

COURSE SYLLABUS

Course: Data, Data Everywhere

Presenters: Dr. Victoria L. Bernhardt

Credits: 3 Graduate Credits

Required Text: Bernhardt, Victoria, *Data, Data Everywhere*. Eye on Education: 2009. (Included in course fee, allow 2-4 weeks for delivery)

Course Overview

Learn how to increase student achievement at every grade level, in every subject area, and with every student group. In this course, and her book, *Data, Data Everywhere*, presenter Victoria Bernhardt describes what one school staff did to get those results. Through interviews, workshop footage, and lectures, course participants engage in the Education for the Future Institute's Continuous School Improvement process. As they trace one school's progress, participants also engage in the stages of data collection and analysis, self-assessment, and the identification of specific problems and pathways to solutions. Dr. Bernhardt maps out a plan for achieving school improvement goals: the articulation of a vision, the design of a plan to implement the vision, and the strategies for assessing all school data against that vision.

Presenters' Bios

Dr. Victoria L. Bernhardt earned her PH.D in Educational Psychology Research and Measurement at the University of Oregon. She is Executive Director of the Education for the Future Initiative, whose mission is to build the capacity of learning organizations to gather, analyze, and use data to continuously improve all students' learning. A professor at the College of Communication and Education at California State University, Chico, Dr. Bernhardt works with learning organizations all over the world to assist them with their continuous improvement and data analysis. Dr. Bernhardt is the author of a number of books on the topic of using data to improve schools: *From Questions to Actions: Using Questionnaire Data for Continuous School Improvement*; *Data, Data Everywhere: Bringing All the Data Together for Continuous School Improvement*; *Translating Data into Information to Improve Teaching and Learning*; and a four-book series: *Using Data to Improve Student Learning*; *Data Analysis for Continuous School Improvement*; *The School Portfolio Toolkit, A Planning, Implementation, and Evaluation Guide for Continuous School Improvement*; *The Example School Portfolio*; and *The School Portfolio: A Comprehensive Framework for School Improvement*.

Objectives

After completing this course, educators will know:

- What data to collect and analyze to effect continuous improvement
- How to use the Institute's Continuous School Improvement Continuums to self-assess
- How to create a shared school vision
- How to create and implement a continuous school improvement plan that achieves that vision



Student Learning Outcomes

After completing this course, educators will apply the following skills:

- Gather and analyze data to inform continuous school improvement
- Use the Continuums to self-assess their school
- Contribute to the creation of a shared school vision
- Engage in the problem-solving cycle
- Develop a plan for continuous school improvement
- Develop strategies to implement the school vision and plan
- Evaluate their school's process and progress

Unit 1: Introduction

Presenter Victoria Bernhardt's Education for the Future prepares schools to improve student learning at every grade level, in every subject area, and with every student group—in as little as one year. This unit introduces the Marylin Avenue Elementary School (Livermore, CA) as a case study of a school that embraced the Institute's continuous school improvement process and saw dramatic results. Bernhardt outlines the progression of the work: data collection, self-assessment, development of a vision, organization of teams, and professional learning. Participants begin to learn the process through interviews with teachers and administrators and a live workshop.

Objectives

After completing this unit, educators will know:

- The essential components of the Education for the Future Institute's continuous school improvement process

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Detail the necessary steps of the process of improving student learning at every grade level, in every subject area, and with every student group

Unit 2: Looking at All the School's Data, Part 1

In this unit, Victoria Bernhardt demonstrates the critical role of data analysis in achieving continuous school improvement. She introduces the categories of data: *demographics*, *perceptions*, *student learning*, and *school processes*. Participants learn how to analyze each type of data to determine what processes to change to improve learning for all students. She describes how demographics and perceptions contribute to understanding a school's current situation, enable a school to articulate where it needs to be, and determine what steps are necessary to move in a desired direction of progress.



