentors at district level to evaluate performance (On-site visits)

Academic Integrity:

Students in this course will be expected to comply with University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level,

as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disabilities:

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the Disability Resources and Services no later than the 2nd week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TTD) to schedule an appointment. The Office is located in 216 William Pitt Union.

Incomplete Grade:

For this course, an Incomplete Grade (G) will be granted if the student has *actively attended to the course requirements* but needs extended time to complete the required work to meet minimum expectations. The G-Grade allows only two additional terms to complete course work. If work is not completed within that period, the University prohibits any further modification to the grade.

VIII. Pennsylvania School Leadership Standards

Educational Leadership (K-12) students who are seeking Commonwealth of Pennsylvania certification are required to produce a portfolio at the conclusion of their coursework that provides evidence of engagement with the Pennsylvania Core and Corollary Standards and Special Education Competencies and Sub-competencies for School Leaders. Each required course lists the standards that are addressed along with the hours of fieldwork associated with course work. Students should save examples of their work, hopefully of an exemplary level, for inclusion in their portfolio from each course and to ensure that all standards are addressed adequately.

Assessment of Candidate Professional Dispositions¹

¹ Adapted with permission from *Policies and Procedures for Assessing Teacher Candidate Dispositions at Old Dominion University, 2009*

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Superintendent Letter of Eligibility Internship 3093

School leadership candidates must attain the necessary content area knowledge above and beyond that which they are expected to demonstrate in coursework; they must also have the attitudes, values, and dispositions to use the knowledge and skills most efficiently and effectively.

The National Council for the Accreditation of Colleges of Education (NCATE) defines dispositions as:

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. The key dispositions and behaviors essential for all candidates to demonstrate across their programs of study are listed below:

Behavioral Examples of Professional Dispositions

Educational leaders and other school professional candidates at the University of Pittsburgh are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective educators. Listed below are examples of behaviors or actions demonstrating each disposition following each disposition statement.

The candidate shows a disposition toward and commitment to each of the following:

1. Attends functions when required (punctual)
 - a) Arrives for class/field experiences/clinical experiences on time
 - b) Attends class regularly except when excused in advance
 - c) Takes initiative to get materials and notes when absent from meetings or classes
2. Maintains a professional appearance. 2

- a) Acts and dresses according to the standards of the school where the candidate is placed.
 - b) Maintains composure in the classroom
 - c) Demonstrates good personal hygiene
 - d) Demonstrates situationally appropriate behavior and professional demeanor
3. Solicits feedback from others.
- a) Seeks clarification and/or assistance as needed
 - b) Accepts feedback from others positively
 - c) Makes others aware feedback is valued
4. Adjusts behavior based on professional feedback.
- a) Responds constructively to professional feedback from supervisors and others,
 - b) making changes to address legitimate concerns
 - c) Models behavior expected of both educational leaders and learners in an educational setting
 - d) Maintains emotional control
 - e) Considers opinions of others with an open mind
 - f) Acts from a positive frame of reference, including when changes occur
5. Communicates effectively orally (articulate, few grammatical errors)
- a) Listens attentively to others in a variety of contexts
 - b) Interacts in a polite and respectful manner
 - a) Communicates without intent to deceive
 - b) Interacts appropriately in relation to cultural norms
 - c) Interacts in a positive and professional manner with students, peers, educational leaders, university personnel, and others
 - d) Uses language free of profanity and malicious statements toward any individual or groups
 - e) Uses appropriate tone of voice
 - f) Uses appropriate non-verbal expressions
6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
- a) Uses language that meets professional standards and is not demeaning or harmful to any individual or group
 - b) Respects the intellectual property of others by giving credit to others when using their work and avoiding plagiarism
7. Demonstrates sensitivity to others' feelings and opinions (e.g., is diplomatic).
- a) Demonstrates empathy and concern for others
 - b) Demonstrates sensitivity to the legitimate needs and concerns of others
 - c) Demonstrates persistence in helping all students achieve success

