INSL 6368: Instructional Supervision
(ONLINE)

Course Number is a required course for the Master of Arts in Instructional Leadership

College of Education
Department of Educational Leadership and Counseling

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Day and time the class meets: See SHSU Class Schedule

Location of class: See SHSU Class Schedule

Course Description: This course focuses on leadership for the improvement of instruction and includes current research on school and leadership effectiveness. The course is designed to expand your knowledge of instructional leadership along with related issues within the framework of administrative leadership. You will engage in online discussions, research projects, and activities to stimulate improved effective practices in leading and professionally developing teachers and staff in educational settings. Students should have access to a reliable High Speed Internet connection and be familiar with basic Microsoft software programs including Word and PowerPoint. You will be required to submit papers using *Microsoft Word or PDF*.

About Your Professor

My philosophy of educational administration is that a school is only as good as its principal. Quality principals are imperative for two main reasons. First, the achievement gap between 20 million children in poverty and their mainstream counterparts is continuing to become even wider, since it was first identified in a large-scale study (Coleman et al., 1966). Many students are constantly subjected to inequality of educational opportunity, which limits their future opportunities. Second, quality school systems, with quality leaders, benefit our society. Selecting quality principals and quality superintendents must be paramount when hiring school leaders. My own experience includes positions as high school English teacher and reading specialist in a medium-sized, suburban school district (K-12 = 12,000); assistant principal of a large, urban high school (9-12 = 2,500); principal of a large, suburban high school (9-12 = 3,500); and superintendent of a medium-size suburban school district (K-12 = 15,000). For further information on my experience and qualifications, visit my personal website: www.shsu.edu/~edu_fcl/

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Important: 3. Learning to apply course material (to improve thinking, problem solving, and decisions).

Important: 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Textbooks: Required Text (in modified APA format)

Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2018). *SuperVision and instructional leadership: A developmental approach* (10th ed.). New York, NY: Pearson. ISBN 13: 978-0-13-444989-0

Other Suggested Readings (in modified APA format)

Henson, K.T. (2010). *Supervision: A collaborative approach to instructional improvement.* Long Grove,IL: Waveland Press.

Hoy, A.W., & Hoy, W.K. (2013). *Instructional leadership: A research-based guide to learning in schools* (4th ed.). Upper Saddle River, NJ: Pearson.

Sullivan, S. & Glanz, J. (2013). *Supervision that improves teaching and learning: Strategies and techniques* (4th ed.). Thousand Oaks, CA: Corwin.

Zepeda, S. J. (2017). *Instructional supervision: Applying tools and con*cepts (3rd ed.). New York, NY: Routledge.

Introduction

You should take the time to carefully read this syllabus before you begin the Lesson Assignments.

The course addresses the critical aspects of the teaching-learning process: student differences, learning, motivation, teaching, classroom management, assessing student learning, and assessing and changing school climate and culture. Each topic is grounded in the latest research and theory in that area and provides specific suggestions for applying that knowledge to practice.

Expected Student Learning Outcomes

Students in this course are practicing school supervisors, teachers, or other individuals pursuing the M.Ed. degree in instructional supervision. The objectives of the course, therefore, are based upon assisting students to enhance and expand their knowledge, skills, and conceptual awareness as related to current and future supervisory roles. Course objectives underscore a belief in the value of informed "reflection on practice" both individually and collectively.

Through successful completion of this course, students will be able to:

- Apply a framework for continuous improvement to school organizations and individuals in order to promote student success.

- Connecting facts, understanding relationships.

- Identify and utilize four critical elements in understanding and making decisions about teaching and learning.

- Recognize the importance of utilizing systems thinking to make decisions.

- Understand the role of an instructional leader in the system.

- Apply a framework for continuous improvement to school organizations and individuals in order to promote student success.

- Critically evaluating ideas, arguments, and points of view. Using higher level thinking skills in analysis and review of data from Data Packet and scenarios presented in course.