Objectives

After completing this unit, educators will know:

- Why *demographic* and *perceptions* data are important

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Analyze *demographic* and *perceptions* data

Unit 3: Looking at All the School's Data, Part 2

Presenter Bernhardt concentrates on *student learning* and *student processes* data, focusing on how collecting and analyzing data can lead a school toward continuous improvement. She also models the process of analyzing the data's crucial intersections and how that data informs a school's improvement process.

Objectives

After completing this unit, educators will know:

- Student learning and school processes data
- How to analyze the data
- How to analyze the intersections of the data types

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Differentiate among data types
- Analyze the data

Unit 4: Processing the Data

In this unit, presenter Victoria Bernhardt introduces The Education for the Future Continuous Improvement Continuums (CICs) as self-assessment tools that enable a school to measure where the school is with respect to its approach, implementation, and outcome for seven continuous improvement categories: information and analysis, student achievement, quality planning, professional learning, leadership, partnership development, and continuous improvement and evaluation. Schools use the results of their self-assessment to discover where they really are, to acknowledge their accomplishments, to set goals for improvement, and to keep everyone apprised of the progress they are making in their



school improvement efforts. This unit also shows how to look across all data types to determine what needs to be included in the school improvement plan.

Objectives

After completing this unit, educators will know:

- The form and content of the Continuous Improvement Continuums (CICs)
- How a school or district might use CICs
- How to look across data types to determine the contents of a school improvement plan

Student Learning Outcomes:

After completing this unit, educators will apply the following skills:

- Use the CICs to assess their school in relation to information and analysis, student achievement, quality planning, leadership, professional development, partnership learning, and continuous improvement and evaluation
- Look across data implications to find commonalities for the school improvement plan

Unit 5: Creating the Vision

To implement a purposeful school vision, the entire school staff needs to be committed, and articulating a common vision is part of the process. Bernhardt posits that a shared vision builds on the values and beliefs of the school staff members to articulate core values and beliefs, a core purpose, and a mission for the school. The entire staff participates in creating the vision, inspired by effective leadership that helps them focus all acts of school activity and improvement on achieving the vision. Bernhardt adds that the vision must be continuously monitored and measured to ensure its implementation.

Objectives

After completing this unit, educators will know:

- Why a shared vision is important for continuous school improvement
- How to create a shared vision

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Contribute to their school's development of its shared vision
- Measure all school activity against its shared vision



Unit 6: The Problem-Solving Cycle

The problem-solving cycle is a strategy for analyzing and eliminating gaps between school performance and goals. As presenter Victoria Bernhardt demonstrates, the purpose of the problem-solving cycle is to get all staff involved in analyzing how they are getting their current results before jumping to solutions. In this unit, Bernhardt takes participants through the first three critical steps of the nine-step process, noting that the problem-solving cycle gets staff talking about their processes and practices in a manner that can lead to significant change.

Objectives

After completing this unit, educators will know:

- Why the problem-solving cycle is a valuable activity for identifying and eliminating causes of failure to meet school goals

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Identify key problems at their schools
- Brainstorm reasons for existing problems
- Identify questions and the data needed to begin answering those questions

Unit 7: Process Flowcharting

Process flowcharting helped Marylin Avenue School understand the results they were getting with students, as well as to articulate what practices they needed every teacher to implement. In this unit, presenter Victoria Bernhardt elaborates on the process of developing a flowchart in order to see processes as vividly as possible.

Objectives

After completing this unit, educators will know:

- What a process flowchart is
- The purpose and uses of a process flowchart

Student Learning Outcomes

After completing this unit, educators will apply the following skill:

- Create a flowchart of a process



Unit 8: Strategies to Implement the Vision

In order to create a plan that will not only implement the school's vision, but also make a difference for every student and teacher, the school staff needs to answer these five essential questions: Where are we now? Where do we want to be? How did we get to where we are now? How are we going to get to where we want to be? And is what we are doing making a difference? Strategies that will assist staff in implementing the vision include staff-wide professional learning, leadership structures, partnership development, and continuous improvement and evaluation.

