

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDLR 7470 Educational Facilities (2-2-3)

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University Hall # 309

Office Hours: TBA

Course Description

This **performance-based** course is designed to introduce the student to the physical structure and environment of a school as it relates to the teaching/learning process and emerging educational needs of students from diverse backgrounds. In addition to an examination of the physical structure, issues related to the planning and developing of a support structure for either or both refurbished or new construction will be examined.

Textbooks/Required Readings/Recommended Readings

Tanner, C. K. & Lackney, J.A. (2010). *Educational facilities planning: Leadership, architecture, and management*. NY: Pearson.

LiveText

LiveText is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. Your professor will explain specific assignments, portfolios, assessments, or other required documents that must be submitted for grading through *LiveText*.

LiveText software may be purchased through the ASU bookstore or online at www.livetext.com. **A subscription to *LiveText* is required in EDUC 2110, EDUC 2120, EDUC 2130, initial teacher preparation, advanced teacher, and other school professional programs and endorsements.**

LiveText works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Goals and Objectives:

The Educational Leadership program's goals and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, course content includes three dimensions: (1) **Awareness**, defined as

acquiring concepts, information, definitions, and procedures; (2) **Understanding**, defined as interpreting knowledge to school environments, integrating concepts with practice and using knowledge and skills in context; and (3) **Capability**, defined as applying knowledge and skills to specific problems of practice (ELCC).

Department of Educational Leadership, Counseling, and Special Education standards have congruency with Board of Regents standards and Interstate School Leaders Licensure Consortium (ISLLC) Standards and NCATE/PSC ELCC Standards.

The Performance-Based Educational Leadership program at Augusta State University offer candidates opportunities to apply knowledge and skills in real educational settings.

Goals:

The Candidate will:

1. Examine the physical structure of schools and their environments.
2. Formulate how the physical plan and overall learning environment are linked toward a total educational experience for the school student.
3. Describe past and present trends in educational facilities development with emphasis on the relationship between facilities and program improvements that benefit teaching and learning.
4. Identify comprehensive school facilities planning.
5. Discuss methods for securing bids and financing public education facilities.
6. Describe plant construction from the site selection to occupancy including trends, educational specifications, building materials, and construction.
7. Assess techniques and policies for governing the scheduling and use of school facilities.
8. Discuss establishing the maintenance, security, and operation of school facilities.
9. Identify needs and means of retrofitting and rehabilitating school plants.
10. Discuss governmental controls, risk management, rental income, and scheduling as they relate to the management of school facilities.
11. Demonstrate how to co-ordinate all aspect of traffic management and grounds management in and around the facility.
12. Conceptualize the procedures and criteria for long-range planning for efficient use of facilities.
13. Describe the closing and disposing of existing school facilities.
14. Demonstrate leadership skills in a collaborative field-based school improvement project.
15. Apply leadership competence in group dynamics.
16. Engage in intellectual vitality.
17. Demonstrate effective communication practices in both persuasive writing and speaking.
18. Analyze and evaluate cost factors associated with design and construction of educational facilities.
19. Identify procedures for conducting evaluation of school facilities.
20. Analyze and synthesize physiological and psychological basis for internal design of educational facilities.
21. Describe the purpose and process for developing educational specifications.
22. Identify the procedures for occupying a new school building.

Objectives:

1. Candidates are to attend class and participate in all class meetings, on-site school facilities visits, and design team meetings (to include minutes, attendees, and responsibilities taken and fulfilled).
2. Candidates are to read and be accountable for all assigned readings.
3. Candidates are to prepare reports on all on-site visits to educational facilities.
4. As a member of a project design team, candidates are to interview (real and/or virtual, in class and outside of class) architects, contractors, attorneys, technology specialists, literacy experts, maintenance and operations consultants, security, health/safety, traffic management, and philanthropic-grants and other funding(brick to mortar) specialists.
5. As a member of a project design team, candidates are to prepare and present the design with educational specifications for a new literacy educational facility (including interior and exterior features, technology components, classrooms, outdoor learning environment, etc.).
6. Based on articles/chapters read and site visits taken, candidates are to analyze all aspects of their present school facility and suggest ways to improve that facility in order to enhance learning.

College of Education Conceptual Framework

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

Standard: Prepared

Disposition: To think critically about the process of teaching, learning and assessment.

