COURSE DESCRIPTION:

This learning experience is one of four introductory explorations of educational leadership. The fundamentals of working with people within educational organizations and programs are reviewed in this course. Emphasis is placed on team development and facilitation, organizational communications, staffing issues, adult learning, and professional development.

RELATIONSHIP OF THIS COURSE TO PROGRAM KNOWLEDGE BASE:

Students who enter study in educational leadership at UNC are exposed to five domains in which they: (1) develop a personal vision for educational leadership; (2) examine and use modes of inquiry to help them frame problems and gather information; (3) understand organizational culture, communication, and change; (4) explore educational leaders' roles in supervising professionals and developing human potential; and (5) examine influences from the external environment that shape educational policies, structures, and operations. Learning experiences of this course contribute directly to students' understanding of the underlying beliefs of our leadership development program; particular emphasis is given to the italicized statements below:

- Human growth and development are lifelong pursuits;
- Organizations are artifacts of a larger society;
- Learning, teaching, and collegiality are fundamental activities of educational organizations;
- Validated knowledge and active inquiry form the basis of practice;
- Moral and ethical imperatives drive leadership behavior;
- Leadership encompasses a learned set of knowledge, skills, and attitudes;
- Effective leadership in educational organizations depends on individual and group effort;
- Leaders effect positive change in individuals and organizations; and
- Leaders' behavior and actions model their beliefs and values.

Disability Access

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Phone: (970) 351-2289 (Voice, TTY), FAX: (970) 351-4166 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Diversity Statement

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STANDARDS FROM PROFESSIONAL ORGANIZATIONS AND LEARNED SOCIETIES:

Courses in this Division are designed to prepare individuals to serve as leaders in the field of education. Learning experiences are designed to address the skills, competencies, and performance expectations identified by numerous professional organizations and learned societies with an interest in the preparation of educational leaders. Among the organizations consulted are the American Association of Higher Education, the American Association of School Administrators, the American College Personnel Association, the American Society for Training and Development, the American Association for Adult and Continuing Education, the National Association of Elementary School Principals, the National Policy Board on Educational Administration, the National Association of Student Personnel Administrators, the National Society for Performance and Instruction, and the University Council for Educational Administration.

RELATED COLORADO DEPARTMENT OF EDUCATION STANDARDS:

Learning activities of this course address the licensure standards for principals established by the Colorado Department of Education and the State Board of Education. The standards and competencies addressed in this course are as follows:

Standard I: Principals demonstrate strategic leadership
1.4. Distributive Leadership: Principals create and utilize processes to distribute leadership and decision making throughout the school. Where appropriate, they involve staff, parent/guardians and students in decisions about school governance, curriculum and instruction. Principals build internal capacity by creating opportunities for staff to demonstrate leadership, by assuming decision-making roles both inside and outside of the school.

2. Standard II: Principals demonstrate instructional leadership
2.2. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative, and preparation time. They ensure that teachers and other adults working with students have time, structures, opportunities and the expectation of planning, working, reflecting and celebrating together to improve instructional practice.
2.4. High Expectations for All Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes. Principals make available to the school community, as appropriate, data about student performance. Principals actively engage the school community to interpret and respond to available data on student achievement and other performance indicators. Principals collect and analyze available data regularly to monitor progress and make appropriate adjustments designed to improve performance outcomes. Principals ensure that data are turned into meaningful information that can be used by teachers, students and parents/guardians to identify goals, implement evidence-based strategies, monitor and evaluate the impact of instructional programs, and promote organizational learning.

4.1. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning, and develops teacher leaders in a manner that is consistent with local structures, contracts, policies, and strategic plans. Principals communicate regularly about the changing context for teaching and learning, and create a collaborative culture and overall structure for on-going learning that fosters teacher learning and develops teacher leaders.
4.2. Recruiting, Hiring, Placing, Mentoring, and Recommendations for Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school's improvement priorities. Principals include in their professional development plan explicit reference to the ways in which they intend to address the counts and percentages of effective teachers in the building. They recruit, retain and support high quality and effective teachers and staff, and implement a systemic process for comprehensive, effective, and research-based professional development, coaching and mentoring that is differentiated for adults to support student learning. As appropriate, principals create school-wide structures that ensure that teacher candidates and other educator interns provide support for students, and increase embedded professional learning opportunities for experienced educators in the school. They demonstrate the ability to dismiss staff members who are ineffective or otherwise unsatisfactory after plans for professional improvement and support have proven unsuccessful.

