**EDMM 543 ONLINE**

**MULTI-AGE CLASSROOM LEADERSHIP & MANAGEMENT** (3CREDIT HOURS)

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| **Summer 2023:**  **Location:**  **Instructor:**  **Phone:**  **Office Hours:**  **Live Sessions: Email:** | **May 30 – July 15, 2023**  **Online**  **Robert L. Overstreet**  **706.272.2592 M-Th, 9-10 A.M., ET**  **June 1, June 22, June 29, July 3 at 9 AM EST (Or as needed)**  robertoverstreet@southern.edu |



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| **ACADEMIC ONLINE SUPPORT:** |  |
| For technical or system support, please contact:  **Greg Merchant**, eClass Support Supervisor  Email: eclasshelp@southern.edu  Office: 423.236.2086 | For eClass assistance related questions, please contact:  **Cathleen Ordonez**  Online Coach  Email: cathleeno@southern.edu |
|  | **ZOOM Link for Live sessions:**    <https://southern.zoom.us/j/99758433014> |
| **SYSTEM REQUIREMENTS** |  |

For system requirements, visit this page: [https://www.southern.edu/academics/academic-sites/onlinecampus/successful.html](https://www.southern.edu/academics/academic-sites/online-campus/successful.html)

# MISSION STATEMENT

The Seventh-day Adventist Church recognizes teaching as a ministry and, therefore, an essential element in spreading the Gospel to the entire world. By fostering a growing relationship with Jesus Christ, our Creator and Redeemer, Seventh-day Adventist teachers have the privilege of leading and encouraging students on their journey toward wholeness. The online teacher certification courses are designed for professionals who teach in Seventh-day Adventist schools. The focus is to advance scholarship and innovative teaching and learning practices to meet the needs of today’s diverse learners. The courses will provide opportunity for collegiality, discussion of important issues, and collaboration while utilizing the best available technology to promote excellence in teaching and learning.

**LEARNING ONLINE**

Technology is revolutionizing education. Computer-enhanced presentations, interactive instructional media, Internet-connected classrooms, Web-based courses, student chat-rooms and asynchronous discussions, streaming audio and video, satellite-distributed learning, and virtual universities are but indicators of profound changes sweeping the instructional landscape.

Utilizing interactive modes of instruction, the course focuses on preparing your heart and mind for furthering your ministry as a teacher. You are expected to participate actively in learning experiences through various technology media and prepare quality work. Basic competencies in word processing, Web browsing, email, and a compatible operating system are required as course entry points.

This course will employ the following instructional methodologies, among others:

* Weekly focus organized to praise, read, learn, discuss, and apply
* Select readings from scripture, Small School Lifeline, and other experts
* Integration of core values into daily thought process
* Video lectures
* Web-based reference materials and resources
* Group discussion forums

**STUDENT AUTHENTICATION**

The Higher Education Opportunity Act of 2008 [viewable [here;](https://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf) see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.

The student should authenticate their identity by using **ONE** of the following options:

1. Authenticate in person at Southern Adventist University.
2. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.

Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Graduate Catalog.

**PROFILE PICTURE POLICY**

All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions [here)](https://docs.google.com/document/d/11N5gyF1zjskxSLzgrqpksExFHgAkccvRgnmvaT_JuSE/edit?usp=sharing) of themselves to the learning management system (LMS) used by Southern: eClass. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Please keep in mind when uploading your profile picture, that it must meet the following guidelines:

1. The photo should be a full face likeness, similar to a passport photo or driver’s license photo. No variations permitted.
2. Attire worn in the photo should adhere to the Southern Adventist University dress code.
3. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

# COURSE ACCESS AND TEACHER CERTIFICATION INFORMATION

The website for course access is eclass.e.southern.edu. Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account [http://access.southern.edu.](http://access.southern.edu/) You can also put **eclass.e.southern.edu** into your browser and enter your username and password. If one method does not work, try the other method.

**Disabilities and Accommodations:** During short summer sessions, in keeping with university policy, any student who believes they may need an accommodation based on the impact of a disability or learning challenge should contact Disability Support Services at 423-236-2574 or stop by Bietz Center For Student Life, room 3912, as soon as possible to arrange a confidential appointment with the Disability Services Director. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here.](http://www.southern.edu/administration/student-success/disability)

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| **UNIVERSITY POLICIES (INCLUDING ADD/DROP POLICY) AND ADDITIONAL SYLLABUS INFORMATION** |  |

Important information regarding policies and procedures, how to access eClass, technology support, learning methods, resources available in eClass, etc. can be found [here.](https://docs.google.com/document/d/1pEBbTrF5UsoJypdixdaMwEKfer37SA3ExlJQYinpJPk/edit)

**Disclaimers.** This course syllabus and attached schedule is subject to change at short notice. The instructor will endeavor to keep the changes minimal and communicate changes within the course site on eClass, but change may be necessary during the semester. Kindly be alert to announcements (either via eClass or via email) that may modify the syllabus or schedule.The subject material is often of such nature that there are many good approaches or answers. Therefore, although the instructor is educated and experienced, he/she does not know everything, nor does he/she have the answer to every question that may be asked. In addition, there will be subjects and issues on which he/she may have a biased viewpoint. However, the instructor will make every effort to indicate bias, and learners are free to agree or disagree.

