**EDLD 8310/8316**

**Curriculum and Instructional Leadership for Organizations**

**Spring 2014**

**EFLT**

College of Education

Department: Educational Foundations, Leadership and Technology (EFLT)

Ellen H. Reames

Office Phone: 334-844- 3067

[reamseh@auburn.edu](mailto:reamseh@auburn.edu)

Office Hours:

Tues/Wed. 2-4 pm or

by appointment



**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 theycultivate 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.

**AUBURN UNIVERSITY**

**SYLLABUS**

**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

Face to Face Meetings: : 1/14-Eufaula City Board Office; the rest of these will be decided by the class: 1/21; 2/4; 2/25; 3/25; 4/15

**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:

1. Define and demonstrate understanding of vision, mission core values and beliefs and how this is related to continuous improvement.
2. Align goals and objectives with vision and mission.
3. Identify key components of professional learning communities i.e. transformative leadership
4. Lead collaborative and productive conversations for evidence based decision making.
5. Collaborate with community, faculty, district and state stakeholders to develop a plan for effective partnerships and involvement
6. Demonstrate understanding and application of the four types of data: perception, process, demographic and student achievement
7. Create deep understanding of instruction, student learning and school accountability using the four types of data.
8. Have access to multiple analysis tools that can be used in their school or district to analyze data and improve instruction and student learning.
9. Differentiate between different types of assessment to include summative and formative.
10. Observe and analyze the walkthrough process.
11. Understand and use research on classroom walkthroughs.
12. Coach staff on various instructional practices and assessment to meet the needs of diverse student populations.
13. Understand the relationship of continuous improvement and evaluation.

**6. Course Content Outline:**

**Weeks 1 and 2 Module 1 and 2 (SLO C, D)** Course overview, administration of course requirements, topics for semester discussion to include instructional and transformational leadership. [SEE READING IN MODULE]

* **Readings: 1)** Syllabus; 2)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. This reading is in **Module 1**.
* **Due:** **Check In 1:** Take the syllabus quiz.

**Check In 2: Answer the following questions from the Earl and Timperly reading Engaging multiple stakeholders in productive conversations. 5 pts.**

Post your responses to the following questions from the Earl & Timperly reading: 1) In Chapter 2, training in interpreting and using evidence were effective and thus lead to sophisticated interpretations. An iterative process occurred. What did this iterative process include? 2) In Chapter 4, Earl and Timperly suggest that leadership is important in fostering productive conversations. What is it that leaders should do? What elements are essential for a learning conversation? 3) Why would learning conversations and the tools necessary to carry out these type of conversations be critical to creating a School Portfolio or to support the endeavors of a Data Team?

**Check In 3:** Hallinger article is extra credit.

**Check ins are due Sunday at 11:59 pm.**

**Week 3 (SLO F) Module 3 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.
* **Activities:** Lecture and Discussion- Introduction Module
* **Due: Check In 3:** **There are 4 Activities in Module 3. Post these in Canvas as one assignment 5 pts.**

**Check In 4: Answer the following questions for your Bernhardt reading and post as one assignment 5 pts.**

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?

**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**

\*\*\*Note: There is a very detailed rubric located in this module. It will help guide you through what the instructor is expecting to see in the portfolios.

**Weeks 4, 5, 6 (SLO A, F) Module 4 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 4 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. 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**
* **Check-In 5**

**Week 7 (SLO A)** **Module 5 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 5 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. 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**
* **Check-In 6**

**Week 8 (SLO A, B)** **Module 6 Part 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 6 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 9 (SLO M) Module 7 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 7 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.**

**Be sure you utilize the information in Chapter 7 as well as the materials and templates located on the CD for Chapter 7.**

**Check-In 7**

**Due Sunday at 11:59 pm**

**Week 10 (SLO C, D) Module 8 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. 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**
* **Check In 8**

**Week 11 (SLO E) Module 9 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. 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**
* **Check In 9**

**Week 12 (SLO N) Module 10 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. 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**
* **Check-In 10**

**Week 13 (SLO J, K) Classroom Walkthroughs**

* **Reading and Discussion 5:** 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
* **Due:** Discussion 1 **Due Sunday at 11:59 pm**

**Weeks 14 and 15 Module 12 Evidenced Based Conversations, Retirement of Principals and the Leadership Institute.**

* **Readings and Discussion:** Evidenced Based Decision Making; Factors Influencing principals’ retirement decisions: a southern US Perspective
* **Activities:** Discussion of Articles: Discussion 2 and Discussion 3
* **Assignments for Week 14-15:**

**Due:** School Portfolios.

Discussions 2 and 3

Faculty 3-2-1

Leadership Institute attendance.