Objectives

After completing this unit, educators will know:

- How to create a school-wide plan
- How leadership and planning can help the school to implement the vision

Student Learning Outcomes

After completing this unit, educators will apply the following skill:

- Create structures and strategies to help their school implement the vision

Unit 9: Evaluation

In this unit, Victoria Bernhardt addresses how to evaluate a school's continuous school improvement process, as well as its programs and processes. She discusses multiple purposes and strategies for evaluation within learning institutions and provides definitions critical to the process.

Objectives

After completing this unit, educators will know:

- Why and how to evaluate continuous school improvement
- How to evaluate programs and processes
- How to determine if staff are implementing programs and processes

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Facilitate the evaluation of their school's programs and processes
- Determine if the school is on the right track with continuous school improvement



Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

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|------------------------|-----|
| • Reflection questions | 25% |
| • Quizzes | 15% |
| • Midterm | 25% |
| • Final | 35% |

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0



Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the specific questions posed.</p> <p>Participant has not responded to all reflection questions.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>

Midterm

1. Review the work you completed in Unit 2 for the Marylin Street Demographic Data Worksheet and complete the following:

- Use the most current data that your own school/district has and repeat the exercise.
- Describe how your school's professional learning programs might affect its demographic data over time.
- Describe how you might use an analysis of demographics to illustrate the context of your school/district.

2. In order to think about data elements in terms of whether they are input data (givens), process data (data that describe actions planned for and implemented to get particular outcomes), or outcome data (data that describe the results of processes), download the document titled "Input, Process, Outcome Elements."

- Create three lists by classifying each element according to data type: input, process, or outcome. (You may find it easier to print the resource and make three piles of data before writing your lists.)
- Address at least three elements per category and explain why you have classified the data as you have.



- c) Discuss how this exercise can reveal what an educator believes is possible and not possible to change
- d) Upon reflection on this work, explain why elements originally classified as inputs might be considered in a different category.

3. Look at your school's mission statement.

- a) Describe three school activities that you believe are in sync with the mission and explain why.
- b) Do you believe that you are compliant or committed to your mission? If yes, how is that manifested in your work? If not, discuss why and what you think is needed for you to be supportive of the mission.

Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<p>Review the work you completed in Unit 2 for the Marylin Street Demographic Data Worksheet and complete the following:</p> <p>1) Use the most current data that your school/district has and repeat the exercise.</p> <p>2) Describe how your school's professional learning programs might affect its demographic data over time.</p> <p>3) Describe how you might use an analysis of demographics to illustrate the context of your school/district.</p> <p>In order to think about data elements</p>	<p>Participant has repeated the exercise with his or her most current data.</p> <p>Participant has predicted with the support of specific examples how particular professional learning programs available to his or her school might affect its demographic data over time.</p> <p>Participant has described with the support of specific examples how he or she would use an analysis of demographics to illustrate the context of his or her school or district.</p>	<p>Participant has predicted how particular professional learning programs available to his or her school might affect its demographic data over time.</p> <p>Participant has described how he or she would use an analysis of demographics to illustrate the context of his or her school or district.</p>	<p>Participant has tried to link his or her school's professional development to its demographic data, but the causal links are not clear.</p> <p>Participant has indicated how he or she would use an analysis of demographics to illustrate context but very briefly and not wholly convincingly.</p>	<p>Participant has not repeated the exercise with his or her most current data.</p> <p>Participant has not predicted how particular professional learning programs available to his or her school might affect its demographic data over time.</p> <p>Participant has not indicated how he or she would use an analysis of demographics to illustrate context.</p>
	Participant has classified each	Participant has classified each	Participant has classified each	Participant has not classified each