- Applying what you are learning in this course to clarify thinking or solve problems when consulting teachers and staff

Twenty-three topics and associated readings include the following

Topic 1: SuperVision for Successful Schools

Topic 2: The Norm: Why traditional Schools Are as They Are

Topic 3: The Dynamic School

Topic 4: Adult and Teacher Development within the Context of the School

Topic 5: Reflections on Educational Beliefs, Teaching, and Supervision

Topic 6: Supervisory Behavior Continuum: Know Thyself

Topic 7: Directive Control Behaviors

Topic 8: Directive Informational Behaviors

Topic 9: Collaborative Behaviors

Topic 10: Nondirective Behaviors

Topic 11: Developmental Supervision

Topic 12: Observing Skills

Topic 13: Assessing and Planning Skills

Topic 14: Implementation and Evaluation Skills

Topic 15: Direct Assistance to Teachers

Topic 16: Evaluation of Teaching

Topic 17: Group Development

Topic 18: Professional Development

Topic 19: Curriculum Development

Topic 20: Action Research: The School as the Center for Inquiry

Topic 21: Facilitating Change

Topic 22: Addressing Diversity

Topic 23: Building Community

Suggestions for getting the most out of this course:

- Read and study the topics assigned in the course text.

- If possible, form a relationship with someone who works in an area related to your course. Explain that you would like to obtain their insights and perspectives from time to time.

- Adhere to the course expectations.

- Submit your assignments on time.

Assignments

This course contains a number of assignments **REFLECTIVE EXERCISES** (23) and a final project.   Work through the assignments one at a time. Unless otherwise instructed, you should complete each assignment in a single WORD or PDF document. DO NOT INCLUDE A TITLE PAGE.

When you complete an assignment, submit it to me in Blackboard for grading and feedback. *Assignments are due by 11:59 pm on the due date and will be considered late if posted to Blackboard after the due date (see CLASS SCHEDULE below).* Points will be deducted from assignment/grade for work turned in late. All assignments must be submitted through the Blackboard system. You must complete **all** assignments to receive a course grade.

ASSIGNMENTS: Read the chapter and complete the **REFLECTIVE EXERCISE (RE)** in writing at the end of each chapter (see CLASS SCHEDULE below). Limit each RE assignment to two double-spaced pages, and the final project to a minimum of five double-spaced pages, not including references (Times New Rowman, 12-point font).

CLASS SCHEDULE

Due Date	Topic	Assignment Due
Aug. 23	Secure text. Read syllabus.	Secure Text.
Aug. 30	SuperVision for Successful Schools	Ch. 1
	The Norm: Why Traditional Schools Are as They Are	Ch. 2
	The Dynamic School	Ch. 3
Sep. 6	Adult & Teacher Development within the Context of the School	Ch. 4
	Reflections on Educational Beliefs, Teaching, and Supervision	Ch. 5
	Supervisory Behavior Continuum: Know Thyself	Ch. 6
Sep. 13	Directive Control Behaviors	Ch. 7
	Directive Informational Behaviors	Ch. 8
	Collaborative Behaviors	Ch. 9
	Nondirective Behaviors	Ch. 10
	Developmental Supervision	Ch. 11
Sep. 20	Observing Skills	Ch. 12
	Assessing and Planning Skills	Ch. 13
	Implementation and Evaluation Skills	Ch. 14
Sep. 27	Direct Assistance to Teachers	Ch. 15
	Evaluation of Teaching	Ch. 16
	Group Development	Ch. 17
	Professional Development	Ch. 18
Oct. 4	Curriculum Development	Ch. 19
	Action Research: The School as the Center of Inquiry	Ch. 20
	Facilitating Change	Ch. 21
Oct. 11	Addressing Diversity	Ch. 22
	Building Community	Ch. 23
	Final Project	Final Project

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Chapters are from the required textbook:

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). *SuperVision and instructional leadership: A developmental approach* (10th ed.). New York, NY: Pearson. ISBN 13: 978-0-13-444989-0

Evaluation

Assessment and Summative Evaluation of Learning Objectives

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Assessment Guide

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Assignments

1. Reflection Papers (23 assignments x 5 points each) = 115
2. Final Project (1 paper x 50) = 50 points
   Total possible points = 165
   A = 155-165, B = 139-154, C = 123-138, F = > 123.

GRADING RUBRICS

1. Write 23 chapter reflection papers.
2. Write a Final Project paper.

The **final project** is an opportunity for you to identify and articulate your personal theory of instructional supervision. Your personal theory of instructional supervision should: (1) reflect on personal beliefs regarding the supervisor-supervisee relationship, (2) articulate how your personal beliefs would shape the future of instructional supervision, (3) connect personal beliefs to insights from your own experience as a teacher/administrator/other, and (4) connect the content and activities learned from the course text (23 topics).

