

The University of Georgia
College of Education
Department of Lifelong Education, Administration, and Policy
Program in Educational Administration and Policy
Dr. Sally J. Zepeda
Associate Professor &
Graduate Coordinator
Summer, 2006

EDAP 8090—Instructional Development

Communications:

Phone: (706) 542-0408 (office)

Fax: (706) 542-5873 (office)

E-Mail: szepeda@uga.edu

Address: Department of Lifelong Education, Administration, and Policy
University of Georgia
312 River's Crossing
850 College Station Road
Athens, GA 30602-4808

Summer Office Hours: By Appointment, One Hour Prior to Class

EDAP Homepage

<http://www.coe.uga.edu/leap/adminpolicy/about/index.html>

Graduate Assistant

Mr. David Ruggless, Ph.D. student in Adult Education
ruggless@uga.edu

Catalogue Course Description: EDAP 8090 Instructional Development (4 Hours)

The nature of classroom instruction, key elements of the instructional process, organizing operations, skills for supervising and evaluating instruction, and the role of the school administrator in instructional development.

REQUIRED MATERIAL AND BOOKS

WebCT Materials (e.g., teaching models: cooperative learning, inquiry, direct instruction)

Zepeda, S.J., & Mayers, R.S. (2004). *Supervision across the content areas*. Larchmont, NY: Eye on Education.

Mission Statement: Program in Educational Administration and Policy

The Program in Educational Administration and Policy is committed to providing world-class teaching, research, and service related to educational administration and policy for the improvement of learning for all students.

Course Goals and Objectives

The focus for this course is on School District Leadership related to learning and leading. The two primary activities include the development of a system-wide vision for leading and learning that focuses on meeting the learning needs of students. The second major focus is to examine in depth research-based instructional strategies across content areas. The third major purpose of the course is to examine effective supervisory practices to support teachers, learning, and the vision for learning.

Course Components

The study of instructional development falls under four primary areas of focus. Each focus and its components are interdependent leading to the development, implementation, and assessment of the instructional program at both the site and the district levels. To this extent, the components are iterative and one component affects the others in reciprocal fashion. Here are the primary components and what the student enrolled in this course will be doing:

1. Component—**In the Field**: At a district site, students will work to analyze how the culture, climate, and vision for learning support students. Also examined will be issues such as race, ethnicity, gender, socio-economics, and other contextual factors. Students will focus on the relationship between the site and district level, focusing on how the site and system interact. Students will interview a district administrator and shadow that administrator for a half day.
2. Component—**Reflective Analysis**: Students will reflect by keeping a weekly journal on the various aspects of this course and how sense is being made of the materials relative to the instructional program and the myriad contextual factors associated with learning and development for teachers, administrators, students, and other constituents served by the school system.
3. Component—**Learning the Research of Best Practice of Instructional Models and Methods**. Students will learn the research that supports various teaching methods (e.g., cooperative learning, Socratic seminars, direct instruction), the foundations these models are based (e.g., constructivism, behavioralism, social learning theory, multiple intelligences), and the assessment of these models in practice.
4. Component—**Supervising the instructional program and providing support to teachers across curricular areas** (e.g., math, science, reading and language arts, and social studies) and **building professional development plans** to enhance learning how to refine practice. The principles of adult learning are examined as well as the principles of instructional supervision and professional development.

Course Objectives and Outcomes

The student will:

1. examine, becoming familiar with the process of developing, implementing, and stewarding a system-wide vision for leading and learning (see ELCC Standards 1 and 2 for detail)

2. become familiar with the models of instruction (direct, indirect, cooperative, Socratic Seminars) and the constructs for each; [2.0]
3. apply the principles of instructional models in the analysis of effective teaching; [2.0]
4. understand the constructs of social learning theory, constructivism, and behavioralism; [2.0]
5. examine learning environments and understand principles of instructional planning, design, and assessment; [1.0, 2.0]
6. explore technology and alternative formats of instruction (distance, web); [2.0]
7. trace the relationship of instruction to teacher supervision, staff development, and school improvement; [2.0]
8. identify assessment issues related to instruction, the instructional program, and student learning; and, [2.0]
9. relate the type of instructional leadership—skills and dispositions—needed to work effectively with teachers and the instructional program. [1.1, 2.0, 6.0]

The Standards for Advanced Programs in Educational Leadership (2002)

Course content for EDAP 8090 address aspects of Standard 1 and 2.O in depth.