<p>in terms of whether they are input data (givens), process data (data that describe actions planned for and implemented to get particular outcomes), or outcome data (data that describe the results of processes), download the document titled “Input, Process, Outcome Elements.”</p> <p>1) Create three lists by classifying each element according to data type: input, process, or outcome.</p> <p>2) Address at least three elements per category and explain why you have classified the data as you have.</p> <p>3) Discuss how this exercise can reveal what an educator believes is possible and not possible to change.</p> <p>4) Upon reflection on this work, explain why elements originally classified as inputs might be considered in a different category.</p>	<p>element according to data type: input, process, and outcome.</p> <p>Participant has thoughtfully justified his or her classifications for a total of 9 elements, 3 per category.</p> <p>Participant has discussed in detail with supporting examples how this exercise can reveal what an educator believes is possible and not possible change.</p> <p>Participant has explained with supporting examples why elements originally classified as inputs might be otherwise.</p>	<p>element according to data type: input, process, and outcome.</p> <p>Participant has tried to justify his or her classifications for a total of 9 elements, 3 per category, though with varying success.</p> <p>Participant has discussed how this exercise can reveal what an educator believes is possible and not possible to change.</p> <p>Participant has explained why elements originally classified as inputs might be otherwise.</p>	<p>element according to data type: input, process, and outcome.</p> <p>Participant has tried to justify his or her classifications, though for fewer than 9 elements and with varying success.</p> <p>Participant has discussed how this exercise can reveal what an educator believes is possible and not possible to change, though his or her discussion is unconvincing.</p> <p>Participant has explained why elements originally classified as inputs might be otherwise, though the explanation is confusing.</p>	<p>element according to data type: input, process, and outcome.</p> <p>Participant has not tried to explain his or her classifications.</p> <p>Participant has not explained why elements originally classified as inputs might be otherwise.</p> <p>Participant has not explained why elements originally classified as inputs might be otherwise.</p>
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<p>Look at your school's mission statement.</p> <p>1) Describe three school activities that you believe are in sync with the mission and explain why.</p> <p>2) Do you believe that you are compliant or committed to your mission? If yes, how is that manifested in your work? If not, discuss why and what you think is needed for you to be supportive of the mission.</p>	<p>Participant has described in detail 3 school activities in sync with the school's mission statement, quoting from that statement as necessary, and elaborating on the connection.</p> <p>Participant has justified with examples his or her assertions about how his or her work suggests compliance or commitment to the mission.</p> <p><u>Or</u>, participant has successfully argued, with supportive examples, why his or her work does not suggest compliance or commitment to the mission statement and what is needed for him or her to be more supportive of the mission.</p>	<p>Participant has described 3 school activities in sync with the school's mission statement.</p> <p>Participant has tried to justify how his or her work suggests compliance or commitment to the mission.</p> <p><u>Or</u>, participant has argued why his or her work does not suggest compliance or commitment to the mission statement and what is needed for him or her to be more supportive of the mission.</p>	<p>Participant has described fewer than 3 school activities in sync with the school's mission statement.</p> <p>Or, participant has not convinced the reader that the activities are in sync with the mission statement.</p> <p>Participant has tried but not succeeded at illustrating how his or her work suggests compliance or commitment to the mission statement. I.e., the links between the participant's work and the mission statement are not clear.</p> <p><u>Or</u>, participant has tried but not succeeded at illustrating how his or her work does not suggest compliance with the mission statement. I.e., the links between the participant's work and the mission statement are not clear.</p> <p>Participant has been vague about what is needed for him or her to be more supportive of the mission.</p>	<p>Participant has not described activities in sync with the school's mission statement.</p> <p>Participant has not argued for his or her compliance or commitment to the mission statement, or the lack thereof.</p> <p>Participant has not indicated what is needed for him or her to be more supportive of the mission, if he or she is not already.</p>
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Formal issues	Participant has made no grammatical errors.	Participant has made a few grammatical errors.	Participant has made some distracting grammatical errors.	Participant has made multiple grammatical errors.
	Participant has organized paragraphs around clearly articulated main ideas.	Participant has organized most paragraphs around clearly articulated main ideas.	Participant has organized some paragraphs around main ideas but not others.	Paragraphs are not organized around main ideas.
	Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.	Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.	Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	Participant has written in a style that does not effectively communicate his or her thoughts.