Competencies: Candidates who are prepared will:

- P1 - demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2 - use self assessment and analysis as a basis for collaboration with

colleagues, continuing professional development and lifelong learning.

- P3- possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or professional field of study and create learning experiences that enable all students to learn.
- P4- demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.
- P5- demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

Standard: Able

Dispositions: To be creative, challenging, and flexible in teaching/professional practices.

Competencies: Candidates who are able will:

- A1 - understand, use, and support a variety of instructional strategies to encourage critical and creative thinking, problem solving, and achievement.
- A2- create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.
- A3- plan, guide, and support instruction using knowledge of subject matter, the learners, the community, and curriculum goals.
- A4- understand and use authentic assessment to evaluate and ensure the continuous development of the learner.
- A5- organize, allocate, and manage resources to support learning.

Standard: Responsive

Disposition: To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Competencies: Candidates who are responsive will:

- R1- respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.
- R2- translate knowledge into creating and supporting meaningful experiences for diverse learners.
- R3-accept responsibility for teaching and working in authentic settings with diverse populations of learners.
- R4- demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.
- R5 reflect on practice and continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community).
- R6- foster professional relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course

Course assignments are aligned to support candidate awareness, understanding, and capability for these standards:

Georgia PSC Standards 4

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interest and needs, and mobilizing community resources.

1.

Methods of Instruction

Project based learning with reading, discussions, field site visits, interviews and presentations.

Course Topics:

Through readings, class discussions, field site visits, interviews, and design team presentations the following topics will be addressed in EDLR 7470:

1. History of School Buildings
2. Long Range/Short Range Facility Planning
3. School Design Elements
4. Principles of School Facility Planning
5. People Involved in School Facility Planning
6. Design of Early Childhood/Elementary, Middle, and Secondary Schools
7. Educational Specifications
8. Relation of School Facility and Student Behavior/Attitudes
9. Environmental Conditions of Learning
10. Fiscal Aspects of School Facilities
11. Contract Administration
12. Occupying a New School Building.
13. First Year of School Building Operations
14. School Building Renovations
15. School Building Modifications
16. Additions and Other Modifications to Existing School Buildings
17. School Facility Maintenance
18. Communications with All Involved in Educational Facilities M&O including Auxiliary Services
19. Facility Issues Updates: Brick and Mortar Grants

Provisions for Professional Learning Related to Educational Facilities' Environments and Learning/Behavior

Course Schedule

Tentative Course Schedule

1st Meeting:

4:30	Orientation and Introduction: PROJECT BASED PORTOFOLIO COURSE! Syllabus, Course Calendar, Text, Assignments, Evaluations
5:00	Discussion of on-site School Facilities visits and accompanying reports. First on-site visit- ASU Literacy Center
5:45	Go to ASU Literacy Center and sign up for 4 hours of mentoring/tutoring (counts as EDLR 7470 Civic Field Project hours so that you become acquainted with concepts needed to start thinking/planning/designing a futuristic technology-based literacy center for preschool-adults. In addition, you will need to document 3 hours on-line (locating brick and mortar grants and technology enriched Literacy Centers) as you develop the design project.
7:00	Speaker : Lt. Carlton Bradley: Educational Facilities and Fire Safety Needs Class Lecture/Discussion
7:45	Project Based Learning Designs Teams at Work
	<p style="text-align: center;">Formation of Design Project Teams</p> <ul style="list-style-type: none"> • Discussion of holding real or virtual interviews with architect, contractor, attorney, technology expert, curriculum expert, principals, maintenance, security, health/safety, traffic management, literacy specialists, grants specialist and others: team members decide who they will interview! Maintain individual time/place/person interviewed in individuals logs (may be real or virtual interviews). • Articles (since 2000) APA Style: 4 per team member (copy of article with APA bibliographic citation): must relate to your design team project, share with team to incorporate ideas into your TEAM PowerPoint for presentations on last night. <ul style="list-style-type: none"> • Textbook- cite pages used for this project • Hold initial Design Project Team Planning Meeting (Exchange e-mail addresses, phone #s, etc.) Need meetings minutes, names of design team members present, accomplishment, day/time meeting held. Place all of the above information in you EDLR Project Portfolio
8:30	Adjournment

2nd Meeting:

4:30	Travel to Second on-site visit.
5:00	Second on-site school visit____. Afterwards, complete review of on-site visit with check sheet and narrative
6:30	Class Discussion/Lecture of text, articles and related documents Preparation for Tonight's Discussion with Speakers
7:00	Guest Speakers:
8:00	Afterwards, Team Planning (minutes, attendees, responsibilities, followed-through)
8:30	Adjournment

