



The University of Texas at Tyler
 College of Education and Psychology
 School of Education
 Educational Leadership and Policy Studies
EDLR 5337 School Building Operations

Instructor Information

Session	Summer 2020
Credit	3 hours
Course Meeting/Room	Online
Office Hours	By Appointment
Instructor	Teresa Martin Starrett, Ed.D tstarrett@uttyler.edu
Phone	940-391-5115 (cell)

Course Catalog Description

The expertise required by campus leadership to effectively operate a school will be addressed, emphasizing applied skills and practical applications relating to school building operations. Students will identify problems or challenges that affect school building operations and propose resolutions using a field based problem-solving framework.

Student Learning Objectives

Upon completing this course, the student will:

Objective	Texas Principal Standard
Reflect upon personal growth and leadership development in administering building operations.	2(A)(i)(VI), 3(A)(i)(III)
Understand current legal issues relevant to building operations and ways to influence through leadership.	4(B)(iv), 4(B)(v)
Describe what it means to support building operations and provide collaborative structures for leadership opportunities.	2(B)(iii), 3(A)(i)(VII)
Understand the dynamics of change from the perspective of a campus leader.	3(A)(i)(V)
Recognize and define characteristics of building operations focusing on student achievement.	3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)
Recognize the importance of expectations among both teachers and students.	1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)
Recognize the need to monitor multiple data points to evaluate progress toward building operations goals.	5(A)(i)(II)

Understand the importance of aligning building operations resources with school priorities and goals.	5(A)(i)(IV)
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Course Modules with Dates Available & Assignment Due Dates

Course Module	Date Available	Assignment Due Date
Introduction Module <ul style="list-style-type: none"> Faculty Information Course Syllabus Building Bureaucratic and Cultural Linkages Learning Styles Inventory 	May 11	May 17 *Building Bureaucratic and Cultural Linkages *Learning Styles Inventory
Module 1 <ul style="list-style-type: none"> Fostering Central Office Relations 	May 18	May 24 *Field Based Problem-Solving Framework
Module 2 <ul style="list-style-type: none"> Monitoring Organizational Information 	May 25	May 31 *Field Based Problem-Solving Framework
Module 3 <ul style="list-style-type: none"> Coordinating School Activities 	June 1	June 7 *Field Based Problem-Solving Framework
Module 4 <ul style="list-style-type: none"> Managing Financial Resources 	June 8	June 14 *Field Based Problem-Solving Framework
Module 5 <ul style="list-style-type: none"> Supporting School Building Maintenance 	June 15	June 21 *Field Based Problem-Solving Framework
Module 6 <ul style="list-style-type: none"> Directing School Support Services 	June 22	June 28 *Field Based Problem-Solving Framework
Module 7 <ul style="list-style-type: none"> Promoting Parent and Community Support 	June 29	July 5 *Field Based Problem-Solving Framework
Module 8 <ul style="list-style-type: none"> Creating a Learning Environment 	July 6	July 12 *Field Based Problem-Solving Framework
Module 9 <ul style="list-style-type: none"> Setting School Goals 	July 13	July 19 *Field Based Problem-Solving Framework
Module 10 <ul style="list-style-type: none"> Implementing Crisis Response 	July 20	July 26 *Field Based Problem-Solving Framework
Module 11 Wrap up	July 27	August 2 *Field Based Problem-Solving Framework
Module 12 <ul style="list-style-type: none"> Final exam 	August 7	

Evaluation & Grading

- *Field Based Problem-Solving Framework*
 - Each of the *Field Based Problem-Solving Frameworks* requires the student to gather artifacts and write a report that identifies and proposes a resolution to a problem or challenge in their school that affects school building operations relating to the topic presented in the module.
 - Refer to the “Field Based Problem-Solving Framework” in **Appendix** for instructions, format, and scoring rubric.