Final

Write a three-part essay that includes the following:

1. The principal of Marylin Avenue School describes its culture as a culture for learning, which according to him involves:

- Giving all staff permission to take risks
- Emphasizing collaboration
- Perpetuating optimism
- Maintaining high expectations
- Creating a sense of communal responsibility
- Developing a shared vision and mission

Compare your school to Marylin Avenue. Cite as many specific examples as you can of the ways your school supports the above criteria, discuss the areas of improvement that are necessary, and offer specific suggestions as to what kind of data are needed to help create that plan for improvement, and the best way to get that data.

2. Download the “Measuring Programs and Processes Worksheet” and answer the questions for at least five programs you are currently implementing in your school. Programs can be academic (Reading, Math, Social Studies, remediation, enrichment etc.) or social (peer tutoring, lunch, etc.) Using the worksheet as your guide, discuss the following:

- Your school’s programs
- The necessity of being able to measure the implementation of the programs
- The gap between what currently exists and the vision of what you think 100% implementation would look like



- The most immediate needs of your school
- The way your school is trying to meet those needs

3. Bernhardt says that an essential factor of leadership is “its capacity to influence and organize meaning for the members of the organization.” Explain what she means in your own words and how it is manifested in your school. Describe your school’s leadership structures and how they contribute to the five essential questions:

- Where are we now?
- Where do we want to be?
- How did we get to where we are?
- How are we going to get to where we want to be?
- Is what we are doing making a difference?

Conclude with your suggestions of both immediate and long-term professional learning processes that you would like to implement (or see your school leaders implement) and reflections on how the material from this course could inform your work within your school community.

Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<p>The principal of Marylin Avenue School describes its culture as a culture for learning, which according to him involves:</p> <ul style="list-style-type: none"> • Giving all staff permission to take risks • Emphasizing collaboration • Perpetuating optimism • Maintaining high expectations • Creating a sense of communal responsibility • Developing a shared vision and mission 	<p>Participant has written a thorough, convincing comparison, supported by examples, addressing each of the following:</p> <ul style="list-style-type: none"> • Giving all staff permission to take risks • Emphasizing collaboration • Perpetuating optimism • Maintaining high expectations • Creating a sense of communal responsibility • Developing a shared vision and mission 	<p>Participant has written a comparison addressing each of the following:</p> <ul style="list-style-type: none"> • Giving all staff permission to take risks • Emphasizing collaboration • Perpetuating optimism • Maintaining high expectations • Creating a sense of communal responsibility • Developing a shared vision and mission 	<p>Participant has written a comparison addressing some of the following:</p> <ul style="list-style-type: none"> • Giving all staff permission to take risks • Emphasizing collaboration • Perpetuating optimism • Maintaining high expectations • Creating a sense of communal responsibility • Developing a shared vision and mission 	<p>Participant has not written a comparison or addressed too few of the following:</p> <ul style="list-style-type: none"> • Giving all staff permission to take risks • Emphasizing collaboration • Perpetuating optimism • Maintaining high expectations • Creating a sense of communal responsibility • Developing a shared vision and mission
<p>Compare your school to Marylin Avenue. Cite as</p>	<p>Participant has included in the</p>	<p>Participant has noted appropriate areas that need improvement and offered a few</p>	<p>Participant has noted areas that need improvement though with insufficient support</p>	<p>Participant has not noted areas that need improvement, nor has he or she</p>