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. The focus for this course is on School District Leadership.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
1.1 Develop a Vision	a. Candidates develop a vision of learning for a school that promotes the success of all students b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change	a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students. b. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context. c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners. d. Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.
1.2. Articulate a Vision	a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and the community members through the use of symbols, ceremonies, stories, and other activities.	a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision. b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
2.1 Promote Positive School Culture	a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
2.2 Provide Effective Instructional Program	a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instructional practices and curricular materials. b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement	a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the complete strengths and weaknesses of each method. b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems. c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement. d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
2.3 Apply Best Practice to Student Learning	<p>a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.</p> <p>b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.</p> <p>c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement</p>	<p>a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.</p> <p>b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.</p> <p>c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</p> <p>d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p>

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
2.4	<p>a. Candidates design and demonstrate an ability to implement well planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.</p> <p>b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.</p> <p>c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.</p>	<p>a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.</p> <p>b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.</p> <p>c. Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.</p>

METHODS

Varying methods of instruction and other content areas will be explored both critically and reflectively through, the following:

1. Critical response to the text and course materials
2. Instructor lecture and/or whole group discussion;
3. Small group focused discussions;
4. Modeling of effective instructional practices;
5. Cooperative learning groups;
6. Case study analysis

Articles relating to instruction and other materials might be shared occasionally to supplement the text. Participants are asked to share with the class any relevant articles they encounter in their professional reading.

THE PORTFOLIO

The Portfolio is a requirement of the Program in Educational Administration and Policy. The student presents and defends the portfolio as the Comprehensive Exam. Details of the process of the portfolio and its defense can be found at <http://www.coe.uga.edu/leap/adminpolicy/about/index.html>

Students are encouraged to consult with their advisor for details about the portfolio. For this course, the analysis of the central office interview and the vision for learning and leading are ideal artifacts to include in the portfolio.

The On-Line Nature of This Course

In this course, we will approach learning asynchronously (not constrained by a specific time or place) to build and share knowledge and to discuss topics related to instructional development. Hence, one of the most important elements of any online learning environment is the discussion forum through the bulletin board.

COURSE EXPECTATIONS

This class meets face-to-face six times (see schedule of class meetings). The remainder of the class sessions will be held via Web-CT.

The number of weekly hours required for this course will be met through:

- 1) Posting the major reflection (once a week)
- 2) Posting two to three extended discussions based on the reflections of others vis-à-vis bulletin board (two to three times weekly)

Approximately 65 percent of the course will be delivered on-line primarily through the structure of the bulletin board to facilitate learning.

A website for this class has been developed. You can visit that site at <http://webct.uga.edu>. To gain access, 1) enter your MyID Username and Password. And then click on EDAP 8090. The Web-CT site contains the syllabus, course materials, readings, communication features, etc.

Starting June 19, there will be a “probe” or “prompt” presented to the entire group in which each person is to post weekly ONE in-depth reflection and then two to three interactive responses, adding to the discussion generated through and with the group.

I will post the probe/prompt by 7:00 a.m. on Monday AND consider posting for the week to close on the following Sunday at 7:00 p.m.

The weekly probes on the Web-CT Bulletin Board will be based on the readings; it is an expectation that you will comment and reflect deeply on the readings and respond to the

probe (prompt) about the reading. The expectation is that each person will post at least one deep reflection and then (2 to 3) detailed responses/reflections on the bulletin board each week. That number does not include such brief comments as “*Yes, I agree or No, I disagree!*”).

You must actually make a meaningful contribution to the conversations and back up ideas with scholarly information from the course readings and/or draw from other related readings from your own efforts. That is, often colleagues will draw insights from other materials they are reading, share interesting reading materials, submit a PDF or URL for classmates to follow, etc.

Here are some ways in which you can contribute to the discussion:

- Offer ideas or resources for people to examine. Learning communities share resources.
- Ask challenging questions—to depersonalize, frame the question rhetorically.
- Articulate, explain, and support positions on ideas. Draw from the readings of the course.
- Add by giving explanations and examples of your ideas. Draw from your own experiences.
- Re-evaluate by revisiting previous postings or ideas.
- Make connections across topics, connecting the dots—synthesize is one of the highest order thinking skills.
- Integrate the ideas of others by discussing and expanding the ideas posted. This could be enlightening especially at the end of a post period.
- Now what? Based on prior discussions ask the next question.
- In the field of supervision and leadership, propose unique applications based on discussions, ideas, reflections, and insights from reading prior discussions.

