EDLD 8310/8316
Curriculum and Instructional Leadership for Organizations

Fall 2013
EFLT
College of Education

Department: Educational Foundations, Leadership and Technology (EFLT)

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COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

Faculty, staff and students
strive to prepare and be professionals who are:

Competent
equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed
dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective
devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All

AUBURN
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Auburn University is an equal opportunity educational institution/employer.

Course Overview
EDLD 8310/8316 Curriculum and Instructional Leadership for Organizations

Student learning outcomes for this course are based on and extend the Class A (master's level) instructional leadership standards and also reflect the Class AA (specialist level) instructional standards specified by the Alabama State Department of Education. In brief, this course includes content and practical experiences related to curriculum and instruction using a data engaged decision making process [3(a)- 3(c)].

Now more than ever schools are surrounded with data but need sophisticated expertise to use data for school improvement. Leaders who analyze and interpret data related to curriculum and instruction and know how to lead faculty and stakeholders in productive conversations are by definition transformative leaders. That is, they can be instructional leaders by directly influencing teaching and learning and they are transformational because they cultivate a social context that supports those efforts: a vision, a professional culture, shared decision-making structures, and engaged families and communities. Transformative leaders are a positive blend of instructional and transformational leadership. Transformative leaders can use data to move the school/school system forward in teaching and learning and thus improve student and teacher performance. Transformative leaders can also use data to increase leadership capacity and improve their organizations and thus transform the school/school system into learning organizations.

EDLD 8310/8316 Curriculum and Instructional Leadership for Organizations is intended to go beyond introductory knowledge of date engaged decision making and give students a conceptual framework for curriculum and instruction. Much of EDLD 8310/8316 will emphasize the National board Certification for Educational Leaders (NBCEL) Core Propositions with specific emphasis on skills related to leadership, vision and management as well as applications related to school/school system culture, the learner and instruction.

The field experience component described in #7 Assignments/Projects more specifically describes how the course emphasizes shared leadership beyond the levels of observation and participation; engages the student in alternative ways of thinking about educational settings and approaches to teaching; be mindful of student populations with ever changing needs; and involve all stakeholders to support improved student learning.

This course will be offered both as campus-based (EDLD 8310) and distance education (EDLD 8316). Details regarding distance education delivery are noted in the syllabus. All distance education students are expected to complete the field experience for this course.

1.   **Course Number:** EDLD 8310/8316
       Course Title: Curriculum and Instructional Leadership for Organizations
       Credit Hours: 3 semester hours
       Prerequisites: None
       Corequisites: None

2.   **Date Syllabus Prepared:**   Spring, 2013

3.   **Required Texts or Major Resources:**

       Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.

       Chapter 1, 2 & 4. Earl, L.M. & Timperly, H.(2009). *Professional learning conversations.* New York, NY: Springer. **Reading provided by instructor.**

       Other readings will be provided by instructor.

Additional readings and texts:

       You will only pick one of the three, depending on whether you are part of the elementary, middle, or high school group or completing the assignment individually. This is only if you want an example. Instructor will provide one book for each group.

       Bernhardt, V. (2003). Using data to improve student learning in elementary schools. Larchmont, NY: Eye on Education.

       Bernhardt, V. (2004). Using data to improve student learning in middle schools. Larchmont, NY: Eye on Education.

       Bernhardt, V. (2005). Using data to improve student learning in high schools. Larchmont, NY: Eye on Education.

4.   **Course Description:** Transformative leadership blends teaching and learning (instructional leadership) with leadership for the social context: vision, a professional culture, shared decision-making structures, and engaged families and communities (transformational leadership).

5. Student Learning Outcomes (SLO's): SLO's expand the standards for Class A Instructional Leadership [290-3-3-.48 (2)(a)-(h)] as well as reflect the content standards delineated in the Class AA Instructional Leadership analysis form [290-3-3-.53-301 3(c) 5-8 OR 5-9].

