

ED 639 - Administration of Secondary Schools

Education Department

School of Education

Tri-College University

Instructor: Dr. Dennis Van Berkum

Office: 276 Homquist Hall - MSUM

Classroom McClean 173

Phone: 218-477 2530

Email: vanberku@mnstate.edu

Office hours: By Appointment

COURSE SYLLABUS - 639/739 - Administration of the Secondary School

I. CATALOG DESCRIPTION

The common elements of leadership and management as they apply to the elementary and/or secondary school principalship. Practical applications in an elementary setting will be considered: Prerequisite; Education 630/730 - Leadership, Planning & Organizational Behavior 635/735 Personnel, Supervision, and Staff Development, & 631/731 Educational Law & Organizational Structure of Schools.

II. PURPOSE OF THE COURSE

This course is organized to achieve several intended outcomes. The organization employed herein follows the Reasoned Action Leadership model of administrator development. This model is based upon current knowledge of teaching and schooling, and on the research on administration and leadership, which is being conducted through the Principal Assessment Center project of the National Association of Secondary School Principals. The Reasoned Action Leadership model holds as fundamental that school administrators are leaders of teachers, and that they function in a professional sphere which focuses on activities associated with teaching and learning. It is further held that, although administrators are required to perform some managerial tasks which are only distantly related to the teaching act, the most important professional responsibilities of administrators are those which closely connect with the primary function of schools--student learning and achievement. These assertions are supported by the effective schools research and formal and informal studies of the performing norms of effective school administrators, which clearly identify instructional leadership items as the most critical elements of high-quality educational administration. According to Sashkin and Huddle, effective school principals demonstrate five nomothetic behaviors:

- ✓ They establish a safe and secure physical setting within which the educational process is to occur;
- ✓ They have and communicate high expectations of students and teachers;
- ✓ They emphasize basic skill instruction and time-on-task;

- ✓ They develop clear instructional objectives; and
- ✓ They establish school-level goals and create incentives for learning.¹

That a relationship exists between these five behaviors and the teaching/learning activities in a school is evident; thus, based on research provided by studying effective principals in effective schools, the link between teacher and administrator is both required and desired. Further, evidence of this relationship is provided by McCleary and Thompson who found that curriculum development, instructional improvement, and teacher supervision were among the top priorities of excellent principals. Managerial tasks and community relations activities were of lesser importance.² In the Reasoned Action Leadership model, the research on and our knowledge of the activities and principles of teaching surround all other components of the school administration process. This portion of the knowledge base then serves as a conceptual framework for those aspects of education, which deal most specifically with school administration. In this manner--with the principles of teaching encompassing the principles of administration--the interdependence of teachers and administrators is given recognition and reinforcement.

The Conceptual Frame - The theoretical framework for a reasoned action curriculum is found in Fenstermacher's concept of teaching³ which he describes as beginning with an act of reason, continuing with a process of reasoning, then culminating in performances of imparting, eliciting, involving, or enticing followed by reflecting before beginning again. Rather than attempting to provide administrators-in-training with a cook book prescribing action in every conceivable situation, this course is one of several which attempts to contribute to the development of individuals who have professional competence and who will take a reasoned approach and reflect and improve on their own professional performance.

Given the premise that educational administration as a field of study and as a professional performance area cannot be separated from the study and performance of teaching, a generalized conceptualization of teaching and learning give meaning to all of the course activities. In the Reasoned Action Leadership model, teaching is emphasized as a comprehension--reasoning and transformation--reflection process. Shulman has organized such a model of teaching into six components, which include the sequential steps of comprehension, transformation, instruction, evaluation, reflection, and new comprehensions.⁴

In teaching--and in all other professional activities--one must first comprehend or understand both content and purposes. Unique to the knowledge base of professional practice is the intersection of knowledge and performance. This requires the professional to transform the content knowledge into professional forms and make adaptations necessary for each individual situation. All of the processes of transformation involve professional reasoning in arriving at a planned set of strategies for dealing with issues, people, material resources, etc. This reasoning is as much a part of administration as the actual management function itself.