# UNIVERSITY STANDARD FOR WRITING

Southern has specific expectations for written work graduate level scholars. Although you will turn in your papers and other written assignments electronically, the correct mechanics of proper punctuation, sentence structure and paragraph organization is expected.

If this course is part of a graduate program you will be required to format your work according to the American Psychological Association’s (APA’s) style. If you are not familiar with that style, we have provided a helpful link <https://owl.english.purdue.edu/>

**ACADEMIC INTEGRITY/ETHICS**

Academic integrity is an integral part of the educational process. In this university setting, we seek to nurture independent thought and to maintain a professional and Christian code of ethics that upholds our own personal integrity and that of the academic community. Consequently, dishonesty of any kind is unacceptable and will result in a failing final grade for the course. If you are uncertain if a course of action is ethical, please refer to the Academic Honesty Policy that you will find at [https://www.southern.edu/PublishingImages/academic\_honesty.pdf.](https://www.southern.edu/PublishingImages/academic_honesty.pdf)

**Plagiarism Policy:**

* Work that is submitted for credit must be the original work of the learner and specifically prepared for this course.
* Assignments that are not the original work of the learner are considered plagiarized and in violation of the honesty code.
* Plagiarism occurs when another person’s work, words, or ideas are represented as one’s own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another co-learner without properly acknowledging the actual writer/author).
* Plagiarism also occurs when knowingly giving or allowing one’s own work to be copied or otherwise duplicated by another for academic credit, or when re-submitting one’s own work for academic credit.
* Using any content from the Web without citing is plagiarism.
* The penalty for plagiarism may include a grade of F being recorded for the course.

# WEEKLY CONTENT

As you scroll below the course header, you will notice that the course is broken down in topics PER WEEK. The current week will be highlighted in order to show you what material you will need to access immediately. You will see an icon based view that will break down the material for the week in an easy to navigate overview. You may click on the icons in any available week in the course to view content ahead, but the highlighted week will always be the current material. Your professor will determine when weekly content will become available. If the new week is not open by Sunday contact the online coach for your course.



The icons across the top of the section represent the main segment of the material for the course. Click on each icon to review the content for the week. Be sure to read and review ALL the sections at the beginning of the week before you start work on any of the sections. A complete understanding of the week is critical.

1. **Praise**: Contains short devotionals on leadership for each week.
2. **Read**: Contains the readings required for the week.
3. **Learn**: Contains videos and other items that form the basis for the week’s topic(s).
4. **Discuss**: Contains the discussion questions that are required for the week.
5. **Apply**: Contains the assignments for the week—all of which are due at Friday noon, during the week they are assigned-unless otherwise noted.

**GRADES**

There are two places in eClass pertaining to grades. One is a link under Course Resources and the other is the menu next your profile in the upper right corner.

**GRADE SYMBOLS FOR THIS COURSE**

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| **Grade** | **Percentage** | **GPA Points** |
| **A** | 90% - 100% | 4.00 |
| **B** | 80% - 89% | 3.00 |
| **C** | 70% - 79% | 2.00 |
| **F** | 0% - 69% | 0.00 |

To pass you must obtain a minimum overall of a C average in the course.

**COURSE DESCRIPTION**

This course is designed to build the leadership qualifications of the small school teacher. Students in the course will examine the history of the small school and then explore the leadership qualities and administrative duties they carry in addition to teaching. Topics include budgeting and finance, marketing the small school, working with the School Board, and other duties necessary for a small school administrator.

# GOALS AND OBJECTIVES

Upon successful completion of this course, the student will:

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| **Know** | **Create** | **Do** |
| 1. No significant learning can occur without a significant relationship. 2. Small Schools are an important part of the SDA educational system. 3. Christ as a teacher was the ultimate model of leadership. 4. It is critical to teach students to make decisions from a Biblical Worldview. 5. Policies and procedures bring structure and safety | 1. Create a personal Mission statement. 2. Develop and Implement an Action Plan. 3. Construct a “*toolkit*” of resources & use to make decisions and create classroom systems (i.e. small School Lifeline, Conference and Union   Policy Books, State Guidelines). | 1. Analyze technology to inform and promote the small school. 2. Examine policies and procedures from a variety of sources. 3. Investigate ways to operate a Small   School in a fiscally responsible way. |

**COURSE ASSIGNMENTS**

The grading system for this course is designed to assess your work from both a theoretical and practical perspective and covers a variety of assessments to measure performance toward achievement of the class goals and objectives.