5. Standard V: Principals Demonstrate Managerial Leadership
5.2. Conflict Management and Resolution: Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff. They demonstrate awareness of potential problems and areas of conflict within the school, and create processes to resolve areas of conflict which allows diverse interests to be heard and respected. Using a creative problem solving approach, principals resolve conflicts to ensure the best interest of students and the school.

5.3. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders. Principals communicate the school’s distinctive learning environment and student learning results in an open and transparent manner, in order to attract parent and community support.

5.4. School-wide Expectations for Students and Staff: Principals understand the importance of clear expectations, structures, rules, and procedures for students and staff. They promote cultural competence among teachers, staff and students, and foster respects for individual needs and differences among students, staff and families. Principals design and implement a plan for proactive student discipline that addresses discrimination, harassment and bullying, and safeguards the values of democracy, equity, citizenship, patriotism, and diversity among students, staff and parents/guardians.

5.5. Supporting Policies and Agreements: Principals familiarize themselves with state and federal laws, and district and board policies, including negotiated agreements, and establish processes to ensure they are consistently met.

NCATE standards addressed in this course include the following:
2.1, 3.1, 3.3, 4.1, 4.3, 5.1-5.3, 6.1, 6.2

COURSE OBJECTIVES:

Course activities in general are designed to provide students with:

- Knowledge of team and group development and facilitation organizational communications, staffing processes and practices, adult learning, and professional development.
- Skills and behaviors such as effective oral and written communication skills, group/team development and facilitation skills, and choosing appropriate professional development opportunities.
- Attitudes indicating an understanding that human growth and development are lifelong pursuits, and an acceptance that effective leaders respect the attitudes and values of the people with whom they work.

These knowledge bases, skills, behaviors, and attitudes will be developed using individual readings, group activities, class discussions, visits with leaders in various social and educational agencies, and reflective practice. As a result, students will be able to:

Theme One—Individual and Team Leadership

1. Demonstrate an understanding of how school leaders interact effectively with other adults through the administration of human resource functions.
2. Demonstrate effective oral and written communications skills as individuals and in groups and how to establish effective communication systems within organizations.
3. Describe how groups and teams develop and demonstrate how leaders can effectively facilitate the work of these groups and teams (e.g., skills for building groups/teams, running effective meetings, member and leader roles in groups/teams; conflict management).
4. Reflect on, analyze, and design action plans related to critical human resource issues.

Theme Two—Staffing Processes and Issues

5. Describe the basic personnel processes with a focus on recruiting and hiring staff within educational organizations and programs.
6. Understand the signs of racism, sexism, discrimination against the disabled, and other forms of discrimination within personnel practices, no matter how subtle or unintended and the importance of diversity within organizations.
7. Describe how to administer the provisions of negotiated employment contracts.

Theme Three—Adults in Organizations

8. Utilize adult learning research to construct effective professional development experiences
9. Outline avenues of professional development for self and staff within educational organizations and programs (e.g. mentoring, portfolio development, workshops, professional associations, university programs, self-directed learning activities).

**OUTLINE OF COURSE CONTENT:**

**THEME: INDIVIDUAL AND TEAM LEADERSHIP**
- Effective oral and written communication (individual and organizational level)
- Facilitating the work of individuals
- Facilitating Groups/Teams
- Reflection on Action

**THEME: STAFFING PROCESSES AND ISSUES**
- Personnel processes: An overview
- Recruiting and selecting staff
- Discrimination in personnel practices
- Importance of Diversity
- Administering negotiated contracts
- Acquisition of external funding to support student and staff development

**THEME: ADULTS IN ORGANIZATIONS**
- Adult learning research
- Development of effective professional development experiences

**REQUIRED TEXTS:**

**COURSE ASSIGNMENTS:**

1. **CLASS PREPARATION AND PARTICIPATION**
Students will examine and respond, orally and in writing, to at least one human resource scenario in the following areas in small group settings during class (via Discussion Board): recruitment, legal/policy, selection/credential, employee relations/employment counseling, evaluation, contract administration, collective bargaining, data analysis/budgeting, investigations, discipline, planning staff, and grievances. Class participation is vital for full credit of these assignments.