3rd Meeting:

4:30	Travel to Third on-site visit.
5:00	On-site visit to Stallings Island Middle School; Requirement: complete review and one page narrative of site visit and speaker
6:30	Guest: Mr. Benton Starks, Director Maintenance & Facilities, Richmond County Schools: Safe and well maintained Schools Discussion of your own present workplaces with rationale for facility changes you would recommend to maximize learning opportunities through design changes using graphics
7:30	Design Discussion of present workplace with rationale for recommendations
8:00	Questions/Responses
	TEAM Presentation <u>Practice</u>

8:30	Adjournment
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4th Meeting:

4:30	Travel to Fourth on-site visit
5:00	On-site visit to __; Requirement: complete review and one page narrative of site visit and speaker
6:30	Guest Speaker/Class Discussion
7:45	Team Presentation Practice
8:30	Adjournment

5th Meeting:

4:30	Set up Design Teams
5:00	Design Team Presentations: Prepared PowerPoint & tri-fold brochure: 20 minutes per design team; all team members participate actively
8:30	Review Panel. Scoring takes place. Review Team Ratings and Results Portfolios DUE Final Course Evaluations Adjournment

Performance Assessment

Specific Assignment Descriptions

Evaluation: Project Based Learning Portfolio-Educational Facilities

- Completion of Project Based Learning Experience Civic Project (ASU Literacy Center: 4 hours) Tutoring/mentoring/ observing while keeping in mind physical design changes that you recommend to your design team members for the design of a NEW Literacy Center. Signed time log required. 10 points
- FIELD EXERCISE: Must be included in portfolio, loaded into *LIVE TEXT*, and reviewed on Live Text by coach. Make specific reference to textbook readings to support 10 points



your analysis. Detailed written analysis of the design of the Facility where you were an educator this past school year. Note facility design changes that you would recommend to the district in order to maximize and enhance current and emerging student learning needs in the entire facility's environmental design. See your internship instructor to verify the Live Text component. This analysis will be as well in EDLR 7470 portfolio in hard copy.



- On-site Facility Evaluations from field site visits by class. 10 points
 Complete an in-depth on-site facility evaluation form (check sheet and detailed narrative including significant comments that you have taken from leader at each site) on every field site visit. Proofread carefully.
- Keep weekly notes and handouts from all EDLR 7470 classroom guests and leaders at on-site visits. 10 points
 Include the notes, summaries, and reflections with handouts in your portfolio. Active class participation in discussions with professor and guests (including speakers' notes, handouts, etc.) is expected.
- Have a section of your individual portfolio that contains all of the documentation from your planning sessions with your design team 10 points
 (including name chosen for your design firm) to include: who attended the design team meetings and who did not from your team, minutes of each design team meeting, the responsibilities of the design team that you agreed to do and fulfilled, interviews-real and virtual- powerpoint and tri-fold development. These meetings may take place at the end of the class or at other times agreed upon by the team.
- Creation/Presentation of Power Point of Design of New Literacy Center by Design Team to class and review panel. 20 points
 Must include powerpoint presentation not to exceed 30 minutes (plan for 20 minutes with questions). Highlight interior/exterior design (with features chosen by team related to technology, indoor and outdoor space, color, environmentally friendly features, ergonomic furnishings, lighting, etc.) for a new Literacy Center. Include printed copy of your powerpoint in your portfolio and a copy of the tri-fold pamphlet on your design in your 3 ring binder containing your 7470 portfolio. Plan class presentation to take into account all points from the rater sheet provided in this syllabus.
- Chapter readings from our text and interviews to support design team. 10 points
 Use our text as a resource for design team project. Include preparatory notes from your selected readings from our text as a resource that assisted you in creating your team's design project. Briefly describe any interview (real or virtual) that you conducted in preparation for your design team's presentation with any (one or more) of the following: architects, contractors,



attorneys, technology specialists, literacy experts, maintenance and operations consultants, security officials, health/safety experts, traffic management specialists, grants/funding specialists, and any others that you feel were needed in order to create your design.)