**Submission Times and Late Work Caution.** Course assignments are to be submitted *electronically* to the course site, unless specifically indicated otherwise. All assignments are due every ***Friday at noon*** (EST) or for international students, GMT plus 4 hours. *Late work is not accepted*. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an *unusual* circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

**Small School Tool Kit: (100 points).** Your Tool Kit is simply a three-ring binder.Throughout the course you will be asked to collect things to put in your Tool Kit. The goal of the Tool Kit is to help you after the course is over when you face issues dealing with administering and leading in your school by collecting practical references, tools, and helps. During the final week of the course you will submit a paragraph to explain the contents of your notebook and how you plan to use it.

**Course Introduction: (15 Points).** In the Online Discussion Forum titled **Introductions**, share your name, where you are from, where you teach, and what grade levels with which you work. Lastly, share a challenge that you face administrating and/or leading in your small school. Make sure to read your classmates’ introductions as well and respond.

**Weekly Course Discussions: (15 points for each discussion).** Peer discussion and collaboration is an important part of building community in an online course. You will use your experience as a teacher and your readings/viewings of the background material to participate in each discussion. A rubric is provided for grading online discussions.

* Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period). To allow time for others to respond, your initial post is due every WEDNESDAY by 11:55 **A.M**., Eastern Time. You are to respond to at least two classmates, with the final response no later than FRIDAY at 11:55 **A.M**., Eastern Time. Points will be deducted for late submissions.
* Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
* Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the background materials or by bringing in a related example or experience.
* Address any questions to *your* posts as quickly as possible (don't let the discussion stray).
* Try to use quotes from the articles/resources from the background materials (when present) that support your postings. Include page numbers when you do that.
* Build on others responses to create threads.
* Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
* Use proper etiquette (proper language, grammar, spelling and mechanics, typing, etc.)

***History and Mission of XXX Schoo*l, Research Paper or PowerPoint Presentation: (20 points).** In week 1 you will be asked to research and write a 2-3 page paper, or an 8+ slide PowerPoint Presentation. A Rubric is provided for this assignment. Research and write a 2-3 page paper, or an 8+ slide PowerPoint Presentation sharing the history of your Seventh-day Adventist School. Include some of the following:

Background:

* What was the beginning of your school?
* What has been the enrollment over the years?
* What grades have been taught? And, how many teachers has your school had?
* What was happening in history during the major time periods of your school?

School Mission:

* Does your school handbook’s mission statement fit the Journey to Excellence document?
* In your opinion, is the mission of your school being lived out in reality?

Best Practices:

* How is your school following the Best Practices from the presentation/journal article ● What is good/unique/different about your school?

**Using APA Bibliographic Style: (10 Points).** As shared on the official APA style website: Uniform style helps us scan articles quickly for key points and findings. Rules of style in scientific writing encourage full disclosure of essential information and allow us to dispense with minor distractions.

Style helps us

* express the key elements of quantitative results,
* choose the graphic form that will best suit our analyses, ● report critical details of our research protocol, and ● describe individuals with accuracy and respect.

When we use an editorial style, we remove the distraction of puzzling over the correct punctuation for a reference or the proper form for numbers in text. Those elements are codified in the rules we follow for clear communication, allowing us to focus our intellectual energy on the substance of our research (Foreword, [*Publication Manual of the American Psychological Association*,](http://www.apastyle.org/manual/index.aspx) 6th ed., p. xiii). Taken from <http://www.apastyle.org/learn/faqs/why-apastyle-needed.aspx>

In this course you will use APA style on quoting from other documents and to share your bibliographic references. THIS IS IMPORTANT! A good resource for using APA style in quotes and references go to the “Owl at Purdue University” website: <https://owl.english.purdue.edu/owl/resource/560/01/>. *You will be deducted 1 point for each mistake made.*

**Reflection Papers**: (**Each paper is worth 20 points.)** A reflection paper cites your reactions, feelings and analysis of an experience in a more personal way than in a formal research or analytical essay. The point is to include your thoughts and reactions to the reading or experience. You also can use a reflection paper to analyze what you have read. Like any other paper or essay, it should be cohesive and refer directly to the specific passage or quote in the material that inspired this feeling. You can include personal experience in a reflection paper, but do not depend on it; base your reactions and reflections on the material that is your subject. A rubric will be used for this assignment.

A reflection paper should be as organized as any other type of formal essay. Specifically in this class you should include:

* 2-3 sentence summary of the article
* List at least 3 main points that you felt were particularly important or new information to you, written with enough detail to be useful to you if you were to refer back to what you had written.
* Critique of the article/information/activity: Strengths and weaknesses related to the usefulness of the material to the small school/classroom/student.
* And, finally, a thoughtful reflection of how you could use this information in your administration/leadership/ or classroom.
* Bibliographic reference and quotations must be in APA format (Paper does not have to be APA format.)