Upon completion of the course objectives the student will be able to:
A. Define and demonstrate understanding of vision, mission core values and beliefsand how this is related to continuous improvement.
B. Align goals and objectives with vision and mission.
C. Identify key components of professional learning communities i.e. transformative leadership
D. Lead collaborative and productive conversations for evidence based decision making.
E. Collaborate with community, faculty, district and state stakeholders to develop a plan for effective partnerships and involvement
F. Demonstrate understanding and application of the four types of data: perception, process, demographic and student achievement
G. Create deep understanding of instruction, student learning and school accountability using the four types of data.
H. Have access to multiple analysis tools that can be used in their school or district to analyze data and improve instruction and student learning.
I. Identify the importance of assessment for learning in the (DDIS) model: Who, What, Where, When, Why and How of Data Collection.
J. Differentiate between different types of assessment to include summative and formative.
K. Observe and analyze the walkthrough process.
L. Understand and use research on classroom walkthroughs.
M. Coach staff on various instructional practices and assessment to meet the needs of diverse student populations.
N. Understand the relationship of continuous improvement and evaluation.

6.   Course Content Outline:

Week 1 (SLO C) Course overview, administration of course requirements, topics for semester discussion to include transformative leadership: blending instructional and transformational leadership.
- **Readings:** Blink, R. J. (2007). *Data driven instructional leadership.* Larchmont, NY: Eye on Education. ISBN-13 978-1-59667-037-2. Chapter 1.
  Discussion 1. Instructor generated reading: Chapter 5 Konold, T. R. & Kauffman, J. M. (2009). The No Child Left Behind Act: Making decisions without data or other reality checks. In: Kowalski, T. J. & Lasley, T. J. (2009). *Handbook of data-based decision making in education.* New York, NY: Taylor & Francis. The instructor will begin the discussion with questions. Students are to fully answer the discussion for a grade of 5 points. The discussion begins on Sunday of Week 1 and ends on Sunday of Week 2.
  Activities: Lecture and discussion. Module 1
  Guiding questions for your reading:
  > What are the components of the DDIS Model?
  > What are Bernhardt's 4 types of data?
  > What types of data are collected and used by your district or school?
  > Why and how should professional development be designed around students?
- **Due:** Check In 1: **There are 5 Activities in this Module. They should be recorded as one**

assignment (Check in 1) and placed in the Assignment Dropbox. Due Sunday at 11:59 pm.

Week 2 (SLO D) Supplementary Reading Module Engaging multiple stakeholders in productive conversations.
- **Readings:** Chapter 1, 2 & 4. Earl, L.M. & Timperly, H.(2009). *Professional learning conversations.* New York, NY: Springer. Chapter 1 Understanding How Evidence and Learning Conversations Work; Chapter 2 Raising Student Achievement in Poor Communities Through Evidence-Based Conversation; Chapter 4 Leadership for Evidence-Informed Conversations.
- **Activities:** Lecture and Discussion. Supplementary Reading Module.
  Guiding Questions for your readings:
  > What elements are essential for a learning conversation?
  > Why would learning conversations and the tools necessary to carry out these type of conversations be critical to a Data Driven Instructional System, creating a School Portfolio or to the supporting the endeavors of a Data Team?
- **Due:** Check In- Supplementary Assignments: Use the following sections to document a learning conversation in which you were a participant. 1) the three qualities 2) Habit of Mind 3) Tolerance 4) Relevant data 5) Clarifying Purpose 6) Interpretation as Paramount 7) Relationships of Respect and Challenge **Due Sunday at 11:59 pm**