Performance--Shulman refers to this as teaching; however, the term has been broadened here to more clearly include all education professionals and involves the observable action of the various professional acts. Shulman identifies a range of activities for teachers, which includes classroom management, presentation of lessons, and questioning techniques. Similar activities for administrators would include providing structure and appropriate processes in the areas of management/adaptation of material resources (accounting, planning, budgeting, evaluating), and effective utilization of people (selection, supervision, motivation, improvement/development). Both during and after performance, administrators conduct an on-going self evaluation. Through this process, administrators provide a responsive structure and appropriate feedback to subordinates.

Through reflection, the administrator reviews the administrative actions and the results acquired. Then, compares this review to the ends, which were sought. Specific strategies for documentation, analysis, and discussion are used in relation to the reflection process to bring about new comprehension of the process of administration.

The Performance Nucleus - Inside the conceptual frame, a performance nucleus exists which is best described as an "input--output administrative performance scheme." It represents a developmental process which begins with the curricular organization of the Tri-College University educational administration program. In the Reasoned Action Leadership model, the curriculum is organized into six broad areas or curricular building blocks (I - Administration: Theory and Practice; II - Legal, Political, and Ethical Foundations of Education/ III - Supervision and Staff Development; IV - Statistics, Research, Analysis, and Writing; V - Educational Foundations, Curriculum, and Instruction; and VI - Fiscal Responsibility). These building blocks represent the faculty's response to Hoyle's seven required content components for an optimal educational administration program curriculum.⁵ (The content and intent of this course [Education 638 - Administration of the Elementary School and Education 739 - Administration of the Secondary School] places it in group 1.)

Also contained in the nucleus portion of the model are the generic leadership skills descriptors of the National Association of Secondary School Principals Assessment Center project.⁶ They represent the personal development of each student in this course. The instruction planned in Education 638 is intended to both affect students and to be affected by students. Each student comes to the course with a set of personal characteristics--referred to in the model as idiographic characteristics--which are not unlike the "teacher dispositions" identified by Katz and Rath. These characteristics represent important leadership skill areas which, because of their nature, are not directly taught. Included among these are:

- The possession of a body of educational values, which includes a well reasoned individual educational philosophy and receptiveness to change;

- The possession of personal motivation which is characterized by (1) a need to achieve in all activities attempted, (2) evidence that work is important to personal satisfaction, and (3) the ability to be self-policing in order to accomplish even unpleasant tasks:
- The possession of a range of interests which provides competence to discuss a variety of subjects and the desire to actively participate in a wide range of activities; and
- The possession of the characteristics of sensitivity which includes the ability to perceive the needs, concerns, and personal problems of others; skill in resolving conflicts; tact in dealing with persons from differing backgrounds; ability to deal with people concerning emotional issues; and the ability of knowing what information to communicate and to whom.

Experiences in this course are planned to influence the development of these personal characteristics. In-class experiences are planned which (a) assist students in becoming more aware of their own personal nature, talents, and abilities, and (b) allow for a professor-to-student and student-to-student developmental influence of personal, value-oriented characteristics.

Four role-related skills have been identified as necessary for school principals and are integrated into the content of this course. These are:

- o Skill in decisiveness which includes the ability to recognize when a decision is required and the willingness to act;
- o Skill in judgment which embodies the ability to reach logical conclusions and make high-quality decisions based on available information. It also includes skill in identifying educational needs and establishing priorities as well as the ability to critically evaluate written communications;
- o Skill in organizational ability which is demonstrated by one's ability to plan, schedule, and control the work of others in a manner which makes optimal use of material and human resources. It requires a personal ability to effect these organizational skills while being able to deal with a large volume of paper work and heavy demands on one's time; and
- o Skill in problem analysis which is manifested by (1) the ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation, and (2) the knowledge of how and when to conduct a purposeful search for information.

Acceptable academic performance in this course and positive participation in the planned activities, coupled with possession of necessary idiographic characteristics, should facilitate acceptable action responses in the following forms:

- o Leadership which includes both (1) the ability to get others involved in solving problems, and (2) the ability to recognize when group requires direction, to interact with the group effectively, and to guide them to the accomplishment of a task.
- o Stress tolerance which includes one's ability to apply effective self-management techniques in order to perform effectively under pressure.
- o Oral communication and written communication which include the ability to make clear and understandable presentations of thought to differing audiences (i.e., students, teachers, parents).