- d) Holds positive expectations for all students to learn
- e) Recognizes students as individuals and makes positive, appropriate peer comparisons
- f) Advocates for all learners
- g) Maintains positive working relationship with peers
- h) Uses appropriate strategies to respond to emotional and emergency situations

8. Participates with others in a collaborative manner.

- a) Works together with others to achieve a common goal
- a) Responds positively to request from other professionals for collaboration
- b) Makes a contribution to group effort
- c) Shares information and materials with others
- d) Assists peers
- e) Supports decisions of group willingly, even if different from own
- f) Supports work of others
- g) Establishes professional goals that are aligned with those of the organization
- h) Plans and sets goals and priorities with others
- i) Maximizes individuals' talents
- j) Distributes responsibilities evenly
- k) Keeps groups on task

9. Treats others with respect.

- a) Respects the property of others
- b) Displays equitable treatment of others
- c) Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
- d) Returns borrowed materials in a timely manner
- e) Shows due courtesy and consideration for people and ideas

10. Provides information to all constituents in a professional and timely manner.

- a) Appreciates unique community culture

- b) Provides materials for students of different cultures
- c) Welcomes involvement of family and community members
- d) Recognizes, values, and utilizes assets in the community
- e) Provides students access to varying points of view
- f) Maintains confidentiality of student records, parent communications, and private professional communications
- g) Supports and follows school, division, and university directives

11. Demonstrates a commitment to remain current in knowledge of educational leadership and effective instructional practices.

- a) Values and participates in opportunities to improve instructional practices and teaching activities
- b) Seeks opportunities to learn new skills
- c) Views reflection as a component of the instructional process
- d) Seeks/locates needed resources
- e) Exhibits curiosity about subject area content
- f) Displays creative ideas about and applications to education concepts
- g) Models flexibility regarding course content, process and tasks
- h) Makes connection to previous readings/experiences/courses, etc.

12. Participates in professional development activities currently or in the near future.

- a) Attends school and school system inservice/staff development sessions
- b) Pursues opportunities in professional education organizations and associations

13. Enjoys helping staff work with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners.

- a) Encourages staff to adapt instruction to meet varying needs and abilities, for example, fulfills instruction as detailed on an IEP for a student
- b) Holds high expectations for all students
- c) Demonstrates unbiased, fair, and non-prejudicial treatment of all people
- d) Creates a learning environment that enables all students to reach their full potential
- e) Demonstrates the belief that diversity in the classroom, in the school, and in society enhances learning
- f) Develops interactions with staff and students that encourage them to value and draw upon their unique life circumstances
- g) Fosters student appreciation for diversity in the classroom

- h) Demonstrates positive attitudes toward diverse cultures and learners
- i) Helps staff select materials, develop lessons, and promote classroom environments that counteract negative stereotypes and bigotry

14. Demonstrates effective decision-making and problem-solving skills.

- a) Demonstrates judgment through making decisions about which actions are right and wrong
- b) Uses credible and data-based sources
- c) Generates effective/productive options to situations
- d) Analyzes situations, comments, and interactions and makes appropriate adjustments that promote a positive learning environment
- e) Responds appropriately to actions and reactions of others
- f) Makes reasoned decisions with supporting evidence
- g) Uses appropriate strategies to respond to emotional and emergency situations
- h) Avoids engaging in illegal or unethical conduct involving minor children or other behavior which would be grounds for dismissal from a position
- i) Adapts to new or unexpected situation
- j) Takes action to solve problems within the authority granted to the candidate

15. Displays excitement about leadership that promotes effective instruction and support of all students.

- a) Exhibits positive attitude toward the discipline and/or teaching profession
- b) Completes assignments, duties, or tasks on time
- c) Demonstrates willingness to adapt assignments to "best practices"