- Include sources of Grant possibilities that you identified that could be used to possibly fund any or all components of such a new Literacy center building (especially brick/mortar funding, materials/media funding and technology funding, etc.). Be specific as to why you chose the grant funders. Cite at least 4 url sources. Print copy of each from internet. 10 points
- Locate, print, and include 4 articles that you found that helped with design team conception of a new Literacy Center. Include an annotated bibliography to include summary/reaction to each of the 4 articles with APA citations of bibliographic information on each for the four articles. 10 points
- Proofread everything!

Rubric

	Unsatisfactory (0-69) (1 pt)	In Progress (70-79) (2 pts)	Proficient (80-89) (3 pts)	Exemplary (90-100) (4 pts)	N/A
 <p>Candidate demonstrates the knowledge and ability to collaborate with families and other community members to increase involvement in school decision-making processes to have a positive effect on student learning. (1, 16%)</p>	The evidence, artifacts supporting materials prese...	The evidence, artifacts and supporting materials p...	The evidence, artifacts and supporting materials p...	The evidence, artifacts and supporting materials p...	
	The evidence, artifacts supporting materials prese...	The evidence, artifacts and supporting materials p...	The evidence, artifacts and supporting materials p...	The evidence, artifacts and supporting materials p...	

<p>Candidate demonstrates the knowledge and ability to respond to community interests and needs by collecting and organizing formal and informal information from multiple stakeholders to inform district decision-making. (1, 16%)</p>					
 <p>Candidate demonstrates the knowledge and ability to mobilize community resources to solve problems of common concern to the school and the community. (1, 16%)</p>	<p>The evidence, artifacts and supporting materials p...</p>	<p>The evidence, artifacts and supporting materials p...</p>	<p>The evidence, artifacts and supporting materials p...</p>	<p>The evidence, artifacts and supporting materials p...</p>	
 <p>Candidate demonstrates the knowledge and ability to communicate student and school progress, local policies, Georgia law, and other important</p>	<p>The evidence, artifacts supporting materials prese...</p>	<p>The evidence, artifacts supporting materials prese...</p>	<p>The evidence, artifacts supporting materials prese...</p>	<p>The evidence, artifacts supporting materials prese...</p>	

<p>information to stakeholders through a variety of media. (1, 16%)</p>					
<p> Candidate demonstrates the knowledge and ability to develop a continuing dialogue with economic and political decision-makers concerning the role of schools and social and educational opportunities for children. (1, 16%)</p>	<p>The evidence, artifacts supporting materials prese...</p>	<p>The evidence, artifacts supporting materials prese...</p>	<p>The evidence, artifacts supporting materials prese...</p>	<p>The evidence, artifacts supporting materials prese...</p>	
<p> Candidate demonstrates the knowledge and ability to build collaborative relationships with students, parents, members of the school board, and other community members that support improved social and educational opportunities</p>	<p>The evidence, artifacts supporting materials prese...</p>	<p>The evidence, artifacts supporting materials prese...</p>	<p>The evidence, artifacts supporting materials prese...</p>	<p>The evidence, artifacts supporting materials prese...</p>	

for children. (1, 16%)					
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Portfolio Assessment Rubric Explanation

The following rubric (McLaughlin & Vogt, 1996) will be used for portfolio evaluation. Levels of the rubric and grade equivalents are listed below.

Exemplary: All work in portfolio exemplifies the following attributes: Highly imaginative; demonstrates critical thought; unique; substantial application; goes above and beyond requirements; creative; demonstrates both breadth and depth; shows individual's personality; professional in presentation and appearance; demonstrates considerable effort; *Assignments which are exceptionally completed demonstrate that the student shows awareness of the task + gives explanations+ shows how the assignment may be adapted and modified. Such a student deserves to earn the grade of A, if in addition to the noted attributes, student has: active class participation as evidence by regular attendance, preparation, participation+ contribution to all class activities+ discussion including discussions of reading required and more...

Proficient: All work in portfolio is well organized and complete; effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the classroom; clearly shows connections; detailed thoughtful and supported with ideas. *Assignments which are thoroughly completed demonstrate that they student shows awareness of the task= gives explanations+ shows how the assignment applies to teaching/learning situation. Such a student deserves to earn a grade of B, if in addition to the noted attributes student has: active class participation as evidenced by regular attendance, preparation, participation+ contribution to class activities+ discussions, including discussions of reading required.