Essentially, I am looking for what I refer to as the “snow-ball” effect.

IMPORTANT NOTES:

1. Work will only be accepted via e-mail attachment to my UGA e-mail address: szepeda@uga.edu Please do not post assignments to be handed into the instructor on the Web-CT bulletin board or mail systems, and please do not email me using the Web-CT email system—I do not check this email account.
2. Pace the postings (responses and reflections) on the weekly probes. It is counterproductive to learning to post your major reflection and then the two to three responses all within a day or two. The intent is to extend thinking by interacting with one another during the week. Learning from each other is temporal.

3. **Be prompt and regular in attendance.**
4. **Prepare for each class session by ‘critically’ reading assigned materials.**
5. **Active participation and contribution.** Involve yourself in class discussions. There are many debates to be held in a course of this nature. We will set the ground rules for effective communication and posting as such: a) Do not use all caps throughout a posting, b) respect is the norm, c) profanity is not acceptable unless it is in a direct quote, d) it is acceptable to agree to disagree on divergent points-of-view.
6. Articles relating to instructional development will be shared occasionally to supplement the text. Participants are asked to share with the class any relevant articles they encounter in their professional reading. I will cue the class to the posting of these readings. If you would like to have something posted as a suggested reading, send me the link or the PDF, and I will post it, sending a group message.
7. Although I read each discussion point and reflection numerous times throughout the week and throughout the duration of the course, I am inclined not to “break in” the discussion.

Why do I take this stand? Breaking in and replying to messages could stifle discussion. As a constructivist, I seek to empower students, giving students the freedom and authority to conduct their own discussions.

Don't be surprised if I send a private email (using the email feature on the Web-CT) to a post a comment, provide insight, lead you to additional information, etc.

8. I am available for consultation about any aspect of this course, and I will respond within 24 hours or less of any email. If you need an immediate response or have a concern, feel free to contact me by phone.
9. **Incompletes** are generally not granted unless there is a compelling reason, a passing grade of “B” or higher must be the current grade when the incomplete is requested, and the instructor must have the assurance that the work will be made up within two months of the conclusion of the course.

EVALUATION CRITERIA and COURSE REQUIREMENTS

Each of the following will determine the final grade:

- | | |
|--|-------------------|
| 1. Central Office Administrator Interview (vision) | 100 Points |
| 3. Vision for Learning and Leading | 50 Points |
| 3. Web-CT Chat and Participation | 50 Points |

200 Points

New Grade Structure—plus (+) and minus (-) added beginning summer, 2006

- A 195-206 points
- A- 194-186
- B+ 185-181
- B 180-176
- B- 175-171
- C+ 170-166
- C 165-161
- C- 160-156
- D+ 155-151
- D 150-146
- D- 145-141
- F 140 and below

COURSE ASSIGNMENTS and DUE DATES

1. Central Office Administrator Interview

Goals

The interview with a central office administrator is worth 100 points. Students will interview a central office administrator and write an analysis based on what is learned through this experience. The analysis is due on July 10, 2006

Central Office Administrator Interview Guide—Focus on the Roles and Responsibilities of Ensuring High Levels of Learning for All Students

This is only a guide to assist you with interviewing a central office administrator who has direct responsibility for the instructional program. Given that all school systems operate within a context, this guide is broadly presented as a means to start the discussion with the central office administrator you choose to interview.

Here are some pointers:

- 1) Keep the discussion conversational.
- 2) Take notes as necessary; avoid tape recording the administrator and if you do use a tape recorder, ensure you have permission to do so. I do not want access to this type of information. Again, I strongly encourage you not to use a tape recorder as this is a class assignment, not a research project.

- 3) After asking a question, listen, write, and then ask follow-up questions to extend the thinking of an idea presented in a response. It is better to have a thorough understanding of a few concepts rather than superficial understanding of many concepts (breadth versus depth).

Directions: Ask the following questions (again, this is just a guide, feel free to “zig and zag” as necessary).