Candidate Understanding of Dispositional Expectations

Candidates will be made aware of the dispositions and expectations regarding them upon being admitted to the educational leader education program. Each candidate will self-assess herself/himself on each disposition and sign a disposition self-assessment and verification form indicating that they understand the dispositions that they are to demonstrate in all course work, field/clinical experiences and other activities associated with their becoming a licensed educational leader or other support personnel. This form will be turned into the Coordinator for the training and become part of her/his professional education file. 6

Procedures for Comprehensive and Systematic Assessment of Candidate Dispositions

Candidates will be assessed on dispositions at three different assessment points prior to completing their program. At the time of admission to the program (assessment point 1), candidates will be required to indicate by their signature that they have read and understand the disposition outcomes and policies and to self-assess herself/himself on each disposition. At the end of each term (summer, fall, spring, summer II), (assessment points 2-5) all candidates will be assessed on the disposition outcomes. The results of disposition assessment at each assessment point will be shared with the candidate.

Fairness and Equity in Assessing Candidate Dispositions

Because all candidates must be assessed on all dispositions at several points in the program, it will be necessary for each program area to determine which courses prior to student teaching will assess all dispositions. This will address the fairness and equitable treatment of all students. This does not mean that a faculty member cannot complete a Dispositional Feedback Form in a course they teach; rather, this is a method to ensure the fair and equitable application

of assessing all dispositions for each candidate. Any faculty can complete a Dispositional Feedback Form on any candidate in their courses in which the candidate is not demonstrating each disposition.

Faculty Reporting of Dispositional Deficiencies

In the University of Pittsburgh educational leader preparation program, educational leader candidates are expected to demonstrate the dispositions throughout their program. Any University course instructor, University supervisor, or educational leader mentor working with the candidate can complete a Dispositional Feedback Form at any time for any of the dispositions.

When a deficiency is reported, the University course instructor, University supervisor, or educational leader mentor must document in writing the behavior and/or language used by the candidate that is the basis for the Dispositional

Feedback Form. The faculty or school supervising educational leader must then either meet or discuss by telephone with the candidate to make him or her aware of this action and the reason for it before submitting the

Dispositional Feedback Form. Students are to be given a copy of any form requiring their signature. The signature does not mean that the student agrees 7

with the decision of the faculty member; rather it is just an indicator that the candidate was informed. Faculty will submit to both the chair of their department and the Director of Educational leader Education Services documentation of any candidate's lack of proficiency about targeted dispositions where the action of the Admission/Retention Committee is required. Before forwarding to the chair and the Director of Educational leader Education Services, the faculty member will summarize the conference with the candidate. Please note: if the deficiency is at a field/clinical site, then both the mentor educational leader and university supervisor should meet with the candidate to discuss the candidate's deficiency(s) and follow the same procedure outlined above. Students who have not been formally admitted to educational leader education but who participate in field experiences in the schools are expected to be informed about the dispositions and display behavior demonstrating appropriate dispositions. It is our expectation that all ODU students working in schools will meet these expectations. However, if a deficiency is noted, a Dispositional Feedback Form will be completed by the educational leader mentor and university mentor or by the course instructor. The form will be filed with the student's adviser and will become part of the information provided to the Educational leader Education Services when the student formally applies for admission to educational leader education.

Follow Up Procedures

1. Dispositional Feedback Forms will be discussed at a School Leadership faculty meeting. The program coordinator, the academic advisor and the Academic Dean will meet with the candidate. The end result could be a recommendation from this group could be to allow the candidate to continue, the development of a required remediation plan and/or recommendation for dismissal from the program.
2. Academic Integrity is addressed within each syllabus; students are referred to University Guidelines regarding plagiarism, academic dishonesty, and other violations outlined by the University.
3. *University of Pittsburgh Student Code of Conduct and Judicial Procedures* will be followed regarding offenses related to persons, property, the operation of the University, welfare, health, or safety and utilization of University technology resources. 8

Professional Education Dispositions Self-Assessment and Verification Form

Candidate: _____ UIN: _____

Please print.