2. **COMPETITIVE GRANT DEVELOPMENT TO SUPPORT PROFESSIONAL DEVELOPMENT**
Students will respond to a Request for Proposals (RFP) to provide professional development in the organization they are currently or have recently been involved. The written response to the RFP will demonstrate knowledge of adult learning principles, professional development structure, and grant writing criteria.

**ASSESSMENT CRITERIA AND GRADING:**

**Participation** 80%
This includes responding to discussion prompts/activities and commenting on other students’ postings each week.

**Competitive Grant Development and Presentation** 20%
Students will identify and complete the application requirements for a competitive grant that could provide professional development for their district/school.

This course requires active and relevant participation in discussions. “Active and relevant” participation includes:
- Providing informed opinions and relevant commentary
- Raising insightful and thought-provoking questions
- Remaining focused on the topic of discussion
- Clarifying other peoples’ ideas
- Challenging ideas in a constructive manner
- Providing appropriate leadership and followership in group work
- Displaying a professional demeanor
- Being responsible for readings and outside assignments
- Accepting responsibility for doing “make up” work when class is missed

Therefore, participation in Blackboard Discussion sessions is extremely important for understanding and applying the course concepts. Students are expected to prepare for each session by reading the assigned material and completing assignments. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Students should check with the instructor about make-up work.

GRADING POLICY
Students’ final grades will be given according to the Graduate School Bulletin which specifies: Superior is indicated by "A," above average is "B," average is "C," below average but passing is "D," and failure is "F." Incomplete grades will be given only in emergency situations.

ETHICAL STANDARDS
Plagiarism or other academic dishonesty of any kind will not be tolerated. Penalty for such action will result in an “F” letter grade for the course. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance IMMEDIATELY. Problems, concerns, or complaints should be discussed with the instructor at your earliest convenience.

ACADEMIC DISHONESTY
Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with one of the instructors at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean. For a complete explanation of University academic student conduct policy, see http://catalog.unco.edu/200809/wwhelp/wwimpl/js/html/wwhelp.htm?&accessible=true

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Sexual Misconduct/Title IX Statement:
The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-3514040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.
SELECTED BIBLIOGRAPHY:
Must Read Classics

School Reform Leadership

Collaboration


**Professional Development**


**Human Resources**


**Diversity**


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<tr>
<th>Week</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Communication Styles and Best Practices in Professional Development</td>
<td>Since we are doing are introductions in the ELPS 654 section, we will just jump in to the class material! For this week, I would like you to complete the self-assessments under Week One Course Materials and share your highest score with each instrument in this forum, explaining if you think the results are accurate. If you score within two or three points of your top score in several areas, list all of them. I would also like you to read over the Best Practices in Professional Development and Professional Learning Communities handouts in Week One Course Materials, as well as the instructions in the syllabus for your one “out of class” written assignment, the Professional Development Grant Proposal. First of all, this is not a real grant, however the requirements are quite representative of the writing requirements of a real grant. (If you can or are writing a real grant that includes professional development, please send me a copy of the Request for Proposals (RFP) by email and I will let you know if you can substitute it for this assignment.) In this week one discussion forum, I would like you to list at least five characteristics of good professional development. You can base this on your own experiences of either good or bad professional development. I will compile a list of your responses (try not to duplicate what others have already posted) and you will want to refer to this list as you design your professional development grant proposal, as well.</td>
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<td>Week Two</td>
<td>Recruitment</td>
<td>(1) In-basket exercise 1a/b asks how you would devise a search for a hard to fill position. Combining the need for a special education teacher who is representative of your school’s population (i.e. seeking a minority special ed teacher), explain how you would conduct the search. (2) In-basket exercise 1g asks what incentives you might offer to recruit new teachers, such as signing bonuses. Find out what incentives your district currently offers, explain some other incentives you feel would be effective, and your opinion of the effectiveness of using signing bonuses. (3) Please read the article, &quot;What White Men Don’t See,&quot; that is posted under the Week Two Course Materials. I would like you to comment on the article (like/dislike and why) and identify a time or experience when you were treated a particular way based on a characteristic of yourself that you have no control over (i.e. height, gender, color, age, etc.). It is important in discussing this topic that we clarify that recognizing when we are treated differently because of particular characteristics is not saying we are “victims” in any way because of the treatment. It is an issue of awareness. (4) Please respond to at least two other peer’s postings for this week.</td>
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<td>Week Three</td>
<td>Interviewing, harassment complaints, resignations, and discrimination</td>
<td>Week Three: (1) Inbasket exercises 3b deals with interview questions and 3f deals with inappropriate (illegal) questions. I would like you to review the handout on legal and illegal interview questions in the Course Materials Week Two section and devise 10 interview questions that would really provide you with meaningful information (related to the job description) that would help you and others on your interview committee select the absolutely best teacher for a middle school language arts position. Share your questions in this forum!</td>
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Week Four

**Hiring and Leave**

Discuss the legal guidelines for hiring, terminating, and granting leave for employees.