You will have 3 Reflection Papers in the course:

1. Week 2: ***Teaching from a Biblical Worldview***. Directions: Using the background materials from the Read and Learn and Discuss sections of week 2, write a one-two page Reflection Paper to explain how your thoughts have grown in understanding what it means to teach from a Biblical worldview.
2. Week 3: ***Leadership Style and Mission.*** Directions: Write a one-two page Reflection Paper***,*** to share what you learned about your leadership style. What are your strengths and weaknesses? How does your leadership style affect your personal Mission Statement? Be sure to *include* *your personal mission statement* in the paper.
3. Week 5: ***Accelerating and Retaining Students.*** Directions: What does the research say about this important decision? What are some of the implications to the child? How should you address this topic in your classroom? Research to find a current (within the last 5 years) journal article from McKee Library on the accelerating or retaining students. Then, write a 1-2 page reflection paper about your findings.

**Find a Mentor (30 Points.)** In Week 3 you will be asked to find someone with administration experience to mentor you this school year.

* Your Mentor does not have to be local. Choose someone that can mentor you in leadership and in administrating a small school (or, for those not in a small school, in the environment where you are teaching.) The Mentor needs to have some administration experience, preferably a minimum of 5-10 years.
* Choose someone you respect or know *is* respected by the teaching or church community and has had to deal with all kinds of people. You can ask the conference office for suggestions, if you are new to teaching and need some help finding someone.
* Set up consistent mentoring sessions-at least monthly, where you can talk about issues you are facing and your mentor can share some of their experience with you.
* Submit a brief description of your Mentoring Plan:

○ Indicate the name of your mentor and explain why you chose this particular person to mentor you.

○ Include how you plan to set up meetings-FaceTime, personal visits, phone call?

○ Outline when you plan to meet. (Weekly on Sunday? The first Tuesday evening of the month?

We plan to talk during lunch visit at conference teacher's meetings, and then meet monthly via FaceTime in months where there are no conference meetings.) You can be creative--but you MUST be consistent!

○ Share how long you intend to meet/talk together at each meeting. Schedule at least an hour each visit.

**Action Plan: (40 Points.)** In Week 4 you will be asked to write an Action Plan. Your goal is to build positive relationships to affect change in your school. To do that, you will determine the greatest needs of your school: Do the greatest needs fall under: Leadership, Marketing, Budget, Facility Management, or Safety Planning? **You will need to bring together some resources to prepare this plan: Prior to Week 4, you will need a copy of the school’s latest School Evaluation Report.** If you have problems finding this talk to your Board Chairperson, or the Conference Office of Education.

Action planning is a process which will help you to focus your ideas to create a goal statement and to decide what obstacles you might face along with what steps you need to take to achieve your particular goal. It is a statement of what you want to achieve over a given period of time. An effective action plan should give you a concrete timetable and set of clearly defined steps to help you to reach your objectives. Use the **Action Plan Template** and the **Action Plan Rubric** in the Appendix for more information and expectations.

**Policies and Procedures Graphic Organizer:** **(40 Points).** To be an effective leader/administrator knowing what to do and where to get information and resources is critical. It is your role to inform the school board, parents, and students of school policies and procedures. This is especially important when accelerating or retaining students and when student safety is concerned. To make sure you are aware of the policies and appropriate procedures and to find resources to help inform your school board, parents, and/or students, fill out the ***Policies and Procedures Graphic Organizer*** in the appendix. What page is the policy or procedure discussed in the ***Lifeline for Small Schools,*** the conference policy codebook/manual, and in your school’s handbook? Find some Internet resource links to use when you need to inform your school board, parents, or to train your students. Then, check the “To-Do” column when you see more needs to be done in the respective area.

**Safety Resources: (15 points)**. For this assignment, in Week 6, use the Discussion Post labeled “**Safety**

**Resources**.” There are so many resources online for teachers and students on all aspects of student safety-from fire safety, to weather safety, to physical safety, to Internet Safety, and more!

This is your week to explore the Internet and find some resources that would work for you and/or your students. Use this Discussion Thread to share your resources. List only one resource per post. **Create at least 3 posts. At least one resource must be a video clip.**

In the subject line be sure to start with the grade level the resource is appropriate for, and then add the safety topic (i.e. “Grades 5-8, Internet Safety”)

In the body of the post, give a 3 to 4 sentence synopsis of the resource. For videos, give the length of the video. ***CAUTION:*** For video resources, make sure you watch the *entire* video for appropriateness before listing it as a resource.

Grading will be 5 points for each post: 2 points if the post title follows the directions above, and up to 3 points for a clear and complete synopsis of the resource inside the post.