As part of my professional growth and development, I should demonstrate an understanding of and a commitment to the following attributes and behaviors that are characteristics of an ideal, effective professional educator. I understand that I must adequately and consistently demonstrate these dispositions in order to maintain good standing in my School Leadership Program. My self evaluation of these dispositions is as follows:

M - Meets Standard: The candidate's behavior consistently demonstrates this disposition.

I - Needs Improvement: The candidate's behavior occasionally demonstrates this disposition.

U - Unacceptable: The candidate does not demonstrate this disposition.

N - Not able to Assess: There is not an opportunity to assess the candidate on this disposition.

M I U N 1. Attends functions when required (punctual)

M I U N 2. Maintains a professional appearance

M I U N 3. Solicits feedback from others

M I U N 4. Adjusts behavior based on professional feedback

M I U N 5. Communicates effectively orally (articulate, few grammatical errors) 9

- M I U N 6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
- M I U N 7. Demonstrates sensitivity to others' feelings and opinions (e.g., is diplomatic)
- M I U N 8. Participates with others in a collaborative manner
- M I U N 9. Treats others with respect
- M I U N 10. Provides information to all constituents in a professional and timely manner
- M I U N 11. Demonstrates a commitment to remain current in knowledge educational leadership and effective instructional practices.
- M I U N 12. Participates in professional development activities currently or in the near future.
- M I U N 13. Enjoys helping staff work with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners
- M I U N 14. Demonstrates effective decision-making and problem-solving skills
- M I U N 15. Displays excitement about leadership that promotes effective instruction and support of all students. 10

Professional Education Dispositions: Instructor Assessment

Instructor/Other: _____ Date: _____

Please print

Candidate: _____ UIN: _____

Please print

Please rate the consistency of the candidate's behavior in demonstrating each disposition by circling your rating on the following basis:

M - Meets Standard: The candidate's behavior consistently demonstrates this disposition.

I - Needs Improvement: The candidate's behavior occasionally demonstrates this disposition.

U - Unacceptable: The candidate does not demonstrate this disposition.

(If a disposition is rated unacceptable, a Dispositional Feedback Form must be submitted.)

N - Not able to Assess: There is not an opportunity to assess the candidate on this disposition.

M I U N 1. Attends functions when required (punctual)

M I U N 2. Maintains a professional appearance

M I U N 3. Solicits feedback from others

M I U N 4. Adjusts behavior based on professional feedback

M I U N 5. Communicates effectively orally (articulate, few grammatical errors)

M I U N 6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors) 11

**ACADEMIC WRITING RUBRIC
MAXIMUM OF 30 POINTS**

INDICATORS OF QUALITY

**5
Advanced**

**3
Proficient**

**1
Emerging**

CRITERIA

5 Advanced	3 Proficient	1 Emerging
<p>Ideas and Content (Development)</p> <p><i>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the paper.</i></p> <ul style="list-style-type: none"> • Writes from knowledge or experience and shows insight: an understanding of people, leadership, teaming and a knack for picking out what is significant. Presents relevant, telling, quality details to give the reader important information that goes beyond the obvious, • Develops the topic in an enlightening, purposeful way that makes a point. • Contains significant information that adds something to the whole. 	<p><i>The writer is beginning to define the topic, even though development is still basic or general.</i></p> <ul style="list-style-type: none"> • Presents all the information, though more is needed to "fill in the blanks," • Draws on knowledge or experience, but has difficulty going from general observations to specifics. • Presents reasonably clear ideas, though they may not be detailed, personalized, or expanded enough to show in-depth understanding or a strong sense of purpose, • Support is attempted, but doesn't go far enough. 	<p><i>The paper has no clear sense of purpose. To extract meaning from the text, the reader must make inferences based on sketchy details. The writing reflects more than one of these problems:</i></p> <ul style="list-style-type: none"> • Little evidence of a definite focus, • Information is very limited or unclear. • Repetitious, or may read like a collection of disconnected, random thoughts, • Everything seems as important as everything else; the reader has a hard time sifting out what's critical.