Week 3 Modules 2, 3 and 4 (SLO F, H, I) Data Collection, Data Reflection and Data Translation
- **Readings:** Chapter 2, 3 and 4 from Blink, R. J. (2007). *Data driven instructional leadership.* Larchmont, NY: Eye on Education. ISBN-13 978-1-59667-037-2.
- **Activities:** Lecture and discussion- Modules 2, 3 and 4.
  Guiding questions for your readings:
  > Data Reflection: How and when do teachers and administrators find time to analyze and interpret data?
  > Data Translation: How and when are data translated into program and curriculum changes?
  > What are the **"Who, What, When, Where, Why and How of Data Collection"**
  > Define the four types of data i.e. Perception Data, Student learning Data, Demographic data, School Process Data.
  > What is an appropriate example for each of the four types of data?
- **Due:** Check Ins 2, 3, 4: **There are 7 Activities in Module 2. They should be recorded as one assignment (Check in 2) and placed in the Assignment Dropbox. There are 3 Activities for Module 3. They should be recorded as one assignment (Check In 3) and placed in the Assignment Dropbox. There are 2 Activities for Module 4. They should be recorded as one assignment (Check In 4) and placed in the Assignment Dropbox. Due Sunday at 11:59 pm**

Week 4 Modules 5, 6 and 7 (SLO G, H, J) Data Driven Instructional Design, Feedback and Assessment
- **Readings:** Chapters 5, 6 and 7 from Blink, R. J. (2007). *Data driven instructional leadership.* Larchmont, NY: Eye on Education. ISBN-13 978-1-59667-037-2.

- **Discussion 2: Blink Chapters 2-7.** The instructor will begin the discussion with questions. Students are to fully answer the discussion for a grade of 5 points. The Discussion starts on Sunday of Week 4 and ends on Sunday of Week 5.
  Activities: Lecture and discussion- Modules 5, 6 and 7.
  Guiding questions for your readings:
    Data-Driven Instructional Design: How and when are data translated into instructional change at the classroom level?
    Design Feeback: How and when is the DDIS Model adjusted and evaluated for success and how is information shared with school district stakeholders?
    Summative and formative assessment: What types of assessment data are most useful for informing instruction?
- **Due:** Check Ins 5, 6 and 7: **There are 2 Activities in Module 5. They should be recorded as one assignment (Check in 5) and placed in the Assignment Dropbox. There are 2 Activities for Module 6. They should be recorded as one assignment (Check In 6) and placed in the Assignment Dropbox. There are 3 Activities for Module 7. They should be recorded as one assignment (Check In 7) and placed in the Assignment Dropbox. Due Sunday at 11:59 pm**

Week 5 (SLO F) Module 8 Introduction Module to the School Portfolio Toolkit Introduction, Continuous School Improvement and the School Portfolio.
- **Readings:** Chapter 1, 2 and 3 Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.
- **Discussion 3 Bernhardt Chapters 1-3.** The instructor will begin the discussion with questions. Students are to fully answer the discussion for a grade of 5 points. The Discussion starts on Sunday of Week 5 and ends on Sunday of Week 6.
- **Activities:** Lecture and Discussion- Introduction Module
  Guiding Questions for your readings:
  What are the 4 big picture elements of the Continuous School Improvement Plan?
  How could your school benefit from Bernhardt's School Portfolio Toolkit to obtain continuous improvement?
- **Due:** Check In 8: **There are 3 Activities in Module 8.**
- **They should be recorded as one assignment (Check in 8) and placed in the Assignment Dropbox. Be sure you utilize the information in Chapters 1, 2 and 3 as well as the materials and templates located on the CD for Chapter 1, 2 and 3. Due Sunday at 11:59 pm**

****Check-Ins END AT THIS POINT. THE REMAINING MODULES WILL BE ASSESSED USING PART I –PART VII OF YOUR SCHOOL PORTFOLIO.

Weeks 6, 7, 8 (SLO A, F) Module 9 Part I The School Portfolio Toolkit and Continuous School Improvement   The Vision and its relationship to continuous improvement. This is the most labor intensive part of the school portfolio. Follow the instructions outlined in the PowerPoint and the Chapter for a successful completion of this portion of the Portfolio.