It is intended that the combined impact of the encompassing conceptual frame and the administrative performance nucleus of the model employed in this course is such that outputs--the administrative behaviors of assistant principals and principals--are consistent with the current research and knowledge of the field as well as with the program faculty's beliefs about the essential character and performance requirements for school administrators.

¹ Sashkin, M. and G. Huddle, "Recruit Top Principals." *The School Administrator*, 45 (2), p. 9.

² McCleary, Lloyd E. and Scott D. Thompson. *The Senior High School Principalship*. (Reston: National Association of Secondary School Principals, 1979), p.17.

³ Fenstermacher, Gary, "Philosophy of Research on Teaching: Three Aspects." M. C. Wittrock, ed., *Handbook of Research on Teaching*, 3rd ed. (New York: Macmillan Publishing Co., 1986), pp. 37-49.

⁴ Shulman, Lee S. "Knowledge and Teaching: Foundations of the New Reform." *Harvard Educational Review*, 57(1), pp. 1-22.

⁵ Hoyle, J. R. "Programs in Educational Administration and the AASA Preparation Guidelines." *Educational Administration Quarterly*, 21(1), pp. 71-93.

⁶ See the following: (A) Hersey, Paul W. NASSP's Assessment Center. Reprinted from the NASSP Bulletin, September 1977; (B) Schmitt, N. et al. Criterion-Related and Content Validity of the NASSP Assessment Center. (Reston: National Association of Secondary School Principals, 1983); and (C) Thornton, G. C. III, and W. C. Byham. *Assessment Centers and Managerial Performance*. (New York: Academic Press, 1982).

⁷ Katz, L. and J. Rath. "Dispositions as Goals for Teacher Education." *Teaching and Teacher Education*, 1(4), pp. 301-7.

III. COURSE OBJECTIVES

A range of assigned readings, lectures, class activities, and assignments have been planned to assist in achieving the identified purposes of the course. It is expected that acceptable performance on all of the organized course activities will lead to satisfaction of the following:

1. Students will be familiar with historical and theoretical context of the elementary & secondary school principalship and assistant principalship
2. Students will demonstrate skills essential to administering and providing leadership to the school community. (1.5, 5.1a, 6.1c)
Demonstrating the ability to create a culture that fosters a community of learners;
Demonstrating the ability to meet the enrichment, remediation, and special education needs of all students;
Demonstrating understanding of different organizational systems and structures at early childhood, elementary, middle or junior high, and high school
Demonstrating the ability to work with parents, teachers and other staff in all levels of schooling;
3. Students will be knowledgeable about the current patterns and emerging trends in administering school programs and the organization and management of school office function [e.g. Issues of scheduling]. (2.1, 3.3c, 6.2a)
Demonstrating the ability to implement a positive and effective student management systems;
Demonstrating the ability to develop and implement effective student discipline plans;
Demonstrating the ability to understand and support a comprehensive program of student activities.
Core E3. Understanding the role and coordination of social agencies and human services;
4. Students will demonstrate knowledge and skill in time management and in other leadership skill areas. (1.1a, 1.1b, 1.2a, 1.3a, 2.3a)
Demonstrating the ability to develop a master instructional schedule;
Demonstrating understanding of the characteristics of effective transitions from one level of schooling to the next;

IV. REQUIRED TEXTS

There is no required text. Readings have been identified in session requirements.

V. Graded Requirements

The final course grade is developed based upon clinical assignments, drop box assignments and discussion contributions. Each of these elements will be scored using the rubric identified at the end of this document. The final course grade is determined as a consensus of the student and the instructor. In addition, students will be given occasional assignments to complete in preparation for an upcoming class and will be given occasional assignments/projects during class sessions. Most of these will be in the form of clinical experience simulations or research of a topic not available in the text. Some may be short, formal exercises which will be turned in to the instructor; some may be more extended in nature. In any case, these will not be graded but may be checked for accuracy and completeness. With the exception of emergency, illness, professional obligations, or severe weather, Students are expected to participate in all class sessions and participate fully in class discussions and activities on a timely basis. Incompleteness, lack of accuracy, or late assignments may result in a grade adjustment.

