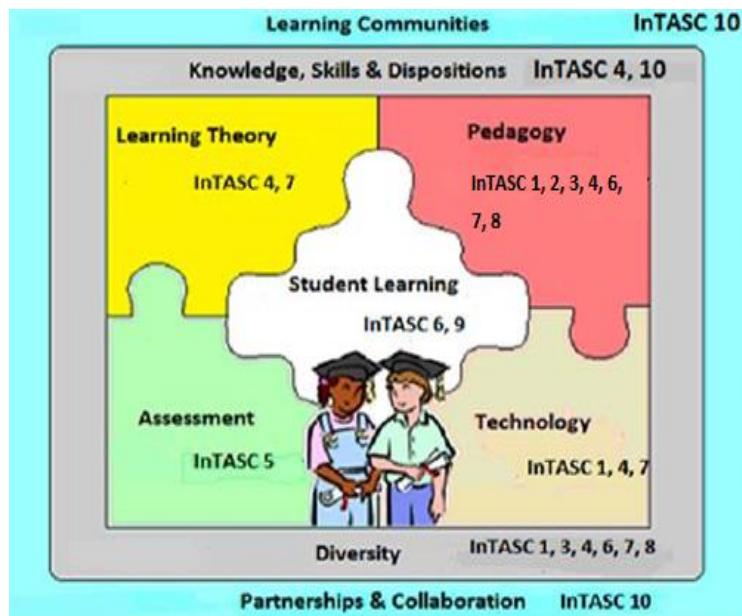


Campbellsville University
School of Education, G2 (August 20-October 13, 2018)
ED 655-01: Empowering Teacher Leaders

Instructor: Dr. Valerie Flanagan
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Office Hours: Tuesday, Thursday: 9:30 am-3:30 p.m.
(Friday meetings/appointments as needed)
Cell Phone: (270) 566-1033 *Please no calls after 8:00 pm
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“Empowerment for Learning”



Textbook: Collay, M. (2011). *Everyday Teacher Leadership*. San Francisco: Jossey-Bass.

Pre-requisites: None **Credit Hours:** 3 **Meeting Time:** Thursday, 6:30 pm-7:45 pm

Course Description: This course introduces students to specific teacher leadership skills and examines a variety of leadership styles. It is essential to effective leadership that we know our own capabilities. Students will assess their own skills and styles and identify strategies for incorporating these into their leadership professional growth plans and utilizing these in their current classroom and school assignments.

The course will use Adobe Connect for class time. For this course you will need a headset with a microphone. In addition, you will need high-speed internet connection.

Standards Alignment Matrix

Aligned with ↓ — Assessment (point values)	CU Diversity Proficiencies	KTPS/InTASC	ILA Standards	Technology (Yes or No)	TLMS	CEC	CAEP
Participation 80 pts Obj: 1	2N, 3F, 10Q	2(d, l, m, n), 3(c, m, n, o, p, q, r), 6(q, r), 7(g, h, j, m, n, q), 8(a, j, l, m, n, o, p, q, r), 9(a, b, d, e, f, l, m, n, o), 10(e, f, h, k, p, r, s)	4, 5, 6	Yes	1A, 1C, 4A, 4B, 5B, 6A, 7B	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	A4.2
Clinical (Field) Experience 100 pts Obj: 1, 3	1B, 2H, 7B, 9H	1(b, j), 2(f, g, h, i, m), 3(m, n, q, r), 4(l, o, p, q), 6(c, g, m, q, r), 7(b, j, e, j, m, n, p, q), 8(a, b, c, j, l, m, n, o, p, q, r), 9(a, b, d, e, f, l, m, n, o), 10(e, f, h, k, p, r, s)	4, 5, 6	Yes	1A, 1C, 4A, 4B, 5B, 6A, 7B	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	A1.1, A2.2, A4.2
Discussion Forums 80 pts Obj: 1-3	2N, 3F	2(d, l, m, n),, 3 (c, m, n, q, r), 4(l, o, p, q), 6(q, r), 7(g, h, i, j, n), 8(a, b, c, j, l, m, n, o, p, q, r), 9(a, b, d, e, f, l, m, n, o), 10(e, f, h, k, p, r, s)	4, 5, 6	Yes	1A, 1C, 4A, 4B, 5B, 6A, 7B	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	A1.1, A4.2
PowerPoint Presentation (Student Led Discussion) 100 pts Obj: 1	2N, 3F	2(d, l, m, n), 3(c, m, n, q, r), 6(q, r), 7(g, h, i, j, n), 8(a, m, n, p), 9(a, b, d, e, f, l, m, n, o), 10(e, f, h, k, p, r, s)	4, 5, 6	Yes	1A, 1C, 4A, 4B, 5B, 6A, 7B	2, 3, 4, 5, 6, 7, 9	A4.2
Inquiries 150 pts Obj: 1, 3	2N, 3F, 7B	2(d, l, m, n), 3(m, n, q, r), 4(l, o, p, q), 6(q, r), 7(g, h, i, j, n), 8, (a, b, c, j, l, m, n, o, p, q, r), 9(a, b, d, e, f, l, m, n, o),	4, 5, 6	Yes	1A, 1C, 4A, 4B, 5B, 6A, 7B	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	A1.1, A4.2