<p>Organization</p>	<p><i>The organization enhances and showcases the central idea. The order, structure or presentation of information is compelling and moves the reader through the paper.</i></p> <ul style="list-style-type: none"> • Details seem to fit where they're placed; sequencing is logical and effective, • An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of the situation, • Pacing is well controlled; the writer knows when to slow down and elaborate, and when to pick up the pace and move on, • Thoughtful transitions clearly show how ideas connect, • Organization flows so smoothly. 	<p><i>The organizational structure is strong enough to move the reader through the text without undue confusion.</i></p> <ul style="list-style-type: none"> • The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not tie up all loose ends, • Sequencing is usually logical, but may sometimes be so predictable that the structure takes attention away from the content, • Pacing is fairly well controlled, though the writer sometimes spurts ahead too quickly or spends too much time on details that do not matter, • Transitions often work well; at other times, connections between ideas are fuzzy, • The organization sometimes supports the main point or storyline; at other times, the reader feels an urge to slip in a transition or move things around. 	<p><i>The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a loose or random fashion – or else there is no identifiable internal structure. The writing reflects more than one of these problems:</i></p> <ul style="list-style-type: none"> • Sequencing needs work, • Pacing feels awkward; the writer slows to a crawl when the reader wants to get on with it, and vice versa, • Connections between ideas are confusing or missing, • Problems with organization make it hard for the reader to get a grip on the main point.
<p>Voice</p>	<p><i>The writer speaks directly to the reader in a way that is individualistic, expressive and engaging. Clearly, the writer is involved in the paper, is sensitive to the needs of an</i></p>	<p><i>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</i></p> <ul style="list-style-type: none"> • The writing 	<p>1 <i>The writer seems indifferent, uninvolved or distanced from the topic and/or the audience. As a result, the writing is lifeless or mechanical; it may</i></p>

	<p><i>audience, and is writing to be read.</i></p> <ul style="list-style-type: none"> • The reader feels a strong interaction with the writer, sensing the person behind the words, • The tone and voice give flavor to the message and seem appropriate for the purpose and audience, • Writing seems honest, appealing, and written from the heart, • Reflects a strong knowledge to the topic, and an effort to bring the topic to life by anticipating the reader's questions, and showing why the reader should care or want to know more. 	<p>communicates in an earnest, pleasing manner. Moments here and there surprise, amuse or move the reader,</p> <ul style="list-style-type: none"> • Voice may emerge strongly on occasion, then retreat behind general, dispassionate language, • The writing hides as much of the writer as it reveals, • The writer seems aware of an audience, but often to weigh words carefully or discard personal insights in favor of safe generalities. 	<p><i>be overly technical or jargonistic. The paper reflects more than one of the following problems:</i></p> <ul style="list-style-type: none"> • It is hard to sense the writer behind the words. The writer does not seem to reach out to an audience, or to anticipate their interests and questions, • The writer speaks in a kind of monotone that flattens all potential highs or lows of the message, • The writing may communicate on a functional level, but it does not move or involve the reader, • The writer does not seem sufficiently at home with the topic to take risks, share personal insights or make the topic real for the reader.
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<p>Word Choice</p>	<p><i>Words convey the intended message in a precise, interesting and natural way.</i></p> <ul style="list-style-type: none"> • Words are specific and accurate; it is easy to understand just what the writer means, • The language is natural and never overdone; phrasing is highly individual, • Lively verbs energize the writing. Precise nouns and modifiers create pictures in the reader's mind, • Striking words and phrases often catch the reader's eye – and linger in the reader's mind, • Cliches and jargon are used sparingly, only for effect. 	<p><i>The language is functional, even if it lacks punch; it is easy to figure out the writer's meaning on a general level.</i></p> <ul style="list-style-type: none"> • Words are almost always correct and adequate; they simply lack knowledge of the topic, • Familiar words and phrases communicate, but rarely capture the reader's imagination. Still, the paper may have one or two fine moments, • Attempts at colorful language come close to the mark, but sometimes seem overdone, • Energetic verbs or picturesque phrases liven things up now and then; the reader longs for more. 	<p><i>The writer struggles with a limited vocabulary, searching for words to convey meaning. The writing reflects more than one of these problems:</i></p> <ul style="list-style-type: none"> • Language is so vague or inaccurate, • Persistent redundancy distracts the reader, • Jargon or cliches serve as a crutch, • Words are used incorrectly, sometimes making the message hard to decipher, • Problems with language leave the reader wondering what the writer is trying to say.
<p>Sentence Fluency/ Conventions</p> <p>Sentence Fluency</p>	<p><i>The writing has an easy flow and rhythm when read aloud. Sentences are well built, with strong and varied structure that invites expressive oral reading.</i></p> <ul style="list-style-type: none"> • Sentences are constructed in a way that helps make meaning clear, • Purposeful sentence beginnings show how each sentence relates to and builds upon the one before it, • The writing has cadence, as if the writer has thought about the sound of the words as 	<p><i>The text hums along with a steady beat, but tends to be more pleasant or businesslike, more mechanical than fluid.</i></p> <ul style="list-style-type: none"> • Sentences may not seem artfully crafted, but they are usually grammatical. They hang together. They get the job done, • There is at least some variation in sentence length and structure. Sentence beginnings are NOT all alike, • The reader sometimes has to hunt 	<p><i>The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:</i></p> <ul style="list-style-type: none"> • Sentences are choppy, incomplete, rambling or awkward; they need work, • Phrasing does not sound natural, the way someone might speak. The reader must sometimes pause or read over to get the meaning, • Many sentences begin the same way –