- **Readings:** Chapter 4. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.
- **Activities:** Lecture and Discussion- Module 9 Part I
  Guiding Questions for your readings:
  What are Bernhardt's 4 types of data?
  What are root causes and how can they help us with improving our school?
  What do the intersections of data tell us? Give examples using Figure 4.1.
  What are the nine steps of the Problem Solving Cycle?
  What are the Seven Continuums of Continuous Improvement?
- **Due**: **Part I of your School Portfolio Toolkit is to be posted in the Assignment Dropbox. This assignment is worth 5 pts. of your portfolio grade and is the only assignment for Module 9. Be sure you utilize the information in Chapter 4 as well as the materials and templates located on the CD for Chapter 4. Due Sunday at 11:59 pm**

Week 9 (SLO A) Module 10 Part II The School Portfolio Toolkit and Student Achievement: Creating a Vision
- **Readings:** Chapter 5. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.
- **Activities:** Lecture and Discussion- Module 10 Part II
  Guiding questions for your readings:
  How does the school portfolio reflect continuous school improvement?
  What 7 areas are discussed as part of the school portfolio? What tabs will you have in your portfolio?
  How do we achieve continuous school improvement through The School Portfolio Toolkit?
  What 9 questions can be answered using the continuous improvement plan?
  How do we create a vision around shared purpose and what are the steps in creating a shared vision?
  What is a shared vision based upon? Explain how values and beliefs, vision and mission can lead to a shared vision.
- **Due: Part II of your School Portfolio Toolkit is to be posted in the Assignment Dropbox. This assignment is worth 5 pts. of your portfolio grade and is the only assignment for Module 10. Be sure you utilize the information in Chapter 5 as well as the materials and templates located on the CD for Chapter 5. Due Sunday at 11:59 pm**

Week 10 (SLO A, B) Module 11Part III: Quality Planning: Planning to Accomplish the Vision
- **Readings:** Chapter 6. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.
- **Activities:** Lecture and Discussion Module 11 Part III
  Guiding questions for your readings:
  What are the steps to create an action plan?
- **Due: Part III of your School Portfolio Toolkit is to be posted in the Assignment Dropbox. This assignment is worth 5 pts. of your portfolio grade and is the only assignment for**

Module 11. Be sure you utilize the information in Chapter 6 as well as the materials and templates located on the CD for Chapter 6. Due Sunday at 11:59 pm

Week 11 (SLO M) Module 12 Part IV Professional Development: Implementing the Vision
- **Readings:** Chapter 7. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.
- **Activities:** Lecture and Discussion Module 12 Part IV
  Guiding questions for your readings:
  What does learner centered professional development look like?
  Describe the professional development school leader.
  What are the characteristics of professional development which implements a school's vision?
  Why should the professional development plan be created during action planning?
  What are the major questions that should be asked during the development of the professional learning?
- **Due: Part IV of your School Portfolio Toolkit is to be posted in the Assignment Dropbox. This assignment is worth 5 pts. of your portfolio grade and is the only assignment for Module 12. Be sure you utilize the information in Chapter 7 as well as the materials and templates located on the CD for Chapter 7. Due Sunday at 11:59 pm**

Week 12 (SLO C, D) Module 13 Part V Leadership: Building a Leadership Structure to Implement the Vision
- **Readings:** Chapter 8. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.
- **Activities:** Lecture and Discussion
  Guiding questions for your readings:
  What are the 5 fundamental practices that Bernhardt suggests should be added to the school portfolio process?
  What standards does Bernhardt suggest should be used to include the greater community?
  When building a leadership structure for your school what 3 things are key to effective decision making?
  Why are action teams established? What types of teams might be used and why?
  What is consensus and when should it be used?
  What is the relationship between personnel evaluations and implementing the vision?
  What defines how decisions will be made, who will make what decisions and when?
- **Due: Part V of your School Portfolio Toolkit is to be posted in the Assignment Dropbox. This assignment is worth 5 pts. of your portfolio grade and is the only assignment for Module 13. Be sure you utilize the information in Chapter 8 as well as the materials and templates located on the CD for Chapter 8. Due Sunday at 11:59 pm**

Week 13 (SLO E) Module 14 Part VI Partnership Development: Involving Partners to Implement the Vision
- **Readings:** Chapter 9. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.