1. Tell me about your position—what is the scope and sequence of your position relative to overseeing the instructional program. What programs specifically do you oversee?
2. What is your vision for learning and leading and how has this vision evolved?
3. What is the vision for teaching, learning, and leading for the school system?
4. What process was used to develop this vision and who was involved and how? How do you promote this vision across the school system?
5. How do you build collaborative relationships? How do you involve administrators, teachers, staff and others in decisions and processes in areas of your responsibility?
6. How do you organize programs and services for which you are responsible to support student learning, the primary mission of the school system?
7. How do you plan for improving curriculum and instruction within the school system?
8. Tell me about how you promote best instructional practices in the work you do with building-level administrators, other central office personnel (e.g., director of elementary and secondary education, director of professional development, curriculum coordinators, special education, gifted and talented).
9. How do you encourage and support technology to support instruction, teaching, and learning?
10. How do you ensure that instruction supports diversity, issues of gender and equity, and other sub-populations?

The Assignment

After the interview, compile your notes and reflections on the process. Develop a well-written 10-15 page analysis where you “wrap your head around” what was shared with you during the interview.

Here is a suggested framework for presenting your analysis.

- 1) Provide a context for the school system in which the central administrator works (student population, number of schools (elementary, middle, high), number of employees, SES, and other demographic information) that gives insight into the culture, context, and climate of the system.

- 2) Develop anchors by each question (e.g., question one asks for scope and sequence of the position. Questions 2-4 detail vision). These anchors can be used as sub-headings in the paper that look like:
 - a. Context
 - b. Scope and Sequence of the Position
 - c. Vision
 - d. Collaborative Relationships—Working with Others to Promote Leading and Learning
 - e. Organizing Programs and Services to Support Student Learning
 - f. Planning for Improving Curriculum, Teaching, and Learning
 - g. Promoting Best Instructional Practices
 - h. Uses of Technology to Support Instruction
 - i. Supporting Diversity and Sub-Populations

Throughout these sections, include your reflections and use relevant research and other information learned in class. If you cite research or other materials in this analysis, kindly remember to use the APA Guide (5th Edition).

Do not try to make this assignment a research paper. The purpose of this assignment is to get a view of the instructional program, teaching, and learning from the perspectives of a central office administrator.

- 3) Write a summary in which you include a final analysis of what was learned and its applicability to improving instruction, learning, and leading the curricular program.

This paper is due on July 10, 2006 .

Assessment Rubric for Central Office Administrator Interview

Element	Meets	Partially Meets	Does Not Meet	Points and Comments
Context				
Scope and Sequence of the Position				
Vision				
Collaborative Relationships—Working with Others to Promote Leading and Learning				
Organizing Programs and Services to Support Student Learning				

Element	Meets	Partially Meets	Does Not Meet	Points and Comments
Planning for Improving Curriculum, Teaching, and Learning				
Promoting Best Instructional Practices				
Uses of Technology to Support Instruction				
Supporting Diversity and Sub-Populations				
Summary				

SJZ, 2005

2. *Vision for Learning and Leading*

Goals

The Vision for Learning and Leading is worth 50 points. Students will develop a district-wide vision for learning and leading. This vision will be based on research about teaching and learning and what the system needs to do to ensure that the system, its personnel and programs, are in a position to promote student achievement. The Vision for Learning and Leading is due July 26, 2006. Each participant will make a 15 minute presentation to the class, who will serve as the Board of Education. The vision for learning and leading will be reduced to writing with a 10 page summary of action plans as elaborated below.

The Assignment

The vision for learning and leading extends the interview by focusing on what you as a leader will do to develop, implement, and monitor the vision within a specific context. Students will present the vision for learning and leading to the class beginning July 26, 2006. The last two class sessions will be used for these presentations. The presentation will last approximately 15 minutes, with the class serving as members of a Board of Education.

The following is to be used to help frame the development of a system-wide vision for learning and leading. The following will provide the anchors for the 10 page summary to be turned in on July 26, 2006.

1. At a district site, students will work to analyze how the culture, climate, and vision for learning support students and the overall academic program. Also examined will be issues such as race, ethnicity, gender, socio-economics, and

- other contextual factors. Students will focus on the relationship between the site and district level, focusing on how the site and system interact. Students will interview a district administrator and shadow that administrator for a half day that culminates in a sustained discussion of how the system vision for leading and learning is developed, implemented, and evaluated. This activity is precursor to the development of a system-wide vision for learning and leading, elaborated below.
2. Based on the work in the field, readings, and class discussions, students develop a district-wide vision for learning and leading. The vision is built on:
 - a) Data collected during the interview with a central office administrator, data from the system-wide report card, data from documents collected at the central office, readings from class, and presentations, etc.
 - b) Demographics (shifts), emerging student needs, unique programs developed to meet student needs, and “perceptual” data from the community in which the system resides.
 3. The student will identify the “actors” involved in developing the vision, develop a plan for coming to agreement on the vision, and develop steps needed to implement, sustain, and evaluate the vision over time.
 4. Students develop a 15 minute presentation of their system-wide vision to the class in a mock board of education meeting or to a concerned group of constituents, simulating a community-based meeting.