Adequate: Portfolio meets minimum requirements; includes general information but lacks descriptive detail; some application to teaching; lacks in originality. *Assignments which are adequately completed demonstrate that the student shows awareness of the task+ gives explanations. Such a student deserves to earn the grade of C, if in addition to the noted attributes; student participates in class as evidenced by regular attendance, preparation, participation including discussions of required readings.

Inadequate: Missing evidence or information; sloppy or poorly organized; portfolio demonstrates only surface understandings; no evidence of application to teaching; poorly written or does not include rationale statement with follow-through. *Assignments which are inadequately completed demonstrate that the student shows awareness of the task. Such a student deserves to earn the grade of D with attendance+ participation + readings completed.

A grade of F is students **fail** to meet course requirements and assignment guidelines, including mandatory DUE date, etc.

Grading:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F ≤ 59%

Other Important Information**Attendance**

Augusta State University requires class attendance. Roll will be taken each class. The Augusta State University Catalog allows a professor to withdraw a student from a class should a student be absent for more than 10 percent of the class time, regardless of the cause. In our case, since we meet just eight times, a student can not miss more than ONE class. Given the rigor of graduate work, there are no excused absences in this course. Students are responsible for signing in at each class and for signing out if leaving before the class is concluded.

*If you must miss one class session (maximum) or a portion of one session,(including on-site visits), all assignments relate to the evening must be completed or equivalent additional assignments must be completed with Dr. Harris' advanced approval. Include such info in your final Portfolio

APA Style

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. General assistance with APA style is available online at

<http://owl.english.purdue.edu/owl/resource/560/01/>

Assignments

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30th, and you cannot attend, you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2010-2011 *Augusta State University Catalog*. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”
(p.46)

myASU and JagMail

Students are encouraged to check their JagMail daily. Students are responsible for any assignments or deadlines sent to them via JagMail. If you have trouble accessing your JagMail or myASU account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is

assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471.

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

Bibliography

- Brimely, V. & Garfield, R. (2002). *Financing education in a climate of change*. Boston: Allyn & Bacon.
- Bryan, C. (2007). *Managing facilities for results: Optimizing space for services*.
NY: ALA.
- Haddad, C. (2002). *Educational leadership and planning for technology*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Ray, J., Hack, W., & Candoli, I. (2001). *School business administration: A planning approach*. Boston: Allyn & Bacon
- Scott, W. (2003). *Organizations: Rational, natural, open systems*. Englewood Cliffs, NJ: Prentice Hall.
- Shapiro, J. & Stefkovich, J. (2001). *Ethical leadership and decision making in education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Thompkins, J. (1997). *Facilities planning: A vision for the 21st century*. NY: IIE Solutions.

Websites

- <http://www.designshare.com/>
- <http://www.edfacilities.org/ir/irlinks.html#periodicals>
- <http://www.edfacilities.org/ir/irpubs.html>

EDLR 7470: Site Visit # _____

NAME _____ JAG ID# _____

(Include at least a one-page typed narrative summarizing the entire visit for each of the site visits; in the narrative expand on any or all of the following values in the comments' section and other points that are pertinent)

Use the system of +, -, or n/a. Include comments in narrative.

Facility Attribute

Comments:

 Curb Appeal Parking Area Entrance with signs and welcome Office/Reception Area Hallways Classrooms Cafeteria Auditorium Gymnasium Playground Restrooms Commons Area Heating/Air (HVAC) Allergens Security/Safety Displays Use of Color Traffic Flow Overall Maintenance

Other (please note these on back and then assign a value and include comments in one page narrative for each site visited)

EDLR 7470- Educational Facilities: A Project-Based Approach

Organization of EDLR 7470 “Portfolio Contents”

1. Name one the Spine of 3 ring binder
2. Title Page
3. Table of Contents (overall organization of portfolio with tabs, proofread)
4. Class Notes (content of special class speakers/guest, media resources, chapter overviews etc available)
5. Class Handouts
6. Educational Facilities Site Visit-Check Sheet and accompanying narrative for each site visit.
7. Civic Project: ASU Literacy Center: signed time log of 4 hours spent mentoring/tutoring/observing to provide background for Design Project and 4 hours on internet as to brick/mortar grants: Total 8 hours
8. Educational Specifications: Design Team Planning for Technology Rich Literacy Center: included minutes of all planning meetings (who attended, dates/times, accomplishments), interviews (real and virtual), PowerPoint developments, etc. .
9. Presentations of Design Team PowerPoint: to EDLR 7470 with total team participation for app. 20 minutes.
10. Design Team Members: Keep notes of all chapter readings and interviews.
11. Grant Website with notes
12. Four Articles
13. Analysis of Present Facility (refer to all chapters of textbook). This is your field exercise and must be placed by the end of the semester in LIVE TEXT!