<p>many specific examples as you can of the ways your school supports the above criteria, discuss the areas of improvement that are necessary, and offer specific suggestions as to what kind of data are needed to help create that plan for improvement, and the best way to get that data.</p>	<p>comparison a compelling discussion of the areas that need improvement (and why), specific suggestions about what kinds of clearly appropriate data are necessary to an improvement plan, and the best way to gather that data.</p>	<p>suggestions for what kinds of data are necessary to an improvement plan and how to gather that data.</p>	<p>to be convincing. Participant has alluded only vague to data types necessary to an improvement plan or to how to gather that data.</p>	<p>referred to data necessary to an improvement plan.</p>
<p>Download the “Measuring Programs and Processes Worksheet” and answer the questions for at least five programs you are currently implementing in your school. Programs can be academic (Reading, Math, Social Studies, remediation, enrichment etc.) or social (peer tutoring, lunch, etc.) Using the worksheet as your guide, discuss the following:</p> <ul style="list-style-type: none"> • Your school’s programs • The necessity of being able to measure the implementation of the programs • The gap between what currently exists and the vision of what you 	<p>Participant has answered the questions in detail with supporting examples for at least five programs. He or she has discussed all of the following:</p> <ul style="list-style-type: none"> • His or her school’s programs • The necessity of being able to measure the implementation of the programs • The gaps between what currently exists and the vision of what participant thinks 100% implementation would look like • The most immediate needs of participant’s school • The way participant’s 	<p>Participant has answered the questions for at least five programs. He or she has addressed all of the following:</p> <ul style="list-style-type: none"> • His or her school’s programs • The necessity of being able to measure the implementation of the programs • The gaps between what currently exists and the vision of what participant thinks 100% implementation would look like • The most immediate needs of participant’s school • The way participant’s school is trying to meet those 	<p>Participant has answered the questions for 3-4 programs. He or she has addressed most of the following:</p> <ul style="list-style-type: none"> • His or her school’s programs • The necessity of being able to measure the implementation of the programs • The gaps between what currently exists and the vision of what participant thinks 100% implementation would look like • The most immediate needs of participant’s school • The way participant’s school is trying to meet those 	<p>Participant has answered the questions for 1-2 programs. He or she has not addressed most of the following:</p> <ul style="list-style-type: none"> • His or her school’s programs • The necessity of being able to measure the implementation of the programs • The gaps between what currently exists and the vision of what participant thinks 100% implementation would look like • The most immediate needs of participant’s school • The way participant’s school is trying to meet those needs



<p>think 100% implementation would look like</p> <ul style="list-style-type: none"> • The most immediate needs of your school • The way your school is trying to meet those needs 	<p>school is trying to meet those needs</p>	<p>needs</p>	<p>needs</p>	
<p>Bernhardt says that an essential factor of leadership is “its capacity to influence and organize meaning for the members of the organization.” Explain what she means in your own words and how it is manifested in your school. Describe your school’s leadership structures and how they contribute to the five essential questions:</p> <ul style="list-style-type: none"> • Where are we now? • Where do we want to be? • How did we get to where we are? • How are we going to get to where we want to be? • Is what we are doing making a difference? <p>Conclude with your suggestions of both immediate and long-term professional learning processes that you would like</p>	<p>Participant has concisely and precisely explained in his or her own words Bernhardt’s meaning.</p> <p>Participant has provided a detailed description with supporting examples of how his or her school’s leadership structures contribute to the five essential questions.</p> <p>Participant has concluded with clear and appropriate suggestions for immediate and long-term professional learning processes appropriate to implement.</p> <p>Participant has thoughtfully reflected with supporting detail on how this course’s material could inform his or her work within the</p>	<p>Participant has translated Bernhardt’s words into his or her own.</p> <p>Participant has described how his or her school’s leadership structures contribute to the five essential questions.</p> <p>Participant has made suggestions for immediate and long-term professional learning processes to implement.</p> <p>Participant has reflected on how this course’s material could inform his or her work within the school community.</p>	<p>Participant has translated Bernhardt’s words into his or her own, but the meaning isn’t clear.</p> <p>Participant has described how his or her school’s leadership structures contribute to fewer than five of the essential questions. Or, participant’s description does not align with the five questions.</p> <p>Participant has made suggestions for immediate and long-term professional learning processes to implement, though those suggestions’ validity is in question.</p> <p>Participant has reflected only vaguely on how this course’s material could inform his or her work within the school community.</p>	<p>Participant has not explained Bernhardt’s meaning.</p> <p>Participant has not described how his or her school’s leadership structures contribute to the five essential questions.</p> <p>Participant has not made suggestions for immediate or long-term professional learning processes to implement.</p> <p>Participant has not reflected on how this course’s material could inform his or her work within the community.</p>



<p>to implement (or see your school leaders implement) and reflections on how the material from this course could inform your work within your school community.</p>	<p>school community.</p>			
<p>Formal issues</p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>