See Scoring Rubric at the end of the syllabus

CALENDAR of READINGS and ACTIVITIES

EDAP 8090 Instructional Development
Summer Term, 2006

Instructor: Sally J. Zepeda, Ph.D.
Associate Professor

Please note that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Date	Chapter/Book
<u>June</u>	
06/12/06 (M) (Athens)	Course Introduction Web-CT Orientation and the uses of Blended Instruction
06/14/06 (W) (Athens)	Chapters 1 (<i>The Context of Teaching, Learning, and Instructional Supervision</i>) and 4 (<i>Linkages Among Curriculum, Learning, and Instruction</i>) (Zepeda & Mayers) and from the Web-CT: Models of Instruction Overview
06/19/06 (M) *	Chapter 5 (<i>Brain Research, Multiple Intelligences, And Learning Styles</i>)
06/21/06 (W) (Athens)	Read Vision, Mission, and Culture from Web-CT
06/26/06 (M) *	Chapters 2 (<i>Instructional Supervision</i>) and 6 (<i>Students as Learners</i>) and from the Web-CT: Ability to Perceive Student Learning Preference
06/28/05 (W) (Athens)	Read Cooperative Learning + Jigsaw and Constructivism from Web-CT
<u>July</u>	
07/03/06 (M) *	Web-CT: Read Gifted and Talented and Mid-Level District Staff and Instructional Improvement Vision of Learning and Leading Due
07/05/06 (W) *	Time to work on Central Office Interview
07/10/06 (M) *	Chapter 7 (<i>Supervision in the Mathematics Classroom</i>) Central Office Interview Analysis due. szepeda@uga.edu

Date	Chapter/Book
<u>July</u>	
07/12/06 (W)*	Web-CT: Read In Lesson Study Sessions Teachers Polish Their Craft
07/17/06 (M)*	Chapter 8 (<i>Supervision in the English/Language Arts Classroom</i>)
07/19/05 (W)*	Web-CT: Read Research Holding Up A Mirror and Teachers Want To Talk Reflective Journals Due
07/24/06 (M) *	Chapters 9 (<i>Supervision in the Social Studies Classroom</i>) and 10 (<i>Supervision in the Science Classroom</i>)
07/26/06 (W) (Athens)	Vision for Leading and Learning Due Presentations
07/31/06 (M) (Athens)	Vision for Leading and Learning Presentations Course Evaluations

Academic Honesty

All academic work must meet the standards contained in *A Culture of Honesty*. Each student is responsible to inform themselves about those standards before performing any academic work. The UGA Student Honor Code reads: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at http://www.uga.edu/ovpi/honesty/culture_honesty.htm

Accommodations

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and to facilitate your educational opportunities.

Scoring Rubric for the Vision for Learning and Leading

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard	Elements	Performance Activity	Improvement Needed	Proficient	Exceptional
<i>Standard 1.1.</i> Develop a District Vision of Learning.	<p>a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.</p> <p>b. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.</p> <p>c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners.</p> <p>d. Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the</p>	<p>a. Interview a Central Administrator Responsible for the System Vision. The interview provides exposure to the vision development process.</p> <p>-----</p> <p>b. Students write a system-wide vision for leading and learning</p> <p>-----</p> <p>c. Data from key sources within the system are collected, analyzed, and detailed in an appendix to the system-wide vision. These data sources will be considered target points later on for evaluating the progress toward meeting the vision.</p> <p>-----</p> <p>d. an analysis of the resources needed to bring</p>	<p>a. See previous Rubric</p> <p>-----</p> <p>b. The vision encompasses theory but the theory is presented with little integration of key concepts</p> <p>-----</p> <p>c. data from key sources including the system report card and other key data are not fully detailed to provide the context of the system.</p> <p>-----</p> <p>d. Resources needed to “mobilize” the vision are not fully reported.</p>	<p>a. See previous Rubric</p> <p>-----</p> <p>b. Theory is presented with few application to the context of the system</p> <p>-----</p> <p>c. data from key sources including the system report card and other key data are detailed but there is a lack of discussion on how these data support the system-wide vision.</p> <p>-----</p> <p>d. Resources are reported with some analysis about how these resources “mobilize” the vision. Sketchy projections are made about what and how new resources needed to be found to “mobilize” the vision.</p>	<p>a. See previous Rubric</p> <p>-----</p> <p>b. Relevant theory is presented showing a synthesis of key concepts including as equity, gender, race. Research from other key areas including learning theory are integrated to show powerful connections to the written system-wide vision</p> <p>-----</p> <p>c. data from key sources including the system report card and other key data are detailed discussion on how these data support the system-wide vision. Data support the system-wide vision.</p> <p>-----</p> <p>d. Resources are reported with detailed analysis about how these</p>