# CLASS MEETINGS

Please see the top of the syllabus for live session dates. We will have a worship thought, a brief review of that week’s content, and a time for questions and clarification. Please plan to attend these meetings if at all possible. If for some reason you cannot attend, each session will be recorded. We will generate a link to that recording and place it in eClass in the week in which the meeting took place. You attend by clicking on the link found on eClass.

# COURSE SCHEDULE

**EDMM 543 Online: Multi-Age Classroom Administration and Leadership**

**Unless otherwise noted, all assignments are due by 11:55 p.m. Eastern Time on Sunday, the last day of the week they are assigned. *Refer to eClass for complete directions*, *links, templates, and rubrics.***

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| **WEEK** | **Essential Questions, Readings, and Assignments Due** |
| **Week 1**  **Week of May 30th**  **History and Best**  **Practices of a**  **Small**  **School/Multi-age**  **Classroom**  **(75 points total)** | **ESSENTIAL QUESTIONS:**   1. How is the purpose of having an SDA educational system different now than when it first started? 2. What are the benefits to students who attend small schools or multi-age classrooms? **READ:**     * “Behold, the Stone! John Byington and the Beginnings of SDA Education”    * ***Journey to Excellence*** North American Division of SDAs    * Locate a journal article—the benefits or best practices of small size or multiage classrooms     **DUE:**  **Discussions:**   * + (15 pts) Introduction Post   + (15 pts) What are some of the benefits of and/or best practices of a small-sized, multiage classroom?   **Assignments:**   * + (20 pts) ***History and Mission of XXX Schoo***l-write a 2-3 page paper, or an 8+ slide PowerPoint Presentation   + (10 pts) Journal Article Bibliographic **Reference** from “Read” Section.   + \*\*Create a Tool Kit and add Small School’s Best Practices |
| **Week 2**  **Week of June 5th**  **Operating from a**  **Biblical**  **Worldview**  (50 Points total) | **ESSENTIAL QUESTIONS:**   1. What is a Biblical worldview and why is it important? 2. How do you teach students to make decisions from a Biblical worldview/point of view?     **READ:**   * + “*Worldviews Make a World of Difference”* by: Gordon Kainer, **Journal of Adventist Education** Dec 2010/Jan 2011, pages 11-15.   + *"The Core of Adventist Education Curriculum”* **DUE:**   **Discussions:**   * + (15 pts) How do you think “developing relationships” can impact a student’s Biblical worldview? Give specific examples to illustrate your response.   + (15 pts) Share some strategies you can plan to use to teach from a Biblical worldview.   **Assignments:**   * + (20 points) Reflection Paper: Teaching from a Biblical worldview   + \*\* Create a Tool Kit and add strategies to teach from a Biblical Worldview |

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| **Week 3**  **Week of June 12th**  **Leadership**  **Qualities and Building**  **Relationships**  (90 points total) | **ESSENTIAL QUESTIONS:**   1. How do building relationships help me to become an effective leader? 2. Does my personal mission statement have an impact on how I lead others? 3. How can I use my leadership to effective positive changes in my school? 4. What are some effective ways to deal with difficult people?     **READ:**   * + ***Lifeline: A Handbook for Small School Success:*** The Teacher as a Professional   + ***Tips for Dealing with Difficult People***   + ***How to Deal with Difficult (Even Impossible) People***   + Locate a journal article-benefits of leadership in the school     **DUE:**  **Discussions:**   * + (15 pts) What does the Change Cycle tell you about yourself? How will knowing more about change help you in building relationships with your school board, parents, and/or school consistency?   + (15 pts) Describe a situation where you have dealt with a difficult person (please do not use names and places to protect the privacy of individuals) and share what new tools you’ve read about this week that may have made the interaction go better.     **Assignments:**   * + Leadership Style Test   + Personal Mission Statement-Use Worksheets from Laurie Beth Jones   ● (20 pts) Reflection Paper: ***Leadership Style and Mission.***   * + (10 pts) Journal Article Bibliographic Reference from “Read” Section.   + (30 pts) Find a Mentor   + **\*\*** Create a Tool Kit and add**:** Contact info for Mentor, personal Mission Statement, copy of Change Cycle, and strategies for working with difficult people |
| **Week 4**  **Week of June 19th**  **Marketing, Public**  **Relations. Finance**  **& Budgeting**  (70 points total) | **ESSENTIAL QUESTIONS:**   1. How important is relationship building when it comes to marketing and promoting a multiage classroom/small school? 2. What aspects of social media can be used to market and promote a multiage classroom/small school? 3. What needs to be done to be fiscally responsible in a small school?     **READ:**   * + ***Lifeline: A Handbook for Small School Success:*** Streamlining Administration, School Board 101, Money Matters, and Marketing Our School **DUE:**   **Discussions:**   * + (15 pts) What has been your best Small School Marketing strategy?   + (15 pts) How does your School Treasurer’s Report match-up with what is suggested in the PowerPoint Presentation and the reading in the Lifeline?   **Assignment:**   * + (40 pts) Action Plan for a perceived need at your school |
| **Week 5**  **Week of June 26th**  **Registration and**  **Record Keeping**  (30 Points Total) | **ESSENTIAL QUESTIONS:**   1. Are the policies and procedures that your school follows different from your conference’s policy book and/or what the ***Lifeline: A Handbook for Small School Success*** suggest? Should they be? And, are important policies and procedures listed in your school’s handbook? 2. What does research have to say about accelerating and retaining students? 3. Where can you find resources to help you and your school constituency be more informed about important school policies and/or procedures?   **READ:**   * + ***Lifeline: A Handbook for Small School Success:***   Pgs.81-88 and Appropriate pages in the Appendix of Forms   * + Locate a journal article--the effect of accelerating or retaining students **DUE:**   **Discussions:**  There are no Discussion Forum Questions this week.  **Assignments:**   * + Begin--Policy and Procedure Graphic Organizer   + (20 points) Reflection Paper: Accelerating and Retaining Students   + (10 pts) Journal Article Bibliographic Reference from “Read” Section |
| **Week 6**  **Week of July 3rd**  **Facilities &**  **Emergency**  **Management**  (185 Points Total) | **ESSENTIAL QUESTIONS:**   1. Which weather emergency procedures are necessary to know in your area? 2. Where can you find resources for helping to keep children safe? (Consider online safety, childhood abuse/neglect, and/or from accidents)     **READ:**   * + ***Lifeline: A Handbook for Small School Success:***  Pgs. 101-112, 117-124 and Emergency Procedures Manual in Appendix   + **The Teacher’s Guide to Keeping Students Safe Online**   + **What is Child Abuse and Neglect? Recognizing the Signs and Symptoms**     **DUE:**  **Discussions:**   * + (15 pts) Scenario 1: A Fire and Explosion   + (15 pts) Scenario 2: Intruder Scenario     **Assignments:**   * + (40 pts) Complete--Policy and Procedure Graphic Organizer   + (15 pts) Find and list at least 3 Safety Resources   + (100 pts) Conduct video conference with professor to show Tool Kit and to discuss course activities |