**7. Assignments/Projects:**

**See the course assessment map (Appendix) for alignment of assessments and student learning outcomes.**

1. **Check Ins.** The check-ins will occur throughout the course and will include articles and text assignments. The Check-Ins are individual assignments which are to be posted to Canvas. These are based on the reading assignments and class/distance discussions. **The 10 Check Ins = 50 points.**
2. **Discussions.** There will be 3 discussions at the end of the semester. You must post before you can see other respondents. Each of the three discussions are organized around 1) Data Collection and Analysis and productive conversations about school data, classroom walkthroughs and the current state of principalship in regards to school factors which influence retirement.

**\*\***In each of the three discussions the instructor will start the discussion with a question(s) 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 discussion is worth 5 pts. There is a rubric to guide the development of your discussion. It is located in Module 1.

**The 3 discussions = 15 points.**

1. **Problem Based Project: Site Visit.** Students in the class will participate in a site visit to one school participating in the School Portfolio project. Student groups will act as “critical friends” and participate in a reflective assignment. Using a 3-2-1 Activity students will give the each group feedback on 3 things they like, 2 things that need to improve and 1 item they would have done differently with the portfolio. Each portfolio is to be juried by faculty members and a 3-2-1 should be completed by faculty as well. A compilation of the 3-2-1 will appear in the students portfolio under Problem Based Project. **This site visit will be TBA.**
2. **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 Canvas Assignment Dropbox. When presenting the portfolio to your faculty you must develop an evaluation rubric (3-2-1) 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 10 Check Ins 50 points

Discussions 15 points

Problem Based Project Site Visit and the

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:**

**Professional Development Plan/ Written Comprehensive Exam for EDLD Ph.D. Students**

1. Each Ph.D. candidate is to create a Professional Development Plan in the first semester of coursework. Guidance for this plan is given by faculty in the first semester, and it is the student’s responsibility to continue to reflect and document progress toward the goals as each semester progresses. There is also space on the form for additional journaling as new learning takes place, new readings are discovered, etc. Please note that evidence should be provided to document growth, so work samples and other artifacts should be kept throughout the program. Each student should diligently add to the Professional Development form each semester. The faculty will hold a reflective conference with each student at a mid-point of coursework in each cohort schedule in which the student will prepare a presentation to report on progress made in the Professional Development Plan. Students will receive feedback on their progress from the Educational Leadership faculty at that time. At the end of coursework, each student will be required to complete a written comprehensive exam. Guiding questions for the exam are provided to students in the first semester of coursework and are included in the syllabi of each core doctoral course. Students should give thoughtful attention to the questions throughout the program in order to be prepared to do written responses on the comprehensive take-home exam. Students will be notified of the due date for the exam well in advance. Students will prepare for and schedule their General Oral Exam (Comprehensive Exam) in consultation with their Chair.

Written Comprehensive Exam Questions:

1. What are your ideas about the relationship between theory and practice? (Please use appropriate citations and at least one specific example from your experience.)
2. What is your conception/definition of leadership and why? (Please use appropriate citations.)
3. What program experiences, readings, or other elements most influenced your thinking and personal growth? In other words, what were at least three of your personal “ahaa” moments during this program? Please explain where in the program they occurred, how and why. What have they meant to you since?
4. Using your professional growth plan (see Professional Growth and Development Plan Reflective Framework), where have you grown the most and where do you see continued opportunities for growth? Please provide evidence from your experience in your answer.
5. How might we improve the learning experiences in our program? Please offer at least three specific opportunities for us to improve.

B. 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.**

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

D. 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.

E. 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).

1. 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.
2. 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:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. 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 |
| 1. Create a deep understanding of instruction, student learning and school accountability using the four types of data. | X | X | X | X |
| 1. 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 |
| 1. Identify the importance of assessment for learning in the (DDIS) model: Who, What, Where, When, Why and How of Data Collection. | X |  |  | X |
| 1. Differentiate between different types of assessment to include summative and formative. | X | X |  | X |
| 1. Observe and analyze the walkthrough process. |  | X |  |  |
| 1. Understand and use research on classroom walkthroughs. |  | X |  |  |
| 1. Coach staff on various instructional practices and assessment to meet the needs of diverse student populations. |  | X |  | X |