		10(e, f, h, k, p, r, s)					
Self-Assessment/ PGP 100 pts Obj: 1, 2	7B, 9H	1(j, k), 2(d, l, m, n), 3(a, c), 4(l, o, p, q), 6(q, r), 7(g, h, i, j, n), 8(a, b, c, j, l, m, n, o, p, q, r), 9(a, b, d, e, f, k, l, m, n, o), 10(e, f, h, k, p, r, s, t)	4, 5, 6	Yes	1A, 1C, 4A, 4B, 5B, 6A, 7B	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	A1.1, A4.2

PROFESSIONAL STANDARDS addressed in this course:

CU Diversity Proficiencies (from InTASC)

1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

Interstate Teacher Assessment and Support Consortium (*InTASC*)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASC 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

International Literacy Association (*ILA*)

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

Council for Accreditation of Educator Programs (CAEP); Standards for Advanced Programs

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

A.2.2 The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.

A.4.2 The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Council for Exceptional Children (CEC) Standards

Standard #1-Foundations: CC1K7, CC1K8, BD1K2, LD1K4

Standard # 2-Development and Characteristics of Learners: CC2K1, BD2K1, LD2K3

Standard #3-Individual Learning Differences: CC3K1, LD3K1

Standard # 4-Instructional Strategies: CC4S1, CC4S5, BD4S1, BD4S2, LD4K1, LD4S1, LD4S10, LD4S11

Standard #5-Learning Environments and Social Interactions: CC5K1, CC5K8, CC5S1, CC5S3, CC5S13

Standard # 6-Communication: CC6K1, CC6K4, LD6S1, CC6S2

Standard #7-Instructional Planning: CC7S2, CC7S9, CC7S11, BD7S2,

Standard #8-Assessment: CC8K2, CC8S3, CC8S4, CC8S7, BD8S1, BD8S2, LD8K2

Standard #9-Professional and Ethical Practice: CC9S1, CC9K4

CC9S6, LD9K2

Standard # 10-Collaboration: CC10K3, CC10S6, BD10S1, LD10K2

Teacher Leader Model Standards

Domain I: Fostering a collaborative culture to support educator development and student learning

Domain II: Accessing and using research to improve practice and student learning

Domain III: Promoting professional learning for continuous improvement

Domain IV: Facilitating improvements in instruction and student learning

Domain V: Promoting the use of assessments and data for school and district improvement

Domain VI: Improving outreach and collaboration with families and communities

Domain VII: Advocating for student learning and the profession

Mission Statements/Vision

The Campbellsville University Mission focuses on Scholarship, Excellence, and Christian Servant Leadership. The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate:

- Knowledge and skills
- Caring Dispositions, including respect for diversity
- Commitment to life-long learning in a global society
- Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education.

SPECIFIC OBJECTIVES:

Upon completion of this course, you will have gained an understanding of how to:

1. Identify and practice teacher leadership skills in the context of a Professional Learning Community thereby providing a foundation for growth as a teacher leader in all aspects of the school environment (*Class Participation, Discussion Forums, Student Led Class Discussion, Inquiries, Field Hours Assignment, and Self-Assessment/PGP*).
2. Examine leadership styles, assess your own style, and develop a leadership plan to be incorporated into a professional growth plan (*Discussion Forums, Self-Assessment/PGP*).
3. Demonstrate scholarship by working collaboratively with appropriate school personnel and colleagues in (a) identifying a diverse learner (b) reviewing the learner's cumulative folder and all assessment data and observing the learner during class; (c) analyze data and write a case study of the student and identifies possible interventions and instructional strategies that could meet the student's diverse learning needs (*Discussion Forums, Inquiries, Field Hours Assignment*).

COURSE TASKS/Requirements:

Participation (80 points):

Students will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, i.e. small and large group online discussions, study questions and reflective writing assignments.

Clinical (Field) Experiences-6 hours (100 pts.):

Students will work collaboratively with appropriate school personnel and colleagues in (a) identifying a diverse learner (b) reviewing the learner's cumulative folder and all assessment data and observing the learner during class; (c) analyzing data and writing a case study of the student and identifies possible interventions and instructional strategies that could meet the student's diverse learning needs. Students will document field hours on the field hours' summary form and submit as part of the assignment.