Your paper should: (a) be numbered (no title page), (b) include appropriate headings, (c) be free of mechanical errors, (d) have an overall flow of textual material, and (e) be a minimum of five (5) double-spaced pages (not including references) (12 point, Times New Roman font). *I suggest that you begin formulating your **final project** as you begin the course by recording in your *final project working document* "take aways" or "gems of learning" that you gather as you proceed through the topics (chapters), rather than trying to put it all together at the end of the course. The former approach will result in a more inclusive recording of your learning in the course, instead of a haphazard, patchwork of ideas put together at the end.

Grading Scale

When grading your assignments, I will consider three general components:

1. A demonstrated understanding of the material and the learning objectives.

2. Your ability to articulate, synthesize and analyze the concepts and issues presented in the material.

3. Clear and logical composition supported by examples and appropriate references.

If at any time you desire additional feedback, you should contact me directly via email. Feel free to ask questions about course progress, grades, etc., at any time, and remember that I am interested in helping you learn and succeed.

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. "A" work is earned by learners who extend learning and coursework beyond the stated outcomes.
B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines and completing course assignments that meet graduate work expectations.
C or F= Failure to meet Standards

Course Outcomes

Upon successful completion of this course, students will be able to demonstrate their skills, knowledge, and application of the Standards for Advanced Programs in Educational Leadership (National Policy Board for Educational Administration, 2002, http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf. All students will demonstrate general knowledge and competency related to the standard areas established by the State Board of Educator Certification.

1. Students will participate in activities that demonstrate application of knowledge and skills (ELCC 7.1, 7.2)
2. Students will apply skills and knowledge articulated in the ELCC standards as well as the Texas standards for educational leaders and supervisors. (ELCC 7.3)
3. Students will demonstrate their understanding of responsibility for leading, facilitating, and making decisions typical of those made by educational leaders and supervisors. (ELCC 7.1)
4. Students' will demonstrate a wide range of relevant knowledge and skills for leading and supervision. (ELCC 7.4)
5. Students will communicate with members of the school community. (ELCC 1.4, 6.2)
6. Students will utilize data-based research strategies and strategic planning processes that focus on student learning to understand how to inform school vision. (ELCC 1.2)
7. Students will demonstrate an understanding of student assessment results, student and family demographic data, and analysis of community needs. (ELCC 1.2)
8. Students will participate in activities that apply principles of effective instruction to improve instructional practices and curricular materials. (ELCC 2.2)
9. Students will utilize course knowledge in preparing for the state principal certification examination (TExES) and complete the 100-item practice exam, unless they don't need principal certification

Web address for state standards: SBEC/TEXES
http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15

Web address for specialty organization standards: ELCC
http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Course Format

Teaching strategies will include field activities, class discussion, and student presentations.
IDEA objectives. Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives and general effective teaching practices at the end of the course.

Essential Objectives:

3. Learning to apply course material (to improve thinking, problem solving, and decisions).

Important Objectives:

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

COURSE REQUIREMENTS:

Late Assignment Policy

You should consult with your professor in advance, if there is an unavoidable need for an absence from participation in course activities (discussions, blogs, podcasts, webnars, etc.). No make – up assignments will be given without a viable acceptable excuse reflective of university policy. Late assignments will result automatically in a lower grade. (ELCC 2.3; T 4.2)

Time Requirement

- All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in class. Participation in all discussions and completion of all activities and assignments by their due date is expected. Points will be deducted from assignment grade for work turned in late or non-participation in discussions.
- Assignments are due by 11:59 pm on the due date and will be considered late if emailed to the professor or posted to Blackboard after the due date. Use Blackboard to send all assignments (unless otherwise specified). You must have a SHSU Email Account (not to be forwarded to other email) [see http://www.shsu.edu/~ucs_www/] and be able to access Blackboard to participate in this class. To successfully complete this course, students must actively use Blackboard minimally two times a week. Failure to actively use Blackboard for any one-week period will result in the student being dropped from the class or failed if after drop deadline.
- Students will visit the library at SHSU on line to supplement their readings on the various methodologies and will share these accounts during class discussions.
- Students will make postings on Blackboard as assigned. This posting should be related to what you are learning in the course or what we have discussed. You may post questions for response.

Professionalism Policy

The primary vehicle for sharing class members' "key reactions" to the assigned readings/case studies/etc in this online class, will be via individual postings on the Blackboard Discussion Board as indicated on the Course Schedule and Sessions posted on your course's website. In addition to frequent online shared DB postings of your "key reactions" to assigned readings and shared comments on each others' postings, students will occasionally be asked to write a one to two page critique of selected assigned readings (noted with asterisks by certain readings on your course schedule). The critiques should be kept by each student in a personal electronic database as well as submitted via designated Submissions to the instructor as requested in your Sessions and Syllabus.