Assessment Specifics & Assignments

- *Field Based Problem-Solving Framework* 100 points: 10 tasks @ 10 points each
- Final Exam- 50 Points

Final Grade Calculations

- Total Points =
 - A = 90% - 100% of points available
 - B = 80% - 89% of points available
 - C = 70% - 79% of points available

Teaching Strategies

- *Canvas* is the primary online learning management system used to teach and manage course assignments for School Building Operations EDLR 5337.

Related Field Experiences

- Students will have the opportunity to interview campus and district personnel in the identification and resolution to a problem or challenge affecting school building operations.

Required Text & Related Readings

- No textbook is required.

Communication

To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at tstarrett@uttyler.edu

I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I generally reply to emails within 24 hours during the workweek. I try not work on Sunday so I will return emails at the start of the week.

My goal is for us to communicate effectively during our time together this semester. Please reach out to me if you have questions or concerns about the assignments or content. I am accessible via email, phone, text or zoom.

UNIVERSITY POLICIES**UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities

- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

Withdrawal Policy

*****Last day to withdraw to receive 100% refund for partial withdrawals is on or before the Census Date for Spring classes: May 25.**

*****Last day to withdraw to July 9.**

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

TEXAS ADMINISTRATIVE CODE STANDARDS FOR PRINCIPAL PREPARATION PROGRAMS

Texas Education Standards: The Department of Educational Leadership and Policy Studies is committed to teaching and implementing the Texas Educator Standards at the highest level.

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

§149.2001. Principal Standards.

1. Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

2. Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

- (i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.
- (ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.
- (iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.
- (iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

3. Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

- (I) are committed to ensuring the success of the school;
- (II) motivate the school community by modeling a relentless pursuit of excellence;
- (III) are reflective in their practice and strive to continually improve, learn, and grow;
- (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
- (V) keep staff inspired and focused on the end goal even as they support effective change management;
- (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;
- (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
- (VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

- (i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

- (ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

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(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

4. Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

5. Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.2 Purpose and Scope; Definitions

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

- (A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.
- (G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- (M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

- (A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

- (A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

Appendix

Field Based Problem-Solving Framework

Instructions

For each module activity, you will identify and propose a resolution to a problem or challenge in your school that affects school building operations relating to **Enter Module Topic** (e.g., *Fostering Central Office Relations*). Read the assigned material **Enter Document** (e.g., *Liaison and Negotiating Techniques*) to assist you in identifying, researching, and developing your plan.

Format

The **Field Based Problem-Solving Framework** has two sections requiring written commentary and gathering of artifacts (i.e., supporting documentation).

1) Identify a problem or challenge related to the week's topic on school building operations—your response should be no more than one page, double-spaced, 12-point font:

- Describe the problem or challenge.
- Discuss why is it significant.
- Provide relevant information about the environmental factors influencing the topic:
 - Information might include a student overview, including: ethnic, social, economic, cultural, and geographic factors affecting the school environment.
 - Information might include a faculty overview, including: career stages, teaching styles, diversity of staff, and leadership opportunities.

2) Research and develop a plan—your response should be no more than one page, double-spaced, 12-point font, plus sample artifacts included:

- Describe the plan you developed.
- List personnel helping implement the plan describing what roles they would they play, and why.
- Provide examples of artifacts you would collect and explain why appropriate.
- Discuss how you would assess the results of the plan and its impact on school building operations.

Scoring Rubric

Dimension	Sophisticated	Competent	Needs Work
Response	Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. All items in sections 1 and 2 are included. (Value: 4-5 points)	Response is clearly stated and connections to the question and position are mostly clear, some aspects may not be connected or minor errors in logic are present. (Value: 2-3 points)	Response may not be clear and the connections to the question are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. (Value: 0-1 points)
Writing	Writing is coherently organized and the logic is easy to follow. There are no errors in spelling and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. All items in sections 1 and 2 are discussed. (Value: 4-5 points)	Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. (Value: 2-3 points)	Writing is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. (Value: 0-1 points)

Eberly Center for Teaching Excellence, Carnegie Mellon University
 Adapted from: *Scoring Rubric for Short, Research-based Position Paper*
Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University