	<p>well as the meaning,</p> <ul style="list-style-type: none"> • Sentences vary in length as well as structure, • Fragments, if used, add style, • Dialogue, if used, sounds natural. 	<p>for clues (e.g., connecting words and phrases like however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although, etc.) that show how sentences interrelate,</p> <ul style="list-style-type: none"> • Overall, it is pretty easy to read the paper. 	<p>and may follow the same patterns (e.g., subject-verb-object) in a monotonous pattern, Endless connectives (and, and so, but then, because, and then, etc.) create a massive jumble of language in which clear sentence beginnings and endings get swallowed up.</p> <ul style="list-style-type: none"> •
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<p>Conventions</p>	<p><i>The writer demonstrates a good grasp of standard writing conventions (e.g., grammar, capitalization, punctuation, usage, spelling, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few and so minor that the reader can easily overlook them unless hunting for them specifically.</i></p> <ul style="list-style-type: none"> • Paragraphing tends to be sound and to reinforce the organizational structure, • Grammar and usage are correct and contribute to clarity and style, • Punctuation is accurate and guides the reader through the text, • Spelling is generally correct, even on more difficult words, • The writer may manipulate conventions – especially grammar and spelling – for stylistic effect, • The writing is sufficiently long and complex to allow the writer to show skill in using a wide range of concepts, • Only light editing would be required to polish the paper. 	<p><i>The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability,</i></p> <ul style="list-style-type: none"> • Paragraphing is attempted. Paragraphs sometimes run together or begin in the wrong places. • Problems with grammar or usage are not serious enough to distort meaning, • Terminal (end-of-sentence) punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing or wrong, • Spelling is usually correct or reasonably phonetic on common words. Moderate editing would be required to polish the text for publication 	<p><i>Errors in spelling, punctuation, usage and grammar, capitalization, and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems:</i></p> <ul style="list-style-type: none"> • Paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it has no relationship to the organizational structure of the text. • Errors in grammar or usage are very noticeable, and may affect meaning, • Punctuation (including terminal punctuation) is often missing or incorrect, • Spelling errors are frequent, even on common words, • The reader must read once to decode, then again for meaning., • Extensive editing would be required to polish the text for publication.
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