

# GEORGE MASON UNIVERSITY

## Education Leadership Program

Spring Term  
January 27, 2011 – May 12, 2011

### EDLE 420—Organization and Management of Schools

**Instructor:** Fred S. Evans  
**Phone:** 301 706-3993  
**E-mail:** fevans1@gmu.edu

#### Class Schedule Information

**Meeting Time:** Thursday, 4:30 pm-7:10pm  
**Location:** Robinson Hall – Room A101

#### Course Description

**EDLE 420 – Organization and Management of Schools** – Students will study basic organizational theories and models of leadership and management of schools. The course content will explore theories and models of effective school leadership, with special emphasis on communication skills, system thinking, and personal and organizational change. Class discussions and activities will bridge theory with practical applications in school settings.

#### Course Textbooks & Materials

Smith, Stuart C. and Piele, Philip K., School Leadership: Handbook for Excellence in Student Learning, Corwin Press, 4<sup>th</sup> Edition, 2006.

Whitaker, Todd, What Great Teachers Do Differently: 14 Things that Matter Most, Eye on Education, Inc., 2004 (Recommended, not required)

#### Course Goals

**Organizational and Management of Schools** is intended to provide students with an opportunity to explore meanings of leadership in schools, the leader's role in school change and restructuring and the ways school leaders make sense of school organization. Students will explore how organizations function and the leadership choices within organizations, and they will have an opportunity to begin to develop a vision of their leadership principles and potential practices. This will be examined within the larger context of American public education.

## **Student Outcomes**

In order to develop leadership competencies, students will deepen their understanding of how organizations function and how leaders influence school change and improvement. At the conclusion of this course successful students should be able to:

1. Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership;
2. Understand major perspectives for analyzing organizational behavior and outcomes in schools;
3. Understand the broad governance context of school leadership;
4. Understand state and national standards for school leadership performance and leadership dispositions; and
5. Begin to articulate how they plan to develop their leadership capabilities.

## **Relationship of Course Goals to Program Goals**

This course is intended to introduce students to theory and practice in school leadership. All of the program goals are active, to a greater or lesser degree, in this course. Students will:

- refine their perspectives on education administration as they hone their leadership skills;
- develop a personal philosophy of education and a personal vision relating to their leadership practice;
- assess their leadership strengths and areas for development;
- understand leadership roles in schools and school districts in settings characterized by diversity;
- use various social science perspectives as the foundation for advocacy and change;
- learn how to work with the larger community; and
- enhance their oral and written communication skills.

## **Evaluation and Grading.**

### ***Attendance & Class participation – (15%)***

Students are expected to participate in class discussions and to interact with the instructor and other students. It is expected that students will arrive on time and will notify the instructor, in advance, when an unavoidable conflict prevents the student from either arriving on time to class or attending a class. Maximum credit for class participation will be earned by students who are present for each class and who actively engage in class activities and interaction.

### ***Written assignments – (45%)***

For this class, you will be asked to do a variety of written work that involves developing your leadership capabilities and understanding of the application of organizational theory to schools.

### ***Class presentations – (40%)***

Each student will make presentations to the class and receive feedback from colleagues. You will be expected to give constructive feedback to your colleagues for their use in analyzing their presentations. Making use of assigned time is a skill that will be emphasized in this class.

### ***Late Work***

Assignments are expected to be submitted on the due date. Writing assignments will not be accepted after the due date. Students may revise and re-submit papers to improve their performance. Such revisions are due no later than one week after receiving feedback on the previous draft.

### ***Grading Scale***

A+ = 100 percent

A = 95 – 99 percent

A- = 90 – 94 percent

B+ = 86 –89 percent

B = 83 – 85 percent

B- = 80 – 82 percent

C = 75 – 79 percent

F = 74 percent and below

### **College of Education and Human Development Statement of Expectations:**

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the service.