VI. COURSE ASSIGNMENTS/REQUIREMENTS

Session One - Class orientation & the Context of the Principalship

This session will familiarize you with the expectations of the class and discuss the historical background of the principal, while placing emphasis upon the recognition that the principal is the instructional leader of all curricula in the school.

The following objectives are set for this session:

1. Students will be familiar with historical and theoretical context of the elementary & secondary school principalship and assistant principalship
2. Demonstrating understanding of different organizational systems and structures at early childhood, elementary, middle or junior high, and high school
3. Demonstrating the ability to create a culture that fosters a community of learners;
4. Demonstrating the ability to work with parents, teachers and other staff in all levels of schooling;

Readings:

Job description of the principal [from your school]

Role of Principal Newsweek -*Pdf*

<http://education.stateuniversity.com/pages/2333/Principal-School.html> - History

<http://www.bls.gov/oco/ocos007.htm> - Occupational Outlook

School Leadership That Works - Marzano -*Pdf*

Making Time for Leadership - *Pdf*

Drop Box Assignments:

1. Request a job description of your principal and compare it to Marzano's School Leadership That works .
2. Write your observations of the role of the principal in leading a school from a historical prospective..

Discussion

1. Post your findings of your comparison and your observations of the role of the principal. As a group discuss your Ah Ha's. In other words, what did you already know and what were the surprises. As you discuss this with your group members, identify three things that you would be strong in and three things that you would consider your weakness. [This is a discussion. Please respond to each member in our group.]

Session Two - The principal's office

This is where all happens. It has been said that "the office is where you go when you really want to find out." To create an environment for the principal to lead, the management functions of the school must be present. These functions are numerous.

The following are the objectives for this session:

1. Students will be knowledgeable about the current patterns and emerging trends in administering school programs and the organization and management of school office function [e.g. Issues of scheduling]. (2.1, 3.3c, 6.2a)
2. Demonstrating the ability to implement a positive and effective student management systems;
3. Demonstrating the ability to develop and implement effective student discipline plans;

Readings:

Making Time for Leadership - Mayer, J. J. (1999). Time management for dummies. Foster City, Ca: IDG Books Worldwide. *PDF*

Hopkins, G. (2003). Great starts: Veteran principals offer opening day tips. Education World: Wallingford, CT. - *PDF*

Student Handbook, Job description of the administrative assistant,

Clinical Assignment:

Interview school administrative assistant

1. What are the assistant's duties? What are the most paramount responsibilities? Describe a typical day of the assistant? What does the assistant see as the principal's role?
2. Is there a system for notification to students/parents concerning violation of school attendance, discipline? If so are there standard letters etc?
 - 2.1. What type of accounts does the office monitor? [money] Is an accounting procedure in place?
 - 2.2. What is the role of the administrative assistant in school communications? [newsletters, phone calls, outside visitors, etc]
 - 2.3. What is the role of the administrative assistant in scheduling? Describe how they view the process of scheduling.
 - 2.4. Who is in charge of getting substitute teachers?
 - 2.5. What is the process for reporting grades and distribution of Report Cards?

- 2.6. What is their role in management of ed. supplies?
- 2.7. What experiences do you have in greeting people and assisting new student/parents?
- 2.8. Other duties

Assignments:

2. Summarize your views of the importance of the administrative assistant and a summary of your impressions of the operations of the principal's office. How does the office contribute to the principal's time management.

Discussion Box

3. Attach your drop box assignment, read your colleagues items and discuss your similarities and differences of each school. [This is a discussion. Please respond to each member in our group.]

Session Three - The Schedule to Support Instruction [The Master Schedule]

The master schedule is one of the most important elements to impact what happens in the school. Two schedules are important to the delivery of the curriculum and instruction in the schools. There is the annual calendar and the daily calendar. Each of these calendars impact the amount of time to deliver each for the components of the curriculum and the instruction that is to be used to deliver the curriculum. Your philosophy of curriculum and instruction will be important for you to recognize as it will guide you in your decision making.

1. Demonstrating the ability to develop a master instructional schedule;
2. Demonstrating the ability to meet the enrichment, remediation, and special education needs of all students;
3. Demonstrating understanding of the characteristics of effective transitions from one level of schooling to the next;

Readings and Resources:

Scheduling

Block Scheduling: A Solution or a Problem?

http://www.educationworld.com/a_admin/admin/admin029.shtml

High School Schedule Changes and the Effect of Lost Instructional Time on Achievement

http://muse.jhu.edu/journals/high_school_journal/v089/89.1kubitschek.html

Center for Innovative School Scheduling

<http://www.principalspartnership.com/hsschedules.pdf>

The Block Schedule

<http://www.public.iastate.edu/~bkh/teaching/block.pdf>

Scheduling Music rehearsals:

http://www.ehow.com/how_2121186_schedule-rehearsals-high-school-musical.html

Instructional Day reporting -

<http://education.state.mn.us/mdeprod/groups/Finance/documents/Manual/009446.pdf>

Principal Time management [This is an important read for you!!!]

EVALUATION OF THE SCHOOL ADMINISTRATION

MANAGER PROJECT - The project addresses the issue that the press of management responsibilities deprives the school of a valuable instructional-leadership resource: the principal's time.

<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationalLeadership/Documents/psa-sam-evaluation.pdf>

Assignments:

1. Analyze your school's yearly schedule for instruction [semester, block, trimester, parent teacher conferences, in-service, the process for development, what is the impact of the master contract?]
2. Analyze your school's daily schedule for instruction [the impact upon instruction, how it is impacted by the negotiated contract, teacher license/certification, what is the plan for emergencies, school dismissals etc]
3. The following are provided as prompts for your writing and discussion :
 - 3.1.1. How does the schedule enhance learning?
 - 3.1.2. Requirements of the curriculum by the state, negotiated contract
 - 3.1.3. Bucks, busses, and buns - The impact of dollars, bus routes, and breakfast and lunches
 - 3.1.4. What is your philosophy?
 - 3.1.5. Suggestions for change
 - 3.1.6. How will the public relate to change[s]?
 - 3.1.7. What are the barriers to changing the schedule?
4. Discussion

Post your analysis, read your other group member's analysis to identify common themes and new ideas. [Respond to each member]

Session Four - School Safety

This session is intended to focus on the management of school safety requirements and the planning for successful implementation of a school safety plan.

The following are the objectives for this session:

Demonstrate an understanding of school safety

School Safety, School Building and Grounds and Crisis/Emergency Management

Resources and Readings:

1. Safe school routes to school: <http://safety.fhwa.dot.gov/saferoutes/>

2. Safety Security Audit Checklist -

<http://www.davenportdiocese.org/faithform/fflib/FFSchoolsManualSafety&SecurityAuditChecklist.pdf>

3. MN drills: <https://www.revisor.mn.gov/statutes/?id=121A.035>

Assignments:

You are to analyze your school's school safety plan using the Safety Security Audit Check [2.1] list found in your resources and prepare an administrative summary [one to two pages] suitable for presentation to a school board. Include a schedule for staff development and practice plans which meet the requirements of your state.

Discussion Box

Post your analysis, read your colleagues work, and respond by indicating similarities in plans and new component that could be implemented in your setting.

Session Five - The School Activity Program

The school activity program is one of the programs that can consume an insurmountable amount of time by the secondary school administrator. It can detract you from being the instructional leaders. Thus, you need to determine what you beliefs and values are of an activity program.

1. Demonstrating the ability to understand and support a comprehensive program of student activities is important to the success of your school and you. It is my opinion that the activity program contributes much to the successful culture and climate of a school. Thus, the questions of: what, why, when, where, and how assessed? will be important for you to answer as you lead a secondary school.
2. Your philosophy of the program and its individual components can be found in your views [expressed verbally or by your actions] of an activities program and the administration of the program will impact the successful implementation or on-going operations. For many of you, you may think an activity programs is only an athletic program. I would offer that it is far more than athletics. An activity program includes a myriad of options such as: Prom, Assemblies, Student Council, Clubs, Debate, FFA, FHA, field trips, etc.