- **Week Four**
  - (1) In-basket exercises 2j, k, & m deal with whether an employee can be hired/terminated if he/she has an arrest or conviction of a crime. Research the law in your area/state and share what you find in this forum.
  - (2) Nepotism and people lobbying for particular people to get jobs is a typical situation. As a school leader, explain how you would handle this in this forum.
  - (3) In-basket exercise 4c asks you to explain how you would handle an assistant principal who did not get a position he/she was seeking. Explain how you would respond given the two conditions listed at the bottom of the page in this forum.
  - (4) In-basket exercise 4h deals with a teacher who has excessive absences because of a personal crisis. Answer the two questions at the bottom of the page and share your responses in this forum.
  - (5) Respond to at least 2 other postings in this week's forum!

Week Five

**Employee Discipline**

Discuss the process of employee discipline.

- **Week Five**
  - (1) In-basket exercises 4j and 9k deal with a difficult situation between a teacher and student. Check and see what the protocol is for your district in such a situation and share that, as well as how you would go about investigating the situation and how you would respond both if the teacher is at fault and if he isn't.
  - (2) In-basket exercise 5b deals with a potentially incompetent teacher and 5e deals with the unsatisfactory performance of a teacher. Read the remediation and termination PowerPoint under Course Materials and consult with your principal or HR person. Post how you would go about handling these situations in this forum.
  - (*) I just want to point out in-basket exercise 5g. That principal just plain missed the boat and would be in trouble. Given that the teacher really cannot be legally dismissed now and may even have achieve tenure, that teacher would be with that principal forever, if I were the HR director! :)
  - (3) In-basket exercises 6g & 6h deal with a staffing problem. Clarify what the issues are and how you would determine the correct (legal) course of action and share your thoughts in this forum.
  - (4) In-basket exercise 6j deals with employee discipline. Read the slides regarding due process and progressive discipline in the HR Processes PowerPoint under Course Materials and explain how you would handle this situation.
  - (5) Respond to at least 2 other postings in this week's forum!

Week Six

**Handling Complaints and Acclimating New Hires**

Discuss the process for handling complaints, conducting investigations, and helping new hires.

- **Week Six**
  - (1) Select any two in-basket exercises in section 9 and another two in section 10 and post how you would handle them!
  - (2) Explain how you would support a new teacher to your school. This can include arranging a mentor, community involvement, or anything that you would do to acculturate a teacher to your school and community. (Read the article on principal leadership in mentoring new teachers under Course Materials.)
  - (3) Respond to 5 other peer postings in this forum!
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<tr>
<th>Week Seven</th>
<th>Encouraging Attendance, ADA, and Associations</th>
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<td>Week Seven</td>
<td>(1) In-basket 6c describes a common situation of teacher absences. Describe how your school/district handles this situation and add your own ideas and suggestions for how it should be handled! (2) In-basket 11d describes a situation where an employee has a disability. Read over the American's with Disabilities Act (ADA) and explain how you would handle this situation, given the parameters set forth in the ADA. (3) Share with the group whether or not your district has a teachers' association (union). If not, explain what options exist for teachers if they feel they are treated unfairly. If you do have an association, explain what issues the group has raised in negotiations and the nature of the group's relationship to central leadership. (4) Respond to at least 2 posts from peers in this week's forum!</td>
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<td>Week Twelve</td>
<td>School Personnel Laws</td>
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<td>Week Twelve</td>
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REQUEST FOR PROPOSAL

Education Development Council
Grant Competition 604-2015

The Education Development Council is a non-profit private agency established to promote and support instructional improvement leading to increased student learning. Located in Colorado Springs, funding for school- and district-based projects is provided through contributions from individuals and corporations invested in school reform and improvement. The Council provides funding up to $10,000 for each of three years for proposals that utilize sound professional development methods to educate teachers and administrators on instructional practices that lead to increased student learning. A maximum of five projects will be funded through this RFP. Funded projects have received an average of $8,500, with additional funds provided to projects that demonstrate early success that have provided clear rationales for additional costs and/or extended timelines.