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**COURSE SCHEDULE**

<b><u>Date</u></b>	<b><u>Topics/Content</u></b>
1/27/11	Introductions – Syllabus and course expectations Topics: School Leadership in the 21 <sup>st</sup> Century Characteristics of an Effective Leader Case Study Exercise: <i>A Leadership Dilemma</i> Assignment: Smith & Piele, Ch. 1, “The Landscape of School Leadership”
2/3/11	Topics: What is the “ <i>Landscape of School Leadership?</i> ” Are there “Essential Acts of Leadership?” Assignments: Smith & Piele, Ch. 3, “ <i>Portrait of a Leader</i> ”
2/10/11	Topics: Portraits of Effective School Leaders Review of the Personal Best assignment Case Study Exercise – <i>An Incident After School</i> Assignment: Smith & Piele, Ch. 6 & 8, “ <i>Ethical &amp; Cultural Leadership</i> ” <b>Personal Best</b> assignment due on 2/17/11
2/17/11	Topics: How Do We Assess Leadership Values? Visionary Leaders: Who Are They? Assignment: Smith & Piele, Ch. 9&12, “ <i>Accountable &amp; Political Leadership</i> ” Bring a local school’s Report Card (NCLB) <b>**Personal Best Assignment Due</b>
2/24/11	Topics: Platform of Beliefs Presentations <i>No Child Left Behind</i> – History and Future Implications Review of Local School Report Cards Develop questions for Panel of Principals Assignment: Smith & Piele, Ch. 13, “ <i>Instructional Leadership</i> ”
3/03/11	Topic: Panel of Principals – Lessons Learned and Lessons to Be Learned - Leading in the 21 <sup>st</sup> Century Assignment: Smith & Piele, Ch. 15, “ <i>Learning Focused Communities</i> ”
3/10/11	Topics: Learning Focused Communities – Leading for Learning! Case Study Exercise Assignment: Smith & Piele, Ch. 16 & 17, “ <i>Communication</i> ”
3/24/11	Topics: Communicating and Engaging the Public

Improving Student Achievement  
Assignment: Smith & Piele, Ch. 18, “*Managing Data for Decision Making*”

- 3/31/11      Topics: Data – Driven Decision Making, How to Make it Work for Students  
Case Study Exercise – Examples from Your Work Sites  
Platform of Beliefs Presentations
- 4/7/11      Topics: How Do I Learn this New Job? – A Panel of Assistant Principals  
Assignment: Platform of Beliefs Presentations
- 4/14/11     Topics: Presentations on Current Topics  
Assignment: Smith & Piele, Ch. 19, “*Allocating Human, Financial & Physical Resources*”
- 4/21/11     Topics: How to Manage Human, Financial & Physical Resources
- 4/28/11     Topics: Presentations on Current Topics
- 5/5/11      Topics: Presentations on Current Topics  
Assignment: What Have I Learned?
- 5/12/11     Topics: What Have We Learned?  
What Are Our Next Steps?  
Course Evaluation

## **ASSIGNMENTS**

### **(1) Personal Best – 20 %**

This assignment borrows an exercise from James Kouzes’ and Barry Posner’s book, *The Leadership Challenge*. As a part of their studies of leaders and followers, they asked leaders to write a **personal best case**, which they analyzed to discover themes about leader behavior.

For this paper, think back over your own leadership experiences and choose one that you consider to be a “personal best” -- a time when you performed at your peak as a leader. Review the experience in your mind, and ask yourself:

- What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation?
- What motivated you to get involved? How did you challenge yourself and others?
- How did you build enthusiasm and excitement? How did you involve others and foster collaboration? How did you build trust and respect?
- What principles and values guided you and others? How did you set an example?

The above helps you describe your “personal best” situation. To complete the paper, utilize Michael Fullan’s model of leadership as an analytic tool, as follows: **In what ways did you excel as a leader in the situation you described? What might you have done differently to enhance your performance? What lessons did you learn about leadership from the experience?** This is a short paper (4-5 pages), which should be typewritten and double-spaced. Come prepared to **share** your case.