Design Team

Names:

Phone #s

E-Mail Addresses

EDLR 7470: Complete and place this form at the front of your "team portfolio"

NAME _____ DATE _____

Please check that you have included the following in you team portfolio!

- Title Page
- Table of Contents
- Copy of all minutes from each team meeting with times, notes, and who attended/who was unable to attended
- CD of PowerPoint
- Tri-fold brochure
- Team log of Interviews (Who was interviewed/by whom)
- Other: Your Choice

Info Dr. Harris needs to know as she evaluates our Team Effort:

EDLR 7470 Educational FacilitiesPortfolio

*Included this final info sheet in your Individual Portfolio

Name _____

Class Attendance:

- I. # of days absent from class with dates absent?
- II. What did you do to make up absences?
- III. Were you on time for class? If not, why not?
- IV. Did you have to leave class early? If so, why?

On-Site Educational Visits

- I. Did you miss any on-site visits? _____
- II. Which ones did you miss? _____
- III. Why? _____
- IV. What did you do to make up any missed visits? _____

Literacy Center Facility Visits

- I. Did you complete 4 hours at the ASU Literacy Center? _____
- II. If not, why not? _____
- III. Do you have any other hours to complete? _____
- IV. Does ASU Literacy Center have an evaluation form for me from this experience? _____
- V. Do you have your ASU Literacy Center time log included in this report? _____
- VI. Did you include ways to improve the technological environment and facilities at the Literacy Center in the proposed Design Team project? _____

Panel Collaborative

- I. What were your contributions to your design team? _____
- II. Did you include your annotations on articles on your topic in this portfolio? _____
- III. How many articles did you include? _____
- IV. Did you locate grant websites? _____

School Facilities Improvement Project

- I. Did you read the entire text? _____
- II. If not, why not? What did you omit? Why? _____
- III. Did you read and reflect/analyze your present school facility in reference to the text readings for this project? If not, why not? _____

Grade you feel you deserve to receive from this course: _____

Comments:

Augusta State University Literacy Center

FINAL EVALUATION OF TUTORING/MENTORING/TRAINING

Student Name: _____ Student ID#: _____

Course#: _____ Semester/Year: _____ Professor: Dr. Paulette Harris

Rating Scale

5= Exemplary Level- level of excellence/mastery
 4=Proficient Level- level of competence
 3=In Progress Level- approaching competence
 2=Unsatisfactory Level- not competent at this time
 1=Not Observed

QUALITY	RATING					SUGGESTION
	1	2	3	4	5	
Understanding of subjects						
Punctuality						
Dependability/Responsibility						
Attitude towards tutoring						
Interaction with other tutors						
Interaction with tutees						
Initiative/Resourcefulness						
Adapts tutoring to needs of diverse learners						
Provides developmentally appropriate tutoring						
Handles constructive criticism						
Interaction with supervisor						
Professional appearance						
Sense of humor/friendliness						
Confidentiality						
Poise						
Flexibility						
Correct use of Standard English						

Remarks: _____

Signature of ASU Literacy Center Supervisor: _____ Date: _____

MENTORING TUTORING/DESIGNING IDEAS

TUTORING ON MONDAYS, TUESDAYS, WEDNESDAY AND THURSDAYS FROM 3:00-8:00 P.M.

SUPERVISED BY CERTIFIED TEACHERS

ONE-ON-ONE TUTORING FOR CHILDREN, ADOLESCENTS, AND ADULTS

HELD AT AUGUSTA STATE UNIVERSITY'S LITERACY CENTER

CALL 706-733-7043 FOR MORE INFO

ASU LITERACY CENTER

1401 MAGNOLIA DRIVE

(DIRECTLY BEHIND NEWMAN TENNIS CENTER JUST OFF WRIGHTSBORO ROAD)

DIRECTOR OF ASU LITERACY CENTER:

Dr. Paulette P. Harris

pharris@aug.edu

706-729-2045

EVALUATION REPORT
 School Facilities
 ASU Ed.S. in Educational Leadership
 “Rater Sheet”