# BIBLIOGRAPHY

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**Appendices follow.**

Appendix A

**Action Plan Template**

**Introduction:**

**Goal:**

**Background Information:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps:**  Use as many steps as needed to effectively complete the goal. | **Person(s)**  **Responsible** | **Timeline:**  **Start/End** | **Needed Resources** | **Evaluation**  How will you know you are successful? |
| ***Example:***  Compare the quantitative data from surveys to qualitative data from interviews. Confirm findings with other school or research. | Teacher, Board  Chair,  Researcher | Sep. 1-9, 2015 | Completed surveys, interviews, & journal articles or responses from other schools. | Do the findings provide a definitive answer as to the most effective communication tool(s) a teacher can use? |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |
| 9. |  |  |  |  |
| 10. |  |  |  |  |
| 11. |  |  |  |  |
| 12. |  |  |  |  |

Appendix B

## Policy and Procedures Graphic Organizer (40 points)

To be an effective leader/administrator knowing what to do and where to get information and resources is critical. It is your role to inform the school board, parents, and students of school policies and procedures. This is especially important when accelerating or retaining students and when student safety is concerned. To make sure you are aware of the policies and appropriate procedures and to find resources to help inform your school board, parents, and/or students, fill out thisGraphic Organizer. What page is the policy or procedure discussed in the ***Lifeline for Small Schools,*** the conference policy codebook/manual, and in your school’s handbook? Find some Internet resource links to use when you need to inform your school board, parents, or to train your students. Then, check the “To-Do” column when you see more needs to be done in the respective area.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **To-**  **Do** | **Policy/Procedure** | **Page In Lifeline** | **Conference**  **Policy #** | **Page in Sch.**  **Handbook** | **Websites with resources for sharing/teaching/using** |
|  | **Student Acceptance**  **Policy/Procedures**  Age of students, Non-SDA policy, steps, etc. |  |  |  |  |
|  | **Accelerating and Retaining Students** |  |  |  |  |
|  | **Acceptable Use Policy for technology at school** |  |  |  |  |
|  | **Student pictures on school’s social media website** |  |  |  |  |
|  | **Visual supervision of all students** |  |  |  |  |
|  | **Student Bullying** |  |  |  |  |
|  | **Domestic Dispute on Campus** |  |  |  |  |
|  | **Student Abuse or Neglect** |  |  |  |  |
|  | **Emergency Preparedness:** |  |  |  |  |
|  | **Emergency Closing of**  **School** |  |  |  |  |
|  | **Earthquakes** |  |  |  |  |
|  | **Tornadoes** |  |  |  |  |
|  | **Hurricanes** |  |  |  |  |
|  | **Winter Storms** |  |  |  |  |
|  | **Fire** |  |  |  |  |
|  | **Terrorism** |  |  |  |  |

Appendix C

## Discussion Posting Rubric

Peer discussion and collaboration is an important part of building community in an online course. You will use your experience as a teacher and your readings/viewings of the background material to participate in each discussion.

* Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period). To allow time for others to respond, your initial post is due every WEDNESDAY by 11:55 **A.M**., Eastern Time. You are to respond to at least two classmates, with the final response no later than FRIDAY at 11:55 **A.M**., Eastern Time. Points will be deducted for late submissions.
* Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
* Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the background materials or by bringing in a related example or experience.
* Address any questions to *your* posts as quickly as possible (don't let the discussion stray).
* Try to use quotes from the articles/resources from the background materials (when present) that support your postings. Include page numbers when you do that.
* Build on others responses to create threads.
* Bring in related prior knowledge (work experience, prior coursework, readings, etc.) ● Use proper etiquette (proper language, grammar, spelling and mechanics, typing, etc.).

**Rubric for evaluating online discussions:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent (5 points)** | **Good (4 points)** | **Average (3-2 points)** | **Poor (1-0 points)** |
| **Timely discussion contributions** | 3-4 postings. Well distributed throughout the week with original posting made by  Wednesday noon. | 3-2 postings. Distributed throughout the week with original posting made by  Wednesday noon. | 2-1 postings. Somewhat  distributed throughout the week with original post made AFTER Wed noon. | 1-0 postings.  2-0 Not distributed throughout the week |
| **discussion and demonstration of knowledge and understanding gained from assigned reading** | Very clear that the background readings/videos/etc. were understood and incorporated well into responses | Background readings/videos/etc. were understood and incorporated well into responses | Postings have questionable relationship to background material | Not evident that background materials were understood and/or not incorporated into discussion |
| **Adherence to online protocols** | all online protocols followed and proper etiquette followed. | 1 online protocol not adhered to, and/or a few issues related to proper etiquette. | 2-3 online protocols not adhered to and/or several mistakes made related to proper etiquette. | 4 or more online Protocols not adhered to and/or many mistakes made related to proper etiquette. |

Total Score \_\_\_\_/15

Specific Elements



### Writing Criteria Score



|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Focus** |  |  | \_\_\_\_\_\_ |
|  |  |  | 5 |
|  | Evident purpose, appropriate for assignment |  |  |
|  | Engaging and full development of a clear topic  Content complete, all parts of content were presented |  |  |
|  | Clear and consistent focus  Anticipates and answers readers’ questions |  |  |
| **Support** |  |  | \_\_\_\_\_\_ |
|  |  |  | 5 |
|  | Substantial, logical, concrete development of ideas |  |  |
|  | Main points sufficiently supported with specific evidence |  |  |
|  | Assumptions made explicit |  |  |
| **Organization** |  |  | \_\_\_\_\_\_ |
|  | Logical and effective sequencing of paragraphs Ideas divided into logical paragraphs |  | 5 |
| Transitions showing relationship between points, why points belong where they do | |
| **Mechanics and Style** | | |  |
| Academic, professional, concise, creative, precise word choice  Varied sentence structures  Standard English throughout paper  Correct spelling and accurate punctuation  Grammar and usage contribute to clarity and style | | | 5 |
| **Overall Score** | | | \_\_\_\_\_\_ |
|  | | | 20 |

Appendix E

#### Effective PowerPoint Presentation Rubric ----20 points total

***History and Mission of XXX Schoo*l**

**FOCUS:** What’s the point of this presentation? What primary information is the presenter trying to convey? How clearly does the presentation reflect the focus?

* **5 points** — The presentation had a clear and consistent focus. I came away knowing exactly what point the presenter was trying to make.
* **4 points** — By the time the PowerPoint presentation was finished, I understood the presenter’s point clearly, but I had some doubts along the way.
* **3 points** — I am fairly certain what point the presentation was trying to make, but I’d like further clarification.
* **2 points** — On further reflection, I think I can figure out what the point of this presentation was, but I shouldn’t have to work this hard.
* **1-0 points** — I have absolutely no idea what this presentation was talking about.

**ORGANIZATION:** Are the slides presented in an order that makes logical sense and supports the *focus* of the presentation? Is the overall plan of the presentation evident and consistent? Is the information on each slide presented in a logical manner, with clear titles, headings, paragraphs, and bulleted or numbered lists?

* **5 points** — At every point in the presentation, I never lost sight of the presenter’s focus.
* **4 points** — I generally knew where the presenter was, but there were a couple of places where I was a little confused. Some of the slides may not have been clear or necessary in the presentation.
* **3 points** — I was never totally lost during the presentation, but several of the slides were unclear or confusing. Several of the slides seemed to deviate from the main point, and it was sometimes difficult to tell what was a page title, what was a heading, and what was regular text.
* **2 points** —Most of the slides seemed jumbled.
* **1-0 points** —Few if any of the slides seemed logical.