Requests for proposals (RFPs) for the current funding years are due on or before 8:00 p.m. December 1, 2015. Proposals should include the following:

(1) A brief narrative (maximum of 10 double-spaced pages with 1” margins on all sides in 12 pt. font) describing the following:
   a. The characteristics and needs of the intended learners
   b. The learning objective to be achieved and relevance to the requesting organization
   c. An overview of the professional development proposed
   d. A rationale for the structure of the professional development proposed
   e. A plan for sustainability of learning/instructional practices within the requesting organization
   f. An evaluation plan to measure the impact of the professional development proposed on intended learners, instructional practices, and student learning
   g. A plan for dissemination of the project to other educators with an explanation of how the proposed professional development would benefit other education organizations
   h. The qualifications of those involved in the development and delivery of the proposed professional development project

(2) A detailed description of training and support to be provided through the grant project, including a timeline, persons responsible, and facilities to be utilized

(3) A detailed budget with rationale for costs.

Proposals will be evaluated according to the Council’s priorities in each of the above areas, with priority given to projects that (1) address the performance of low-achieving subgroups of students; (2) include a variety of education stakeholders; (3) effectively utilize technology; and (4) include dissemination of project for replication without additional funding by other schools and/or districts.

**Evaluation Criteria**

Proposals will be awarded up to 10 points in each of the following areas, with an additional 10 points to be awarded for each priority area address:

1. **Participants**: description of organization and available resources, intended learners’ potential impact on student learning, prior knowledge and motivation regarding the proposed objective, learning and application context, limiting factors or challenges and method of addressing these factors
2. **Objective**: description of learning to be achieved, how this learning will be demonstrated, and how this learning will impact student achievement
3. **Training**: description of training that demonstrates adult learning principles, cognitive development research, and job-embedded relevance and sustainability
4. **Relevance**: rationale for training and support experiences to achieve the learning objective, change instructional practices, and promote student learning
5. **Sustainability**: description of how the training and support will be continued after the funding period
6. **Evaluation**: plan for measurement of participant’s training experiences, impact on instructional practices, and student learning
7. **Dissemination**: description of how both failures and successes experienced by those providing the training and those participating in the training will be communicated to external organizations and agencies to advance the knowledge base of school reform

8. **Expertise**: description of experience and capability of trainers and requesting organization to delivery high-quality, result-oriented professional development, including any outside consultation to be included

9. **Timeline**: breakdown of specific activities with rationale for training activities related to the learning objective and components and persons responsible for each activity

10. **Budget**: breakdown of costs by personnel, fringe benefits, equipment, travel, consultation, supplies, miscellaneous, and administration. (Administrative costs may not exceed 2% of the requested budget.)
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<tr>
<th>CRITERIA</th>
<th>Score</th>
<th>Evaluator Comments</th>
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<td>1. Participants (Max. +10 pts.)</td>
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<td>10. Budget (Max. +10 pts.)</td>
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<td>a. Subgroup performance (Max. +10 pts.)</td>
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<td>c. Utilization of technology (Max. +10 pts.)</td>
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<td>Week Eight</td>
<td>Oct. 13-19</td>
<td>Work on Grant</td>
</tr>
<tr>
<td>Week Nine</td>
<td>Oct. 20-26</td>
<td>Work on Grant</td>
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<td></td>
<td>Oct. 220</td>
<td>Collaborate online discussion</td>
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<tr>
<td>Week Ten</td>
<td>Oct. 27-Nov. 2</td>
<td>Work on Grant</td>
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<td>Nov. 3</td>
<td>Collaborate online discussion</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Nov. 3-9</td>
<td>Research/summarize school codes as assigned to be shared in Nov. 17 COLLABORATE session</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Nov. 10-16</td>
<td>Work on Assignments</td>
</tr>
<tr>
<td></td>
<td>Nov. 17</td>
<td>Collaborate online discussion</td>
</tr>
<tr>
<td>Week Thirteen &amp; Fourteen</td>
<td>Nov. 17-30</td>
<td>Assignments Due Dec. 1st</td>
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