- **Activities:** Lecture and Discussion
  Guiding Questions for your readings:
  What are the steps to create partnerships as part of the continuous school improvement plan?
  How can the school portfolio assist the school faculty in establishing meaningful partnerships?
  What types of partnerships will be helpful for your school?
  How does one evaluate the partnerships they have created?
- **Due: Part VI of your School Portfolio Toolkit is to be posted in the Assignment Dropbox. This assignment is worth 5 pts. of your portfolio grade and is the only assignment for Module 13. Be sure you utilize the information in Chapter 8 as well as the materials and templates located on the CD for Chapter 9. Due Sunday at 11:59 pm**

Week 14 (SLO N) Module 15 Part VII Continuous Improvement and Evaluation: Evaluating the implementation of the vision.
- **Readings:** Chapter 10. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.
- **Activities:** Lecture and Discussion
  Guiding questions for your readings:
  What is the process of continuous improvement and evaluation?
  Explain how the pieces in a continuous improvement cycle can accomplish a vision (see figure 10.1).
  Describe your school as a system.
- **Due: Part VII of your School Portfolio Toolkit is to be posted in the Assignment Dropbox. This assignment is worth 5 pts. of your portfolio grade and is the only assignment for Module 14. Be sure you utilize the information in Chapter 10 as well as the materials and templates located on the CD for Chapter 10. Due Sunday at 11:59 pm**

Week 15 (SLO F, G, H, K, L) Final Presentation of School Portfolios
- **Reading and Discussion 4:** Cervone, L. & Martinez-Miller, P. (2007). Classroom Walkthroughs as a Catalyst for School Improvement. *Leadership Compass,* 4 (4) National Association of Elementary Principals (NAESP). The Discussion starts on Sunday of Week 4 and ends on Sunday of Week 15.
- **Activities:** Discussion of Article: Classroom Walkthroughs as a Catalyst for School Improvement AND Presentations of School Portfolios
- **Due:** School Portfolios. **Due Sunday at 11:59 pm**

Week 16 (SLO F, G, H) Final Presentation of School Portfolios
- **Readings:** None
- **Activities:** Presentations
- **Due:** School Portfolios. **Due Sunday at 11:59 pm**

7. Assignments/Projects:
See the course assessment map (Appendix) for alignment of assessments and student learning outcomes.

A. **Check Ins.** The check-ins will occur during the first 5 weeks of class and are the assessments for Modules 1-8. These are individual assignments which are to be posted to Canvas. These are based on the reading assignments and class/distance discussions. **The Check Ins = 40 points.**

B. **Discussions.** There will be 4 discussions during the semester. Each discussion is worth 5 pts. **Discussion 1:** will occur during Week 1 and will be based on Chapter 5 Konold, T. R. & Kauffman, J. M. (2009). The No Child Left Behind Act: Making decisions without data or other reality checks. In: Kowalski, T. J. & Lasley, T. J. (2009). *Handbook of data-based decision making in education.* New York, NY: Taylor & Francis. **Discussion 2:** will occur during Week 3 and will be based on the readings from Chapters 2-7 of Blink, R. J. (2007). *Data driven instructional leadership.* Larchmont, NY: Eye on Education. ISBN-13 978-1-59667-037-2. **Discussion 3:** will occur during Week 4 and will be based on Chapter 1, 2 and 3 from Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7. **Discussion 4:** will occur during Week 13-15 Cervone, L. & Martinez-Miller, P. (2007). Classroom Walkthroughs as a Catalyst for School Improvement. *Leadership Compass,* 4 (4) National Association of Elementary Principals (NAESP).

- In each of the four discussions the instructor will start the discussion with a question to generate thought and reflection from the class. The students in the class are expected to post a response to the instructor. Make sure that you adequately answer the instructor's questions or you will not receive credit for the assignment. Each student is supposed to read all class members comments to the professor and then respond to one of the student responses. In other words, you respond to me, then read all class members responses to me and then pick one class member to respond to. The Discussions start the week before they are due. For example Discussion 1 is due September 8th so you should start on in the sometime during the week prior to the due date.
The discussions = 20 points.