Rating Scale 4=Strong 3=Good 2=Weak 1=Poor
--

Firm Name: _____

SUBJECT	RATING			
	4	3	2	1
Design Concept				
The firm’s design fits the situation (land, location)				
The design makes efficient use of space				
The design shows creativity				
Design combines both areas well				
Design shows ability to handle differing parts involved architecture				
Presentation				
Presentation was professional in style				
Slides helped advance the firm’s proposal				
The tri-fold helped to advance the firm’s proposal				
Specific Design Parts				
Handicap access				
HVAC				
Combining personnel resources, common areas/functions				
Building looks appropriate to its mission				

Assignment for DESIGN TEAM:

- This assignment seeks to give you the chance to use information you get from this course and design your own literacy center building. You may (should) dream as you create what future classes will look at in books and slide shows. Design is important!
- Class members will form architecture firms to bid on a new literacy center here on campus. This is a group project. To make things more interesting, we ask that each group function independently. The reason for this is creativity.
- The plan is that should a leadership candidate ever be in position to be involved in construction of a school, s/he will have information to offer architects, planners and designers.
- The creative part of the course will enable groups of students to design a learning facility literally from the ground up, while experiencing the process of collaborating with their team members as well as with the “clients” in the exercise.
- This will be successful if after taking it, you never look at a building in exactly the same way.
- Each group will present its designs to the class and the experts/judges charged with selecting the firm. This will be on the final day of class.
- Each group presentation should use presentation software with pictures and/or sketches within the slides. Also, each group should hand-out copies of the tri-folds to class and judges.

Intellectual Vitality
Time Documentation Form

Candidate's Name: _____

Semester/Year: _____

Direction: Complete and attach documents for each (agenda) etc.

Date	Time-In	Time-Out	Total Time	Activity *Attach summary	Leader's Signature or Agenda

Total Time Required _____ Total time Completed _____

Did you complete total time required? _____ If not, why?

COURSE POLICY STATEMENTS

Dr. Paulette P. Harris, Cree-Walker Professor

1. Attendance and punctuality are required (exceptions only in emergency situations). The maximum number of absences for a class that meets once per week is one absence. You may be dropped from class on the second absence. Attendance, punctuality, and participation (including active listening) will be into consideration during final evaluation.
2. With permission of professor, audio taping during class lectures/discussions is allowed.
3. All assignments are due as scheduled. Late assignments, if accepted, will be penalized.
4. Please type all assignments on your computer. Assignments must be proofread. Final product should adhere to standard English in terms of grammar, spelling, punctuation, etc.
5. The academic policy as outlined in the ASU Catalogue applies to this class. Plagiarism is strictly forbidden. Document all sources using APA style.
6. Without advance approval of professor, no cell phones or beepers are allowed during class.
7. ASU students are not allowed to bring children to classes (due to liability issues).
8. Student grievances should follow policy as outlined in the ASU catalogue. Grievances must first be brought to the attention of the instructor of the course.
9. Feel free to raise questions in class or to stay after class with questions, etc.
10. The following grading scale will be used:
 - A=excellent (90-100)
 - B=good (80-89)
 - C=fair (70-79)
 - D=poor (60-69)
 - F= unsatisfactory (≤ 59)
11. Dr. Harris may be contacted as follows
 - Office: University Hall # 309
 - Phone: (706)-729-2045 (voicemail)
 - E-mail: pharris@aug.edu

EDLR 7470: Educational Facilities

Self-Evaluation: must be completed in total and placed at front of portfolio

NAME _____ SEMESTER _____ YEAR _____

of total sessions absent from class during the semester: _____

Reason(s), if any:

of partial sessions absent from class during the semester: _____

Reason(s) , if any:

of times late to class: _____

Reason(s), if any:

Did you attend all school site visits? _____

If not, why not: _____

of hours missing from required ASU Literacy Center Civic Project: _____

Reason(s), if any:

Are any assignments missing from portfolio? _____

If so, which ones? _____

Reason(s), if any:

Are any assignments only partially completed? _____

If so, which ones? _____

Did you satisfactorily meet with your "team" at each team meeting? _____

If not, why not? _____

Did you complete the midterm and final writings? _____

If not, why not? _____

Grade expected from course: _____

Justification:

Other pertinent information related to course completion that Dr. Harris should know:

STUDENT INFORMATION**Course #** _____ **Semester** _____**Name** _____**Address** _____

Phone Number _____**E-mail Address** _____**Other information Dr. Harris needs to know:**