**SUPPORT AND ELABORATION:** Is there enough supporting information in the presentation to make the main point effectively? Were any of the slides (or the content on the slides) irrelevant to the presentation’s focus? Consider not only text but images. If images accompany the text of slides, do they support the presenter’s point, or are they merely decorative?

* **5 points** — There was plenty of supporting information to make the presenter’s point.
* **4 points** — The presenter provided enough support, but some images seemed extraneous or purely decorative, and a couple of bullet points needed further clarification.
* **3 points** — There was a fair amount of supporting information, but it was too sparse, and the images added little to my understanding of the issue.
* **2 points** —The images were purely decorative and added nothing to my understanding of the presentation. ● **1-0 points** —What was with that clip art?!?

**STYLE AND MECHANICS:** With respect to a multimedia presentation, *style* refers both to the style of the writing and to the appearance of the slides. Do word choice, sentence fluency, and voice reflect the presenter’s purpose and audience? Similarly, do the layout and design of the slides, the fonts, and the images reflect the presenter’s purpose and audience?. The layout of the slides — placement of headers and titles, for example — should be clear and free of ornament that distracts from the content of the presentation.

As for mechanics, do the slides include the conventions of writing (grammar, spelling, and usage) as well as the layout of slides, and legibility? Was the text free of errors in grammar, spelling, and usage? Had the presenter edited carefully or were there sloppy errors?

In short, *keep it simple*. Certainly you want the appearance of the slides to be interesting, but the content has to come first. Unnecessary clip art, overly bright and distracting colors, big headers that crowd the text of pages, and so on will only distract the audience.

* **5 points** — The text and the visual design were clear, interesting, and appropriate to the purpose of the presentation. Fonts, colors, etc. seemed well chosen to reflect the presenter’s purpose and aided in my ability to process the visual content. The presentation was easy to read; text was free of errors.

* **4 points** — The text and visual design were clear and interesting but somewhat inconsistent in style. There were one or a few errors in grammar, spelling, or usage, but they did not detract from the content. Text was clear and easily readable.

* **3 points** — The layout and color choices distracted from the content of the presentation, and some of the images were purely decorative and seemed out of place. The text of the slides was reasonably clear but uninteresting. There were several errors in grammar, spelling, or usage. Text was not as readable as it could have been — the face may have been "cute" rather than readable, or the size may have been too small for ease of reading. Some images may have been difficult to see. Layout of the slides may not have been consistent throughout the presentation, resulting in some confusion.

* **2 points** — Fonts and colors were inconsistent; text was dull and inappropriate to the presenter’s purpose (too informal, for example). The presentation was riddled with sloppy errors that detracted from the content. The layout of the slides was inconsistent and made comprehension difficult, and the text was often difficult to read.

* **1-0 points** — Colors, fonts, and layout seemed almost random. The design was confusing and made it difficult to understand (or even find) the content of the presentation. Problems with grammar, spelling, usage, layout, and font choices made this presentation nearly incomprehensible.

Appendix F

## Creating an Action Plan

Action planning is a process which will help you to focus your ideas to create a goal statement and to decide what obstacles you might face along with what steps you need to take to achieve your particular goal. It is a statement of what you want to achieve over a given period of time. An effective action plan should give you a concrete timetable and set of clearly defined steps to help you to reach your objectives.

## Action Plan Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Element of Action Plan** | **Exemplary (9-10 points)** | **Somewhat Effective (8-6 points)** | **Less Effective (5-0 points)** |
| **Introduction and explanation of problem, including what is currently being done** | Thoroughly describes the issue, and the importance of issue to the betterment of the school. | The issue is described but the importance to the school is not clearly identified or does not tell how it will better the school. | The issue is unclear, or the importance is not identified or  realistic, and/ or it is not a major plan to improve the school. |
| **Proposed Goal** | Plan includes a goal statement that is clear and measurable, realistic and attainable. | Plan includes a goal statement that may not be clear and measurable, but is realistic and attainable. | Goal statement may not be clear or measurable, and is not really realistic and/or attainable. |
| **Background information** | Plan includes justification of why specific goal is needed, possible barriers or obstacles are listed along with ways they might be overcome. | Plan includes justification of why specific goal is needed, but possible barriers or obstacles are missing along with ways they might be overcome. | Plan does not includes justification of why specific goal is needed, possible barriers or obstacles are missing. |
| **Action Steps to complete plan** | Includes a step by step outline of what needs to be done, including:   * start and end dates of each step * names of people who will be involved in carrying out each step * resources needed to carry each step out, and * how you know you will be successful in each step. | Steps are mostly complete and/or most of the needed information is included | Several steps are missing, vague, or unrealistic, and/or much of the information is missing. The steps are not complete |

### **Total Points \_\_\_\_\_/40 points**