Discussion Forums (80 points): Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates' responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive full credit for discussion forums that are completed late.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well. **If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All original discussion forum posts for the week are due on Sunday evenings at midnight EST. All peer responses are due on Wednesday at midnight (before the next course meeting). Adjustments to due dates may be made the final week of courses due to**

end of term dates.

Student Led Class Discussion (50 pts): Students will lead their classmates in a discussion of an assigned chapter of the text or related article utilizing power point slides or other media.

Inquiries (150 pts.): Students will be given choices among end of chapter reflection assignments to complete.

Self-Assessment/PGP (100 pts): Students will complete a self-assessment utilizing the Kentucky Teacher Performance Standards (Advanced) and will use to develop a Teacher Leader Professional Growth Plan.

EVALUATION

Process and expectations:

Student work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition, all rubrics contain criteria for adherence to due dates, APA style, and length. All assignment due dates are discussed and available to students in the Moodle course.

GRADING SCALE

A	93-100%
B	85-92%
C	75-84%
D	65-74%
F	0-67%

Late Assignments

Assignments are due as designated. Late work (not presented when due) will be penalized one letter grade for each course week the assignment is late. No late assignments will be scored following the final course week.

Plagiarism Policy

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (Student Handbook)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented

disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Campbellsville University's Online Course Attendance Policy

Bi-term and 8-week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1-week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Incomplete Statement

Candidates may request an Incomplete before Week 8. A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I" are created by the instructor and the task(s)/ grade must be completed within the time frame designated by the instructor. It is the student's responsibility to complete requirements within the designated time period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records. If a student does not complete the remaining task(s) within the identified time period set by the instructor, the Incomplete will be removed, and the earned grade will be given and updated on the student's record.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the Codes of Ethics for Professional Educators which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

Communication Requirement

Communication during and outside of class will be primarily online; therefore, it is important that class members practice **netiquette**—the rules for polite and effective online communication. Some important rules to keep in mind as you participate in the Adobe Connect are:

- Keep your microphone muted when you are not speaking. This will keep distracting background noise to a minimum and eliminate echoing when other classmates are speaking.

Some important rules to keep in mind as you participate in the **discussion forums** and **online chat** are:

- Be friendly and positive. In online communication, it is not possible to view facial expressions and body language or to hear the tone and volume of the voice, so messages may be misinterpreted.
- Avoid using sarcasm, and make sure humor is "G" rated and appropriate for all audiences. Profanity will not be tolerated.
- Avoid using slang. Do not type in all capital letters—it appears that you are yelling at your audience.
- Be professional. Avoid using smiley faces and other emoticons in responses. Do not use abbreviations used in text messages.

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

When communicating with your professor in **email** remember to include your name. Always use your CU student email. Also, make sure your name is on any assignment that you submit through **email**.

Emergencies

To report emergencies or an incident on campus please call
The Office of Campus Safety and Security @ (270)-789-5555 or cell phone (270)-403-3611.

RUBRICS

Discussion Forums

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates' responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well. **All original discussion forum posts for the week are due on Sunday evenings at midnight EST. All peer responses are due on Wednesday at midnight (before the next course meeting). Adjustments to due dates may be made the final week of courses due to end of term dates.**

Discussion Forum Rubric

Score	Student Submission Characteristics KTPS/InTASC: 3(n-r), 9, 10
10	<ul style="list-style-type: none">• Posts an insightful and informed response to the forum prompt(s).• Response demonstrates sophisticated knowledge/understanding of the lesson content.• Posts two or more responses to other students' posts.• The responses reflect sophisticated knowledge/understanding of lesson content.• Responses to other students' posts are expertly communicated and are professional in nature.
8	<ul style="list-style-type: none">• Posts a response to the forum prompt(s) that is informed.• Response demonstrates knowledge/understanding of the lesson content.• Posts at least 2 responses to other students' posts. The responses reflect knowledge/understanding of lesson content.• Responses to other students' posts are well communicated and appropriate in nature.
6	<ul style="list-style-type: none">• Posts a response to the forum prompt(s).• Response demonstrates some/limited knowledge/understanding of the lesson content.• Posts less than 2 responses to other students' posts or 2 responses that are ineffective. The response(s) reflect limited knowledge/understanding of the lesson content.• Responses to other students' post(s) are communicated but may not be appropriate in nature.
4	<ul style="list-style-type: none">• Posts an irrelevant response to the forum prompt(s) or fails to post.• Response demonstrates limited/no knowledge/understanding of the lesson content.• Posts one or no responses to other students' posts and they are irrelevant.• The post(s) reflect little/no knowledge/understanding of lesson content.• Responses to other students' post(s) are delivered in an inappropriate and/or nature.