## Personal Best Assignment

<i>Levels:</i>					<b>Score</b>
<i>Criteria:</i>	<b>1 falls below expectations</b>	<b>2 approaching expectations</b>	<b>3 meets expectations</b>	<b>4 exceeds expectations</b>	
<b>Thesis &amp; introduction</b>	There is no clear purpose of the paper; seemingly little attempt to create a thesis statement	Attempt to create a thesis statement and communicate the purpose in introduction	Evidence of thesis can be found in a clear introduction to the paper	Establishes thesis in introduction and maintains clear purpose via suitable voice and tone	
<b>Description of personal best case</b>	Description of the case is largely missing or wholly inadequate.	Description of the case is incomplete or poorly constructed	The case is described thoroughly, but detail is lacking on why the case represents a "personal best"	The case is described thoroughly, including an accounting of the "personal best" situation and why it was selected as a "personal best."	
<b>Case analysis</b>	Analysis is unrelated to the case, is largely missing or wholly inadequate.	Analysis is weak or incomplete, or superficially considers the Fullan model.	Fullan's model is used adequately to assess how the case exemplifies effective leadership.	Fullan's model is summarized and then used to thoroughly assess how the case exemplifies effective leadership.	
<b>Implications for leadership development</b>	Conclusion and implications are largely missing or wholly inadequate.	Lessons relating to future actions and/or personal leadership development are superficial	General lessons are presented relating to future actions and/or leadership development	Lessons are derived relating the need to develop specific leadership dispositions and/or proficiencies	
<b>Organization of paper</b>	Paper lacks logical progression of ideas	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper includes logical progression of ideas aided by clear transitions	Paper is powerfully organized and fully developed	
<b>Mechanics</b>	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading	

## **(2) Platform of Beliefs – 20 %**

The Maine School Leadership Network developed the Platform of Beliefs exercise as a tool they use with school leaders as a way of helping them identify the core beliefs that form the foundation of their decision-making and professional practice.

Each person approaches a reflective exercise like this somewhat uniquely, based on past experiences, knowledge, and hopes for the future. In preparation for this presentation, you may complete the visioning exercise posted to Blackboard, in which you develop a sense of the ways you would like to improve teaching and learning in your school. You may also want to reflect on the results of the LCI. To do your platform:

1. Identify three or four core beliefs that are important to you when you think about *teaching, learning, and leadership*.
2. For each of these, explain why it is a critically important belief, and how it relates to the other beliefs.
3. Expand on each belief by including a few principles that describe what the belief means and how it appears in school practices, i.e. what are people actually doing when this belief is manifested in behaviors.

Come prepared to make a **presentation** of your vision and beliefs.

Assume you were just hired as assistant principal at the Great American School, and the principal asked that you introduce yourself at the next faculty meeting by talking about your perspective as a school leader. Hence, consider what kind of first impression you want to make for your new faculty. What is important to you? How will you lead? (**Note** – the principal runs a tight meeting – **you have three minutes!**)

## Platform of Beliefs

Levels:	<b>1 falls below expectations</b>	<b>2 approaching expectations</b>	<b>3 meets expectations</b>	<b>4 exceeds expectations</b>	<b>Score</b>
<i>Criteria:</i> <b>Attention to Audience</b>	Did not attempt to engage audience	Little attempt to engage audience	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation	
<b>Clarity</b>	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most part, but more clarity with transitions is needed	Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow	
<b>Presentation Length</b>	Greatly exceeding or falling short of allotted time	Exceeding or falling short of allotted time	Remained close to the allotted time	Presented within the allotted time	
<b>Content</b>	Thesis is unclear and information appears randomly chosen	Thesis is clear, but supporting information is disconnected	Information relates to a clear thesis; many relevant points, but they are somewhat unstructured	Exceptional use of material that clearly relates to a focused thesis; creative use of supporting ideas	
<b>Speaking Skills</b>	Monotone; speaker seemed uninterested in material	Little eye contact; fast speaking rate, little expression, mumbling	Clear articulation of ideas, but apparently lacks confidence with material	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	



### **(3) Presentation on Current Topic – 30%**

Education leaders are frequently called on by various constituencies to discuss, explain, defend, and/or advocate for topics of interest to that group in particular or to the community in general. Accuracy and clarity are key points in getting the information across. In addition, sticking to the time allotted is critical.

For this assignment, look over the list of topics below and select one of interest to you. Administrators are frequently asked to speak on topics about which they have passing knowledge. In fact, they may be asked to speak on these topics without much opportunity to prepare.

You may use Power Point, overheads, hand-outs, group participation or any other format that will contribute to the topic selected. Knowing your audience and what will appeal to them is part of planning a presentation.

Your presentation should be 15-20 minutes in length.

## **Individual Presentation Topics**

### **1. First General Faculty Meeting**

You, the recently appointed principal, will make a presentation at the opening general faculty meeting (beginning of the school year). In preparing for this presentation, you will consider those priorities that you will highlight as well as the personal/professional information about your background that faculty may need to know.