C. **Problem Based Project: Site Visit.** Student groups will participate in a site visit to other schools participating in the School Portfolio project. Student groups will act as "critical friends" and participate in a reflexive assignment. Using a 3-2-1 Activity students will give the designing team feedback on 3 things they like, 2 things that need to improve and 1 item they would have done differently with the portfolio. All those who participate will receive a certificate of participation from the instructor. **This site visit = 5 pts. November 15th class meeting.**

D. **Field Experience: School Portfolio.** This is an in-depth creation of a School Portfolio. As group members you are to select a school to develop the portfolio. The sections of the portfolio include information and analysis; student achievement; quality planning; leadership; professional learning; partnership development and continuous improvement and evaluation.
Problem: How can we translate many forms of data into an effective school framework for describing current processes and for planning, monitoring, and evaluating school-wide improvement efforts.
Product: There are three products: 1) students will become accustomed to the big picture of all the elements and how these parts interrelate to make the whole in curriculum and instruction.

2) The school which participated will have a portfolio to use with their faculty when discussing curriculum and instruction and their continuous improvement plan 3) The student or group will present the Portfolio to the faculty so professional development becomes a product for our students as well as the faculty at the participating school. For distance education students all materials (including the portfolio) must be posted in the Blackboard Assignment Dropbox. When presenting the portfolio to your faculty you must develop an evaluation rubric for the faculty to use. These written evaluations are to be included in your EDS exit portfolio. **The School Portfolio = 35 points.**

8. Rubric and Grading Scale: The final grade for the course will be based on the following:

Check In Activities 5 pts each X 8 Check Ins	40 points
Discussions	20 points
Problem Based Project Site Visit	5 points
Field Experience- School Portfolio	35 points
Total	100 points

EVALUATION:
A = 90-100 points
B = 89 - 80 points
C = 79 – 70 points
D = 69 – 60 points
F = Below 59 points

9. Class Policy Statements:

A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor's statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance.**

B. Students are responsible for initiating arrangements for missed work due to excused absences.

C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.

D. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation

Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

F. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
   - Engage in responsible and ethical professional practices
   - Contribute to collaborative learning communities
   - Demonstrate a commitment to diversity
   - Model and nurture intellectual vitality
   - Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS
   - Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
   - Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
   - Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS
   - Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
   - Accomplished educational leaders are committed to student and adult learners and to their development.
   - Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS
   - Accomplished educational leaders model professional, ethical behavior and expect it from others.
   - Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
   - Accomplished educational leaders advocate on behalf of their schools, communities and profession.

Appendix
Course Assessment Map
EDLD 8310/8316 Curriculum and Instructional Leadership for Organizations

Course Objectives	Course Assessments See #7 for descriptions of assignments/projects			
	Weekly Check Ins	Discussions	Site Visit	Field Experience
A. Define and demonstrate understanding of vision, mission core values and beliefs.			X	X
B. Align goals and objectives with vision and mission.			X	X
C. Identify key components of professional learning communities: transformative leadership.	X	X	X	X
D. Lead collaborative and productive conversations for evidence based decision making.	X	X		
E. Collaborate with community, faculty, district and state stakeholders to develop a plan for effective partnerships and involvement.				X
F. Demonstrate understanding and application of the four types of data: perception, process, demographic, student achievement	X	X	X	X
G. Create a deep understanding of instruction, student learning and school accountability using the four types of data.	X	X	X	X
H. Have access to multiple analysis tools that can be used in their school or district to analyze data and improve instruction and student learning.	X	X	X	X
I. Identify the importance of assessment for learning in the (DDIS) model: Who, What, Where, When, Why and How of Data Collection.	X			X
J. Differentiate between different types of assessment to include summative	X	X		X

and formative.				
K. Observe and analyze the walkthrough process.		X		
L. Understand and use research on classroom walkthroughs.		X		
M. Coach staff on various instructional practices and assessment to meet the needs of diverse student populations.		X		X