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CHAT Rubric/Scoring Guide

Score	Student Submission Characteristics KTPS/InTASC: 3(n-r), 9, 10
10	<ul style="list-style-type: none"> • Logs on to chat promptly and remains engaged throughout the session without dominating chat time. • Asks pertinent questions and/or provides insights, opinions, and comments. • Discusses lesson content to clarify student understanding and instructor expectations. • Effectively affirms other students and/or offers opposing perspectives in a professional manner. • Supports and comments with information from the lesson.
8	<ul style="list-style-type: none"> • Logs on to chat and engages during the session. • Asks questions or provides insights, opinions, and comments. • Some discussion may not focus on but is essentially related to lesson content. • Generally, affirms other students and/or offers opposing perspectives in an acceptable manner. • May support some comments with information from the lesson.
6	<ul style="list-style-type: none"> • Logs on to chat but may be somewhat late and/or engages in a limited manner. • Rarely asks questions or provides insights, opinions, and comments. • Limited discussion may not be related to lesson content. • Affirms other students sparingly and/or offers opposing perspectives that may/may not be done in an acceptable manner. • Rarely supports comments/questions with information from the lesson.
4	<ul style="list-style-type: none"> • Logs onto chat late (more than 10 min.) and/or engagement is limited or does not occur. • Questions/comments either do not occur or are perfunctory in nature (i.e., "I agree" or "me too.") • Any discussion is rarely if ever pertaining to lesson content. • Generally, does not affirm others and/or offers negatively stated or no opposing perspectives. • Rarely if ever supports comments with lesson content.

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Rubric/Grading Scales for Scoring Writing Assignments and Presentations

100 Point Scale 93-100 =4 85-92 =3 78-84 =2/1	50 Point Scale 46-50 =4 43-45 =3 39-42 =2/1	40 Point Scale 36-40 =4 33-35 =3 29-32 =2/1
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Writing Assignments Rubric

Writing Conventions	Exemplary (4)	Accomplished (3)	Developing (2) /Ineffective (1)
Ideas and Content KTPS/InTASC 4(o-q), 9(m, n)	Contains an engaging introduction identifying the topic; ideas clearly stated and elaborates with supporting details; uses appropriate language appropriate to the audience.	Contains an introduction BUT vague in identifying the topic; states ideas but provides limited details; uses appropriate language for the audience.	Very few relevant ideas or information.
Organization	Organization fully appropriate and effective for topic (<i>point of view, unity, paragraphing</i>); very strong introduction & conclusion, thesis statement, topic sentences.	Organization controlled but limited; some paragraphing problems; adequate introduction & conclusion; limited thesis statement & use of topic sentences.	Minimal attempt at paragraphing, often unsuccessful; strings of sentences; no introduction or conclusion, thesis statement, topic sentences.
Mechanics	Correct form for text type -headings, indentations; correct citations; spelling, capitalization, and punctuation error-free.	Occasional errors in spelling, form, indentations, capitalization, punctuation, and citation; sometimes distracting.	Spelling, form, indentation, capitalization, punctuation, and citation errors throughout.
Task Compliance	Fully addresses all aspects of the writing assignment; stays on task throughout.	Address a part of the writing assignment, but generally writes about the topic and does not address the assignment directly. Obviously digresses throughout the writing.	Does not address the writing assignment. Off-topic throughout the writing.

Oral Presentation Rubric

CATEGORY	Exemplary	Accomplished	Developing	Ineffective
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Content KTPS/InTASC 4(o-q), 9(m, n)	Shows a full understanding of the topic and included all necessary/required information. Engages audience.	Shows a good understanding of the topic and most slides contain adequate information. Engages audience.	Shows a limited understanding of parts of the topic and/or required content is not addressed on more than one slide. Audience is not engaged.	Does not seem to understand the topic very well and a majority of the required information is not present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

Resources

- Blanchard, K. H., Zigarmi, P., & Zigarmi, D. (2013). *Leadership and the one-minute manager: Increasing effectiveness through situational leadership*. New York, NY: William Morrow, an imprint of HarperCollins.
- Brock, A., & Hundley, H. (2016). *The growth mindset coach: A teacher's month-by-month handbook for empowering students to achieve*. Berkeley, CA: Ulysses Press.
- Clark, R. (2015). *The essential 55: An award-winning educator's rules for discovering the successful student in every child*. New York: Hachette Books.
- Covey, S. R. (2012). *The 7 habits of highly effective people: Restoring the character ethic*. New York: Rosetta Books
- Cuper, S. & Stone, R. (2006). *Best Practices for Teacher Leadership*. Thousand Oaks: Corwin Press.
- Northhouse, P. G. (2012). *Leadership Theory and Practice*. (6th ed.). Thousand Oaks: SAGE.