Be aware that you have just been appointed (within the past three weeks) to this position, and that you have not had the opportunity to meet most of the faculty. In fact, you have yet to meet one of your experienced assistant principals who has been on annual leave since your first day on the job in your new office, approximately one week ago.

### **2. Presentation to School Board—Safe Schools**

You have recently been asked by the superintendent to address the school board relating to the school system's focus on safe schools. The school board is interested in hearing about your priorities and strategies for ensuring that students will be taught in a safe and secure learning environment.

You are aware that several well-publicized gang incidents dominated the news during the final two months of the last school year. These incidents occurred at the school to which you have just been appointed principal. (You have been on the job for several months now.) This will be your first formal opportunity to address the school board.

### **3. Presentation to School Board—Extracurricular Programs**

The local school board has recently discussed its plans to consider reductions to the secondary school's extracurricular programs. Among items that were discussed were the possible elimination of some of the "non-revenue" producing sports, as well as an overall reduction in the number of games/contests for some of the programs (TBD).

The superintendent has asked you, the activities director at the high school, to make a presentation to the school board that addresses the benefits of extracurricular programming. The superintendent has suggested you rely more on hard data and less on emotion as you prepare your report, as the local school board members have been subjected to a great deal of name-calling and criticism by some members of the community for daring to tackle such a controversial issue.

### **4. Panel Presentation for Department of Education Video**

You, the director of instructional services, have been asked by the superintendent to participate in a state-sponsored panel presentation on the recently adopted statewide testing program. Each panel presenter will be allowed twenty minutes of uninterrupted time to address how his/her school system is working with teachers and students to ensure success on these new high stakes tests. You will be expected to focus on best practices within your school district—what is working and why. Following the presentations, the moderator will direct questions (live audience) to individual panel members. The entire program will be taped for distribution to all school districts.

As a three-year veteran in your school district, you have worked to implement a number of instructional changes that appear to have had a positive impact on teaching and learning. Your school district was selected to participate as a result of two consecutive years of high test scores.

### **5. Speech to Local Chamber of Commerce**

You, a new assistant principal, have been invited to make a presentation to the local Chamber of Commerce. The Chamber has a history of being very supportive of the local schools and their efforts to improve education. Several very influential members, however, have recently removed their children from the public schools and have chosen other alternatives (home schooling and private schools).

The Chamber president, a strong supporter of the public schools, has asked you to speak at the quarterly meeting on the merits of public schooling. The president has invited you because of your good work during your first few months on the job as the newest assistant principal in the local school district.

### **6. Presentation at Local Church**

You are a recently appointed assistant principal, and you have been invited to make a presentation at a church-sponsored forum on education that focuses on minority student

performance. Several of the more influential church members have been vocal critics of the school district’s “failure to address minority student needs and to prepare them for higher education.”

It is a matter of record that minority students have not performed as well as their majority peers on state and national tests. It is also true that minority students are being suspended and expelled at a rate that exceeds majority students. Your principal has advised you to be well-prepared for this presentation, as a number of minority parents are preparing to attend and participate in discussion at the conclusion of your presentation.

### **7. Presentation to PTA Council**

You, the school principal, have been asked to address the school district’s council of PTA presidents on the block-scheduling program that has been implemented in many of the region’s secondary schools. You are a proponent of block scheduling, as you served on the steering committee that explored this as an option and subsequently recommended its approval to the superintendent.

You are aware that a number of the council members are not as convinced as you that block scheduling is making a positive difference in the academic lives of students. The superintendent has met with you and suggested that you carefully prepare a well-balanced presentation with both pros and cons of the block-scheduling program.

### **8. Presentation to the School Board—Teacher Salaries**

As the science department chair at your school, you have been asked by colleagues to address the school board at its annual budget public hearing. Your presentation will focus on the need to improve teacher salaries and benefits.

You are concerned that experienced teachers are leaving the school district for other opportunities such as teaching in another school district or jobs in the private sector. You are also aware that salaries have not kept pace with the rate of inflation during the past few years and that there is a growing lack of trust in the school board and central administration as new programs are adopted and new schools are being built, while teacher compensation has appeared to be a low priority.

