

## School of Education Discussion Participation Rubric, Guidelines, and Exemplar

### Rubric

Criteria	Non-performance	Basic	Proficient	Distinguished
<b>Substantive</b>	There are no references to key principles; if key concepts are present, there is no evidence they were understood.	The response mentions some key concepts, but there are significant misconceptions or omissions.	The response is substantive, but a few key concepts may be omitted. There may be some misconceptions.	The response is substantive and related to key concepts; there are no misconceptions.
<b>Examples</b>	The response has no references to professional or personal experiences; if they are present, they are not integrated in the response.	The response presents a few personal or professional examples and/or they are not fully integrated in the response.	The response presents personal or professional examples, but they are not fully integrated in the response.	The response uses personal or professional examples to demonstrate the application of concepts or theories.
<b>Clarity</b>	The response is poorly written; one cannot comprehend the student's ideas after repeated readings.	The response is poorly written; one may comprehend the student's ideas only after repeated readings.	The response is adequately written, but it may contain some organization problems or a few inappropriately used terms.	The response is clear, concise, and easy to understand. Terminology is used appropriately and the response is logically organized.
<b>Response to Students and Instructors is Substantive</b>	The response contains no reference to key concepts; if key concepts are present, there is no evidence that the learner understood the concepts or integrated them in the response.	The response presents a few concepts from the course content; they may be poorly integrated in the response or there may be little evidence that they are understood.	The response is largely related to the course content; most of the key concepts are presented and understood; most of the concepts are integrated in the response.	The response is substantively related to the course content; key concepts are presented, clearly understood, and well integrated in the response.
<b>Response to others: Thought-provoking, supportive, challenging, reflective</b>	The response does not include any of the following criteria: - Thought provoking - Supportive -Challenging -Reflective	The response is characterized by one of the following criteria: -Thought-provoking - Supportive - Challenging - Reflective	The response is characterized by two of the following criteria: -Thought provoking - Supportive - Challenging - Reflective	The response is characterized by three or four of the following criteria: -Thought provoking -Supportive - Challenging – Reflective

## Participation Guidelines

Actively participate in discussions. To do this you should create a substantive posting for each of the discussion topics. Each post should demonstrate your achievement of the participation criteria. Unless stated otherwise in the discussion instructions, your initial posting should be approximately 250 words. You should also respond to the postings of at least two of your fellow learners for each discussion question—unless the discussion instructions state otherwise. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Also, respond to any follow-up questions the instructor directs to you in the discussion area.

To allow other learners time to respond, you are encouraged to post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

## Discussion Posting Exemplar

The following discussion post has been annotated with comments related to key components of the discussion rubric.

According to Johnson, "Creativity is as vital in making ethical decisions as it is in generating new products or programs. Sometimes you can come up with a 'third way' that resolves ethical conflicts" (2012, p. 263). The significance of this statement is the vital importance that a leader have the ability and agility of thought to be able to be a creative problem solver. School leaders face many decisions daily, and as a result, flexibility of thought and actions are a necessary attribute of administrators. The ability to think 'outside of the box' is highly desired in many professions. Therefore, creative problem solving a characteristic sought after by both schools and corporations.

Inflexibility is where innovative thinking dies. Many in education are rooted in where they are comfortable and what has worked in the past. Scary as it may be, an innovative leader with solid ethics can bring positive change and encourage creative thinking in others. Identifying the problems and determining potential outcomes with various approaches to the decision process is a form of organizational creativity.

Though not solely related to decision making, I connected this week's discussion topic to a site visit I made with a university cohort about ten years ago to Florida's Disney School. When the school opened its doors in Celebration, Florida in 1997 it was promoted as a school of the future. The idea was initially to build a futuristic school that fostered innovation and creativity in teachers and students. The problems the school encountered seemed to be that the school was too ahead of its time, teachers were not properly trained in the strategies and technologies that school creators envisioned. Thus, 'old school mentality' seemed to plague the staff of the school in a 'futuristic' school environment. Parents also only familiar with traditional education formats became uneasy as their children transitioned from old to a new philosophy. Years later, these concepts have been implemented in many charter schools, and in schools that are attempting to undo 'old school' education. Below are a few links if you are interested in seeing the highs and lows of the Disney School, food for thought about educational creativity and decision making. There may be something to be said about being ahead of the curve.

**Comment [A1]:** SUBSTANTIVE - Leadership is a key concept of the course competencies.

**Comment [A2]:** SUBSTANTIVE- Decision making and problem solving are key concepts in the course competencies.

**Comment [A3]:** THOUGHT PROVOKING- The author asks the reader to consider this thought.

**Comment [A4]:** SUBSTANTIVE - The discussion of ethics represents a key concept of the course competencies.

**Comment [A5]:** EXAMPLES - The author integrates a personal example to support ideas.

**Comment [A6]:** THOUGHT PROVOKING – The author provides options for more learning and further discussion.

**Comment [A7]:** SUBSTANTIVE - (378 words)

<http://www.nytimes.com/1999/08/01/weekinreview/the-nation-disney-s-brave-new-town-trouble-at-the-happiest-school-on-earth.html>  
[http://www.schoolfacilities.com/coreModules/content/contentDisplay\\_print.aspx?contentID=1536](http://www.schoolfacilities.com/coreModules/content/contentDisplay_print.aspx?contentID=1536)

Johnson, C. E. (2012). Meeting the ethical challenges of leadership: Casting light or shadow.  
Los Angeles, CA: SAGE

**Comment [A8]:** CLARITY - The discussion post is separated into distinct paragraphs of content and properly uses APA to cite references.