Readings:

1. Extracurricular Activities by Engelking and Hoadly [A must read. - *PDF*
2. Activity Data Report - <http://education.state.mn.us/mdeprod/groups/Compliance/documents/Form/010665.pdf> -
3. Determining an athletic activity - <http://education.state.mn.us/mdeprod/groups/Compliance/documents/Instruction/007434.pdf> -

Resources

1. National Association of School Activities: <http://www.nfhs.org/>

2. Minnesota State High School League: www.mshsl.org
3. North Dakota High School Activities Assn: www.ndhsaa.com
4. National Association of Student Council: <http://www.nasc.us/AboutNASC.aspx>
4. High School Dance - <http://ldc.upenn.edu/myl/llog/ZitsMixerGuidelines.png>

Drop box Assignment

1. Write your philosophy of a comprehensive school activity program. [the reading of Engleking and Hoadly will be particularly helpful]
2. Review the yearly calendar of the programs. [i.e. start and completion of athletic events; prom, homecoming; debate; special field trips; music concerts; etc] [this may already be in your principal's office on the wall!] and summarize the number of activities etc. How does this compare to your philosophy?
3. Prepare a cost/analysis chart for you activity programs using the Activity Data Report - <http://education.state.mn.us/mdeprod/groups/Compliance/documents/Form/010665.pdf> and make a recommendation for cutting 10 percent of the programs budget.

Discussion Board

Post your work to the drop box assignment in one document, read your group member posting, and discuss your reaction to the similarities and difference in your school as compared to your group member's responses. [Respond to all members in your group.

Session Six - Final Paper/ Reflection

The assignments for this class were intended to offer you a view of some of the many facets of the administration of the secondary school. This final reflection is intended to have you state how you now view the administration of the secondary school using the sessions found in this class.

You are to present your view of the principal and how the principal provides leadership to administer the duties and responsibilities of the job through strong office management; providing for student safety; providing for comprehensive schedule for instruction; and monitoring and administering a comprehensive school activity program.

V11. REFERENCES

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- Meyers, K. & Beall, J. W. (1992). The principal and school-based staff development. Bloomington, IN: Phi Delta Kappa Educational Foundation.
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- Webster, W. E. & Luehe, B. (1992). The principal and strategic planning. Bloomington, IN: Phi Delta Kappa Educational Foundation.

VI. SUPPLEMENTARY READING

- Barth, Roland S. (1990). Improving Schools from Within. New York: John Wiley & Sons.
- Purkey, William W. & Siegel, Betty L. (2003). Becoming an Invitational Leader. Atlanta: Humanics Trade Group.
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www.eric.uoregon.edu

VIII. Scoring Notations for Drop-Box Assignments

\ominus	–	(–)	(+)	+	\oplus
Strong Minus	Minus	Weak Minus	Weak Plus	Plus	Strong Plus

An egregious demonstration of a lack of skill.	A lack of skill demonstrated.	Some lack of skill demonstrated. Completed assignment with limited work.	Some skill demonstrated. Completed assignment with no references to clinical or reading	Skill demonstrated effectively. Completed assignment with reference to clinical and readings	Skill demonstrated in an outstanding manner. Completed assignment with reference to clinical, readings, and additional resources.
Acts of commission					

0
No Evidence
Missed opportunity to demonstrate skill - act of omission - translates to minus in overall score You did not get your task in on time.

IX. Scoring Notations For Discussions

\ominus	–	(–)	(+)	+	\oplus
Strong Minus	Minus	Weak Minus	Weak Plus	Plus	Strong Plus
<p>An egregious demonstration of a lack of skill.</p> <p>Does not offer feedback to any group members</p>	<p>A lack of skill demonstrated.</p> <p>Offers feedback to one to two group members.</p>	<p>Some lack of skill demonstrated.</p> <p>Offers feedback to a few of the group members.</p>	<p>Some skill demonstrated.</p> <p>Completed feedback to all group members with a few suggestions</p>	<p>Skill demonstrated effectively.</p> <p>Completed feedback with all group members adding suggestion to self and other from readings and clinical work</p>	<p>Skill demonstrated in an outstanding manner.</p> <p>Completed feedback with all group members with elements of a plus and adds additional insights from experiences and additional resources.</p>
Acts of commission					