It should be noted that you have applied for two assistant principal vacancies and are awaiting word as to whether or not you will be interviewed. This will be your first opportunity to make a presentation to the school board.

### **9. Presentation to Elementary School Parents—Academics at the Middle School**

You, the middle school assistant principal, have been asked by the elementary feeder school principals to address the elementary school parents about the academic program at the middle school. The parents are concerned because eighth grade SOL scores have been lower than fifth grade scores since the first year the tests have been given.

Parents have had a study group to look at options for middle school organization. They want a more traditional academic program; the elimination of teams is a topic of intense feelings with the parents being evenly divided. You are a strong advocate for teams and the pure middle school model.

It should be noted that you are being considered for one of the elementary feeder principalships when the principal retires in June.

#### **10. Presentation to Special Education Parents—Modified Diploma or Regular Diploma**

You, the middle school assistant principal in charge of special education, have been directed by the principal to meet with special education parents to give an overview of the types of diplomas available to special education students. You need to be clear and specific about the differences between the two diplomas and the timeline for deciding which diploma to pursue.

Be aware that you have recently been assigned to supervise special education because the previous assistant principal did not meet timelines or treat parents respectfully. The parents are not knowledgeable about the law, but they are angry with the school about how they feel their children have been labeled and the lack of information they have been given.

#### **11. Presentation to the School Board—Adoption of New Reading Program**

You, a newly selected elementary principal, have been asked by the superintendent to explain to the school board the advantages and disadvantages of a phonics-based basal reading program and a balanced literacy program. Prior to being selected as a principal, you were a successful reading teacher. You chaired the committee that made the recommendation to the superintendent to adopt a balanced literacy program.

The school board has been strongly lobbied by a group of parents to adopt a phonics-based basal reader program. This group has threatened to go to the press if the school board adopts a balanced literacy program.

It should be noted that you have not yet reported to your new school. The majority of the parents who support the phonics-based basal reader program are from your new school.

#### **12. Presentation to the Tax-Payers League—ESOL Budget**

You, the recently appointed director of ESOL, have been asked by the superintendent to address the Tax-Payers League about the ESOL program. The League has been highly critical of the bilingual component of the program. It has taken the position that children should receive instruction in English only. The League plans to testify at the upcoming school board budget hearing advocating a cut in funds for the ESOL program based on the League's English only stance.

It should be noted that in your school district only 20% of the residents have children in the schools. The local tax rate is high because the jurisdiction has historically supported a high per pupil expenditure. The Tax-Payers League has been gaining support for its school budget position because of the high taxes and small number of residents with school-age children.

#### **13. Presentation to the School Board—Half-day vs. Full-day Kindergarten**

You, a newly appointed elementary principal who most recently served as a high school assistant principal, have been asked by the superintendent to address the school board about the differences between a half-day and a full-day kindergarten program. The school

board has included funds in its budget to phase in full-day kindergarten in all of the schools over the next three years. There is a group of parents opposed to this change and many are parents from your school.

It should be noted that there were concerns in the community about appointing a high school assistant principal to an elementary principal position. Some school board members also questioned your appointment. The superintendent used your experience as a family and consumer science (FACS) teacher who taught child development classes as a factor in your selection.

#### **14. Presentation to Parents—Creating a Magnet Year-Round School**

You, an elementary principal with one year's experience, have been asked by the superintendent to make a presentation to the school board on converting one of the district's elementary schools to a year-round school. There is federal magnet school funding available to make the change and to fund the first year. This is your first presentation to the school board.

It should be noted that the superintendent wants to convert your school to the year-round magnet. Before you accepted your current position, you lived and worked in another state and your children attended a year-round school. As a parent, you were dissatisfied with several aspects of the year-round school program.

#### **15. Presentation to Parents—Transition from High School to College**

You, the newly appointed high school assistant principal, have been asked by your principal to address the parents of the seniors at your school. The parents have become increasingly concerned that the school is not preparing their children for the transition to college. They have expressed concern about academic rigor, course offerings and extracurricular opportunities.

You are aware that, over the past few years, students from your school have reported that they felt less prepared for freshmen English classes than their classmates from other school systems. There have been an increasing number of students who have had to take a non-college level math class during freshman year. Some students have learned from admissions counselors that if they had participated in more extracurricular activities they would have been admitted to a college with more prestige.