	vision.	“life” to the vision will be developed as a series of objectives . Students identify present resources and examine if there are ways to leverage existing resources to procure additional resources.			resources “mobilize” the vision. Logical projections are made about what and how new resources needed to be found to “mobilize” the vision are presented.
<i>Standard 1.2.</i> Articulate a District Vision of Learning.	a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision. b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. c. Candidates	Students make a 15 minute presentation in which the various components are highlighted.	Presentation lacks emphasis on the components of the vision and the leadership to support and sustain the vision is not clearly identified with concrete steps. Presentation lacks clarity related to the research used to frame the “soundness” of the vision related to overall characteristics of student populations and subsequent learning needs. Key	Presentation identifies “some” components of the vision and identifies “few” leadership strategies/pr ocesses to support the vision. Presentation includes a research base related to the vision but there key research is missing; over-generalizations about student needs are made without emphasis on the research base to	Presentation fully identifies the components of the vision and provides a full enumeration and detail on the leadership needed to sustain the vision. Research base is clearly integrated into the vision; community demographics are the centerpiece for the framework of the vision and all components of the vision reflect these

	demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.		demographic data are missing from the framework of the vision.	promote the vision; demographic data are used to a degree with some information not clearly related to the vision.	demographic s. .
<i>Standard 1.3.</i> Implement a District Vision of Learning.	a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district vision. b. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.	Students develop a plan to implement the vision including programs that will need to be developed or re-evaluated based on data from the system and the research base.	The components of the plan are too general and do not reflect a deeper understanding and application to planning and change strategies. The research base for planning and implementing the vision are superficially addressed.	The plan is grounded in research but the plan lacks specificity relative to the “how” and steps necessary to roll out the plan across the system.	Solid research bases with specificity and a fully developed plan that is plausible to roll out the vision across the system. Key personnel, timelines, and plans are provided.
<i>Standard 1.4.</i> Steward a District Vision of Learning.	a. Candidates demonstrate the ability to align and, as necessary, redesign administrativ	Students bring forward board policies and procedures that will	Policies and procedures are vaguely referenced without specific areas to examine	Policies and procedures are identified with suggested changes to	Policies and procedures are fully identified with suggested changes; key

	<p>e policies and practices required for full implementation of a district vision.</p> <p>b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.</p>	<p>need to be realigned to implement the vision.</p>	<p>more fully. Key personnel responsible for these areas are not identified.</p> <p>Data needed to assess the system vision are identified but key areas of data collection and analysis are not present.</p>	<p>align with the vision are presented. Key personnel have been identified.</p> <p>Data is readily available and analyzed; results are aggregated to provide composite pictures of students and their needs. An ongoing data collection and analysis plan is not fully developed.</p>	<p>personnel are identified; time lines and the resources needed to make these changes are identified.</p> <p>Data are presented in such a way that constituents can understand how data informed the development of the vision; future data collection and analysis procedures and timelines are identified.</p> <p>The vision reflects these data; goals and objectives and other components of the vision align with data.</p>
<p><i>Standard 1.5.</i> Promote Community Involvement in District</p>	<p>a. Candidates demonstrate the ability to bring together and communicate effectively with</p>		<p>The vision has been developed in isolation; no evidence of data from students,</p>	<p>Evidence exists that constituents and stakeholders have had input into</p>	<p>Constituents have contributed to the development of the vision through the</p>

Vision.	stakeholders within the district and the larger community concerning implementation and realization of the vision.		parents, teachers, staff, and other personnel are reflected in the final form of the vision.	the development of the system-wide vision; however data are incomplete and do not show the extent to which constituents have been involved in the process.	use of surveys, open meetings, and other arenas in which constituents could give feedback and input this further contextualizing the system-wide vision.
---------	--	--	--	--	--

Comments: