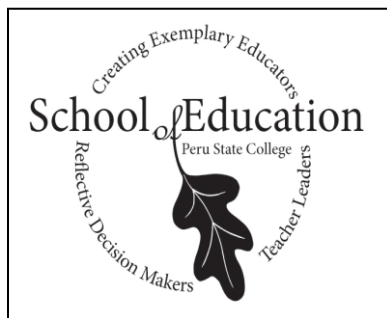




Course Number: EDUC 569
Course Title: Teachers as Collaborative Leaders
Credit Hours: 3
Professor: Dr. Liz Kearney
Office: 213 T.J. Majors Hall
Office Hours: **MWF online; T 11-12:30 Main Campus; TH 9 – 12:30 Main Campus; TH 2:30 – 4:30 LaPlatte Building**
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Graduate Conceptual Framework



Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a personal disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that our Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Course Description:

This course focuses on assisting teachers as they work to lead in a collaborative fashion in their classroom, department, school, district and/or community. The leadership qualities and processes that may lead to an improved curriculum and a better teaching and learning environment will be examined.

Prerequisites:

Graduate Status

PLAGERISM OF ANY TYPE WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND POSSIBLE FAILURE OF THE COURSE.

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.

COMMUNICATION IN ONLINE COURSES

Students should be aware that online faculty are with few exceptions either full time Peru State College faculty or Adjunct faculty with professional responsibilities beyond their online commitment. It is the expectation of Peru State College that all online instructors will respond to e-mail or BlackBoard communications within 24 hours. Please do not expect faculty to respond within minutes or hours of your communication. We ask all faculty to respond to communication as soon as is practical. Like yourself, your instructor has numerous responsibilities which may interfere with an immediate response.

Many instructors, of their own choice, pride themselves on exceptional, seven day a week availability. While we applaud this attitude, it should not be considered a realistic expectation of everyone.

Text:

There is no text for this course. You will be responsible for the supplemental readings that will be available through Peru State's library. It is important to note that you are expected to read and synthesize the information presented to you through the readings. There is not a single book that can effectively 'sum up' teacher leadership, so it is up to you to identify key points and information about teacher leadership through the readings.

Course Objectives:

At the conclusion of this course the student should be able to:

1. Summarize and/or critique theories in instructional supervision and leadership. (1.1.2, 1.3.6, 2.1.1, 2.1.2, 3.1.1) [Standards 1, 3, 5, 6, 7, 9, 10]
2. Identify and use work by authors from diverse, broad perspectives, including under-represented groups. (1.1.1, 1.2.1, 1.3.1, 1.3.3, 3.1.1)[Standards 1, 2, 3, 4, 7, 8, 9,10]
3. Resolve, synthesize, and/or critically evaluate contradictions among theories. (1.1.2, 1.2.3, 1.3.1, 1.3.2, 1.3.6, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
4. Use the skills of analysis and synthesis to develop epistemologically sound ideas. (1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.6, 2.1.1, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
5. Identify research traditions, authors and issues of importance to diverse communities. (1.1.1, 1.2.1, 1.3.1, 1.3.3, 3.1.1)[Standards 1, 2, 3, 4, 7, 8, 9,10]
6. Identify and critique the assumptions instructional supervision. (1.1.2, 1.2.3, 1.3.1, 1.3.2, 1.3.6, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
7. Evaluate implications of current research in instructional supervision for one's practice. (1.1.2, 1.2.3, 1.3.1, 1.3.2, 1.3.6, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
8. Draw upon appropriate scholarly knowledge and resources in clarifying practical and professional issues and making practical and professional decisions for instructional supervision and leadership. (1.2.1, 1.3.1, 1.3.3, 1.3.4, 1.3.5) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9]

9. Use appropriate resources including original sources, research studies, journals, conferences, associations, databases, annual reviews, listserves, and Internet sites. (1.2.2, 3.1.2) [Standards 1, 2, 4, 7, 8, 9, 10]

Instruction Method/Mode of Delivery:

- Directed reading
- Reflective writing
- Papers
- Projects
- On line discussions

Course Overview:

**EDUC 569
Course Outline**

Unit One

Topic: Defining Teacher Leadership

Our course will focus on understanding the many facets of teacher leadership and helping class members develop leadership skills and strategies.

Readings: (provided on Blackboard)

Collaborative Teacher Leadership
Leadership Strategies for Teachers

Assignments:

1. Write a brief introduction of yourself including your educational background and current employment. Post it on the Blackboard discussion area for your classmates.
2. Review the articles provided, the power point, and all the course materials. Then write an overview of our course. Include your reflections on your experiences with teacher leadership. Have you been a leader? Do you work with a teacher leader? Who is the best leader you ever worked with and why? (First name only) Who is the worst leader you ever worked with and why? (First name only) What would you list as the most important leadership qualities and why? (at least five) Which of the essential leadership qualities do you already possess? Which one would you like to focus on during this course and how will you do it?

Place your two assignments on the discussion board by Midnight, Thursday, week one. No late work accepted.

Discussion Board:

Both of this week's assignments will be posted to the Discussion Board. Please read your classmates' introductions. Also, read your classmate's course overview papers and respond to at least two of them by midnight, Friday, of week one. No late work accepted.

Unit Two

Topic: What is teacher leadership? Part I

What does it look like in the school, classroom, department, district and/or community?

What do you see as the barriers to teacher leadership?

Readings:

Danielson, C. (2007). The many faces of leadership. *Educational Leadership*, 65(1), 14-19.

Donaldson Jr., G.A. (2007). What do teachers bring to leadership? *Educational Leadership*, 65(1), 26-29.

Moore-Johnson, S. and Donaldson, M.L. (2007). Overcoming the obstacles to leadership. *Educational Leadership* 65(1), 8-13.

Assignment:

After reading your articles and the power point provided in Units I and II, write a five page paper identifying and assessing teacher leadership opportunities and planning solutions. What leadership opportunities are available for you in your school, district, and/or community? What barriers exist that may prohibit collaborative teacher leadership in your work place? A rubric and a sample paper have been provided for you. Place your completed assignment in the link provided by 12 Midnight, Thursday, of week two. No late work accepted.

Discussion Board:

Place your paper in the assignment link and on the discussion board. Read your classmates papers and respond to at least two people about their paper. Complete your postings by Sunday after the paper is due.

Unit Three

Topic: What is teacher leadership? Part II

What ways can I lead in my own school setting? What do my solutions look like? How do I overcome the barriers of leadership?

Readings:

Angelle, P.S. (2007). Teachers as leaders: Collaborative leadership for learning communities. *Middle School Journal*, 38(3), 54-61.

Harrison, C. and Killion, J. (2007). Ten roles for teacher leaders. Danielson, C. (2007). *Educational Leadership*, 65(1), 74-77

Assignment:

After reading your articles and the power point provided, identify several different ways this information on teacher leadership, barriers to leadership and collaboration will affect you professionally. Create a power point of at least 9 – 11 slides (not counting your title, intro, or reference slides) that clearly presents your ideas about how leadership and collaboration impact today's teachers. Place your completed assignment in the assignment link provided by 12 Midnight, Thursday, of week three. No late work accepted.

Discussion Board:

Identify the area in which you have selected to take on a leadership role (this may be a leadership role that you already have, will have in the near future or desire to lead in the future) What barriers exist to this specific leadership role? How have you or will you overcome these barriers?

Unit Four

Topic: Who are you as a teacher leader? What key leadership skills, attitudes, behaviors are important? What key leadership skills, attitudes and behaviors do you possess? What important support structures does your school need to have in place to support these skills? Are they in place at your school? What can be done if they are not?

Readings:

Krovetz (2006). Reframing school culture. (located as a PDF in the BlackBoard shell)
Lattimer, H. (2007). To help and not hinder. *Educational Leadership*, 65(1), 70-73.

Assignment: Identify one topic in teacher leadership and collaboration you would like to know more about. Create an annotated bibliography of 6 – 7 quality scholarly articles you can use for your final project. Begin by asking yourself what you need to know more about to become an effective teacher leader. You may want to look ahead at the next four week's assignments for ideas of topics to research. Please refer to the rubric and project samples for ideas for how to construct your annotated bibliography. Please put your assignment in the Blackboard link provided by Midnight, Thursday, of week four. No late work accepted.

Discussion Board: What key leadership skills, attitudes and behaviors are important for your selected leadership role? How does your school support you in your in leadership? If you feel you are not supported, suggest some ways in which your school could be more supportive.

Unit Five

Topic: What Technical Supervisory Skills Are Needed To Lead? Part I How will I *assess, plan, observe, research and evaluate* the challenge?

Readings:

Lipton, L. and Wellman, B. (2007). How to talk so teachers listen. *Educational Leadership*, 65(1), 30-35.
Reason, C. and Reason, L. (2007). Asking the right questions. *Educational Leadership*, 65(1), 36-41.

Assignment: Begin by thinking about a challenge or opportunity in your local school setting where Teacher Leadership and Collaboration could be implemented. Fill out the needs assessment form and complete a draft of your ideas on the action plan form. Place your assignment in the Blackboard link provided by Midnight, Thursday, of week five. No late work accepted.

Discussion Board: Place your forms in the forum provided and try to help at least two other classmates with their projects. Complete your postings by Sunday after the forms are due.

Unit Six

Topic: What Technical Supervisory Skills Are Needed To Lead? Part II

Skills of *communication and interpersonal skills*

What specific steps do you envision yourself taking in this leadership role? How will you address the challenge that you addressed earlier?

Readings: As needed for your project.

Assignment: Complete your leadership audit form provided. Place it in the link provided by Midnight, Thursday, of week six. No late work accepted.

Discussion Board: Address the specific action plan that you are beginning to create for your specified leadership role. How will you be stepping outside of your comfort zone in this process? What impacts do you perceive you will make on students, colleagues, parents, community members? Post your ideas and respond to at least two others by midnight, Thursday, of week six.

Unit Seven

Topic: What Technical Supervisory Skills Are Needed To Lead? Part IV

What specific steps do you envision yourself taking in this leadership role? How will you address the challenge that you addressed earlier? Ideas such as *action research and professional learning communities* and how they play a part in teacher leadership

Assignment: Put together all the pieces of your final leadership action plan. Create a power point of all the pieces of your project. Follow the project checklist provided. Discuss whether you are ready to implement your plan now. Don't forget to include your reference list in APA format. You should also be internally citing your research in your project. Please your project in the assignment link provided by Midnight, Thursday, of week seven. No late work accepted.

Discussion Board:

What strengths do you find in professional learning communities (real and perceived)?
What personal experiences have you had with professional learning communities?

Unit Eight

Topic: Integrating your learning about **Teacher Leadership and Collaboration**.

Assignment: Reflect on the process of creating your action plan. What new knowledge have you gained through the process? Have you applied any of the information in your teaching situation? How do you perceive your collaborative teacher leader plan will impact you? Students? Colleagues? District? Place your reflection paper in the assignment link provided as well as on the forum provided on the discussion board by Midnight, Wednesday, of week eight.

Discussion Board: Post your final paper both in the assignment link provided and on the discussion board. Read and respond to at least two of your colleagues' reflections. Complete all postings by Midnight, Thursday, of week eight.

Assignment Points and Class Point Total:

Course Overview	5 points
Assessing Teacher Leadership Opportunities and Planning Solutions Paper	10 points
Power Point	10 points
Annotated Bibliography	15 points
Action Plan Forms	10 points
Audit of Leadership Styles and Skills	10 points
Collaborative Teacher Leader Project Plan	25 points
Reflection	5 points
Discussion Board	15 points

Course Point Total: 100 points

Grading Policy:

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74

No late work accepted.**Special Note about References Used**

Any references used should be timely and relevant to your research. Older, landmark research is encouraged as well. References need to be from scholarly journals and other publications, which may be accessed through Peru State's library. You may include internet references; however, they MUST be from an approved author and web site, such as *Educational Leadership*. I will NOT accept ANY other internet sites unless they are approved prior to use in your papers.

Assignments:

- All assignments must be completed using Microsoft Word or Power Point **2003!**
- Place all assignments in the assignment links provided in Blackboard
- Complete all assignments on time
- Use APA formatting, citation and reference style for all written assignments
- Use 8.5x11 paper with one inch margins in 12 point font double spaced text

Assessing Teacher Leadership Opportunities and Planning Solutions

Based on the readings for this week and your personal knowledge and experience in your school, you will select an area in which you can envision yourself as a leader. This may be an area you are currently leading in, will be leading in the future or an area you desire to lead in the future. You will prepare a reflective paper about the teacher leadership opportunity which discusses the teacher leadership opportunity, what has led you to take on this challenge, the challenges you will

face, and what kind of an impact you believe you can make in this leadership role. The requirements of this paper are as follows:

1. Elaborate on your selected teacher leadership opportunity. What will/does your leadership role look like? Explain the circumstances that have led to this opportunity (appointment, desire to create, volunteer).
2. Using the readings to support your thoughts, explain the barriers that you may have to overcome (or have already overcome) in this leadership role. This includes barriers that the student must address before and during the leadership opportunity which are both formal and informal. Address suggestions/solutions to how you will address these barriers (how you overcame them).
3. Address the kind of impact you believe you can make in this leadership role. Who will you impact? How will you impact them? What impact have you made thus far?
4. You will need to use a MINIMUM OF THREE SCHOLARLY SOURCES to support your thoughts in this paper. You can use the readings provided and/or you can find other articles that support your experiences/situation. You must use PROPER APA CITATION through the paper and include a reference page.

(The following objectives are covered through this assignment: 4, 7, 8 and 9)

Examination of Leadership Styles and Skills

This project will again be based on the readings for the week. You will identify the kinds of leadership skills, behaviors, and attitudes that are needed for the Teacher Leadership Opportunity you mentioned in assignment one: Assessing Teacher Leadership Opportunities and Planning Solutions. Based on these skills, behaviors and attitudes, which do you feel you possess? Which do you feel you need to improve upon? How does your school impact (support or hinder) these skills, behaviors and attitudes?

1. List the specific leadership skills, behaviors and attitudes that are needed to collaboratively lead in your situation. Describe why these are important to your specific situation.
2. Address the specific skills, behaviors and attitudes that you feel you possess. For a MINIMUM OF TWO of them, give specific personal experiences where you have evidenced these leadership skills, behaviors and/or attitudes.
3. List a MINIMUM OF ONE skill, behavior, and/or attitude that you feel you need to improve or gain for the purpose of this leadership opportunity.
4. Discuss how your school impacts (supports or hinders) the development of these leadership skills, behaviors, and/or attitudes.
5. You will need to incorporate a MINIMUM OF THREE SCHOLARLY sources for this paper. You may use the course readings or you may find research specific to your leadership role, i.e. mentoring new teachers. You must use PROPER APA CITATION through the paper and include a reference page.

(The following objectives are covered through this assignment: 1, 3 and 9)

Annotated Bibliography

This assignment will now allow you to investigate the technical supervisory skills needed to be an effective and collaborative leader. By accessing new and insightful information on **assessing, planning, observation, research, evaluating, communication and interpersonal skills along**

with direct assistance, professional development, curriculum development, professional learning communities and action research, you will become more informed on processes that you can use to more effectively supervise in your classroom/school setting. This new information will begin to help you create the action plan of final project.

The sources that you gather for this assignment will be specific to your leadership focus. For example, if you are interested in mentoring, you would find articles about *planning* mentoring programs. If you are in the process of leading a curriculum development team, you may find an article that relates to *researching* new curriculum or *evaluating* new curriculum. If you are considering leading a professional learning community, you may be looking for articles on this idea as well as articles on *communicating* and *interpersonal skills*. The topic of technical supervisory skills is broad in order to fit into a wide range of teacher leadership opportunities. You may use a variety of sources as long as you demonstrate a connection to one of the technical supervisory skills listed above

An Annotated Bibliography is a list of scholarly publications that will be used for your Collaborative Teacher Leader Plan. Each citation is followed by a brief summative/evaluative paragraph that describes the source and its usefulness to your research. For each of your citations, you will be required to

1. Cite each reference in proper APA format
2. Summarize the article in five to seven (5-7) statements
3. Describe which technical supervisory skill/s the article focuses **and** evaluate how the article informs the process of action plan for your Collaborative Teacher Leader Plan (how does it relate, how will certain ideas be implemented, etc.) in three to five (3-5) statements.

For the assignment, you will need to:

1. You will be required to find SIX (6) scholarly references for each of the following terms:
2. These articles should cover a minimum of FOUR of the technical supervisory skills listed above.
3. Follow the format of the Annotated Bibliography listed above.

(The following objectives are covered through this assignment: 2, 5, 6, 7, 8, and 9)

Professional Learning Community (PLC) Reflection

Since professional learning communities are such a huge part of education today, you will describe your experiences in a PLC in a one to two (1-2) page reflection. Based on the readings, highlight significant points of interest pertaining to professional learning communities and how they were helpful to you. How did you work in these groups impact your teaching? Student learning? Collegial work? Attitude toward your work or other specific area?

If you have not been a part of a professional learning community, identify an area in which you could lead a professional learning community. Based on the readings, identify areas which you would cover, who would be a part of your PLC, the goals of the PLC, etc.

Collaborative Teacher Leader Plan

This final assignment is a culmination of your previous assignments. So far, you have addressed a specific teacher leadership opportunity, the leadership styles and skills that you possess as well as researched information to contribute to your action plan of leadership. Now you will put each of these ideas into action.

The final project is a power point that will describe how you will/have take/n charge of the leadership opportunity that you have addressed. You are charged to create an action plan to identify how your leadership skills will play out in the school setting. You have a great deal of freedom for

this final project in what you create. Hopefully, it will be something that is useful to you and your colleagues. Here are the requirements:

You will have four sections to the power point

- a. You will describe the teacher leadership opportunity that you are addressing-describing why there is a need for this role, what barriers may impact this leadership opportunity and what can be done to overcome these barriers.
- b. You will describe the leadership styles and skills that are pertinent to this leadership opportunity and why they are important. What skills do you possess that are specific to this role and what skills do you need to improve/gain for this role?
- c. Based on the readings presented in this course and the specific research you collected for your annotated bibliography, you will define the action plan that will be implemented for this leadership role. This includes goals, timeframe, references to information gained through annotated bibliography, specific steps that others could follow, and perception of outcomes.
- d. You must use PROPER APA CITATION through the paper and include a reference page.

Please refer to rubric for additional guidance in how the presentation should be put together.

(The following objectives are covered through this assignment: 4, 6, 7, 8, and 9)

Discussion Board

Each week you will be responsible for taking part in the large group discussion. This discussion will focus on the readings and Power Point presentations for that specific week and/or any other pertinent questions/comment regarding the writing/researching process. Each student is required to post **one (1) original thought and two (2) responses to peers' postings**. *All postings must be complete by midnight on Saturday*. Any posts after that time will NOT receive credit. (Three points for each original posting and each response for a total of 9 points per week. Thirty-six points for the course)

(The following objectives are covered through this assignment: 1, 3, 4, 6, and 7)

Incomplete Coursework:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

Accommodation Statement:

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that “no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

1. It is the student’s responsibility to notify the institution of any special circumstances that would affect his/her ability to compete equally in the college environment. Learning disabilities must be appropriately documented.
2. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodation.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

Academic Dishonesty:

(Revised and approved by the Academic Deans Council 5/14/2003)

- a) Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member’s satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:
 - 1) Refers during an academic evaluation to material sources not authorized by the faculty member.
 - 2) Utilizes devices during an academic evaluation that are not authorized by the faculty member.
 - 3) Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
 - 4) Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
 - 5) Knowingly permits his/her words to be submitted by another person without the faculty member’s specific permission.
 - 6) Acts as a substitute or utilizes a substitute in any academic evaluation.
 - 7) Fabricates data in support of laboratory or fieldwork.
 - 8) Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.
 - 9) Alters grade records of his/her own or another student work in a course or a component of a course.

- b) Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.
- c) Penalties for instances of academic dishonesty:
 - 1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.
 - 2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.
 - 3. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)