#### **16. Presentation to Community Investment Group**

You, the principal of a middle school in an affluent community, have been invited to address a community investment group about your school and its needs. The perception is that your school and its students have no needs because of the wealth in the community.

Most community members are unaware that there are 40 students in your school from a Section 8 housing complex. These students have many needs, from computer access to medical attention. All but one of the students receives free lunch. Your school has no breakfast program. These are the only students in the school, with the addition of a few special education students from a cluster program, who receive free lunch.

### **17. Presentation to the School Board—Elimination of Elementary Art, Music, Physical Education and Counselors**

The local school board has recently discussed its plans to consider reductions to the elementary art, music, physical education and counseling programs. Among the reasons discussed is the three-year decline of SOL scores and parent complaints about the guidance curriculum.

You, the director of elementary instruction, have been asked by the superintendent to address the school board about the benefits of the elementary art, music, physical education and counseling programs. The superintendent has suggested you rely on research about the intellectual and/or health benefits of each discipline in your presentation. The school board has taken the position that all programs must show positive and improving results on the SOL/NCLB report card.

### **18. Presentation to Principals—Introduction of Site-Based Management**

You, the newest principal in your school district, have been asked by the superintendent to describe the benefits of site-based management to your principal colleagues. The superintendent has been directed by the school board to institute site-based management in the schools.

The principals' organization is considering taking a vote of no confidence in the superintendent because they are opposed to site-based management. They think it will cause them to lose control of their schools. The superintendent brought you into the school district from a neighboring school district that has site-based management. He thought that your recruitment and appointment would help him with his relations with the school board.

### **19. Community Forum—Finalist for Principal at New School**

You have been informed that you are one of three finalists for the new principalship at Model **ES/MS/HS** (your choice). The central office director of human resources has notified you that you will have 20 minutes to present yourself at a community forum. Parents, students, media representatives and the general public will be invited to attend. Following your presentation, the director of human resources will solicit input from those attending and compile it for the superintendent.

The new school is located in a recently developed planned community. As the first principal, you will be expected to have excellent community relations skills as you work with parents and their children to establish priorities and a sense of belonging in this new environment. Statistics reveal that many of your parents are affluent, well-educated and are new residents to this part of the state.

### **20. Press Conference—SOL Scores Drop after School Boundaries Are Redrawn**

You, an assistant principal who has been on the job one year, have been asked by the superintendent to accompany your principal to a press conference about the 20-point decline in SOL test scores since the school board redrew the boundaries for your school. The neighboring school, which also has been redistricted, had a 10-point increase in SOL test

scores. You are in charge of the testing program, including the remediation component. The scores for your white and Asian students have remained about the same, but the scores for your African American and Latino students have dropped precipitously. You will be making the initial part of the presentation to the press and will be followed by the principal.

The principal has never used data to analyze the school’s performance and does not understand why everyone is so upset. He has been under fire from the NAACP for insensitivity to minority students. He refuses to put up signs in Spanish even though the school population is now 20% Latino.

It should be noted that the superintendent is considering removing the principal and putting you in the job for the remainder of the school year, and possibly next year.

## Presentation on a Current Topic

<i>Levels:</i>					
<i>Criteria:</i>	<b>1 falls below expectations</b>	<b>2 approaching expectations</b>	<b>3 meets expectations</b>	<b>4 exceeds expectations</b>	<b>Score</b>
<b>Attention to Audience</b> (20%)	Did not attempt to engage audience	Little attempt to engage audience	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation	
<b>Clarity</b> (20%)	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most part, but more clarity with transitions is needed	Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow	
<b>Presentation Length</b> (20%)	Greatly exceeding or falling short of allotted time	Exceeding or falling short of allotted time	Remained close to the allotted time	Presented within the allotted time	
<b>Content</b> (20%)	Thesis is unclear and information appears randomly chosen	Thesis is clear, but supporting information is disconnected	Information relates to a clear thesis; many relevant points, but they are somewhat unstructured	Exceptional use of material that clearly relates to a focused thesis; creative use of supporting ideas	
<b>Speaking Skills</b> (20%)	Monotone; speaker seemed uninterested in material	Little eye contact; fast speaking rate, little expression, mumbling	Clear articulation of ideas, but apparently lacks confidence with material	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	