Written work should:

- Be clear, well organized, and concise.
- Be free from grammatical and spelling errors.
- Be typed (12 point) and double spaced with 1 inch margins on left and right. Affix your name, date, course, and assignment # in the upper left corner of the page. Paginate with page number in upper
  right corner of the page. DO NOT USE A TITLE PAGE, and submit each assignment for each Class
  Lesson in ONE DOCUMENT (e.g., if there are two assignments for a lesson, submit two separate documents.
- Demonstrate a thorough analysis. Include supporting evidence from course readings and additional resources (citations must be provided). Adhere to the conventions delineated in the 6th Edition of the APA Manual, including the use of bias free language. (ELCC 2.3; T 4.2)

Academic Dishonesty Policy

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty
Student Syllabus Guidelines check link (www.shsu.edu/syllabus)

Tk20 Account statement (if required for class)
   Tk20 Account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: https://tk20.shsu.edu/

Course Requirements:

- Late assignment policy
- Time requirement

- ☐ Professionalism policy
- ☐ Academic Dishonesty policy
- ☐ Cell Phone Policy **Sam Houston State University Academic Policy Statement 100728**
- ☐ Student Syllabus Guidelines with link - http://www.shsu.edu/syllabus/

NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf

http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)
Technological Learning Environment
(CF2) Communication (CF3)
Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)
Web link on *Educator Preparation Services site for **Conceptual Framework***:
http://www.shsu.edu/~edu_edprep/

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF 1)
2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)
3. Practices ethical behavior and intellectual honesty. (CF 3)
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. (Please provide additional information for the candidate if the DDP is administered during your course.)

College of Education Information:
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Texas Standards

Course standards are based on Standards for the Principal Certificate, Texas Administrative Code, Title 19, Part 7, Chapter 241, Rule 241.15.

1. Learner-Centered Values and Ethics of Leadership.
An administrator is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner.

2. Learner- Centered Leadership and Campus Culture
An administrator is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

3. Learner-Centered Human Resources Leadership and Management
An administrator is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and

implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

4.   Learner-Centered Communication and Community Relations
An administrator is and educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5.   Learner-Centered Organizational Leadership and Management
An administrator is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

6.   Learner-Centered Curriculum Planning and Development
An administrator is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

7.   Learner-Centered Instructional Leadership and Management
An administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

Educational Leadership Constituent Council (ELCC) Standards

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

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through

substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Examples of Possible Activities in this Course

ELCC STANDARDS	COURSES/ACTIVITIES	TExES COMPETENCI
4.1 Collaborate w/ Site-based Committee	1. Describe how the principal and assistant principal(s) and teacher leaders interact with the site-based decision-making committee.	2.2 Build consensus/ Conflict mgmt. 2.5 Develop Community Relations
3.2 Manage Operations	2. Discuss faculty orientation and induction year procedures for beginning teachers. Describe evaluation procedures used in this program (to evaluate the program's effectiveness).	6.1 Collaboratively Develop Prof. Dev. Plan 6.5 Use Evaluations to Enhance Personnel 6.7 Engage in Professional Development
3.1 Manage the Organization	3. Secure and/or develop a comprehensive checklist for the opening and closing of a school year from the principal-teacher point of view. Critique the effectiveness of such documents.	9.1 Implement Operations of School Plant/ Systems 9.4 Apply Laws to Support School Programs
3.1 Manage the Organization 3.2 Manage Operations	4. Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions. (**This activity was once assigned in ASE 532**)	6.4 Recruit, Select, Evaluate Personnel-Legal 6.5 Use Evaluations to Enhance Personnel
2.1 Promote Positive School Culture	5. Using a learning community climate/culture survey, analyze the climate/culture of the school community. What suggestions do you have to improve the climate/culture of the school community? (**This activity was once assigned in ASE 532**)	1.9 Assess/Modify Plans 1.2 Involve Parents & Community Members
2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	6. Example: Observe or interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction
2.4 Design Prof. Dev. Growth Plans	7. Describe and critique the process used on a campus for determining the professional development needs and staff development plans.	6.1 Collaboratively Develop Prof. Dev. Plan
2.2 Instructional Programs	8. Critique the process used at the campus level to assess and modify curriculum. Address how the principal employs collaborative planning processes to facilitate curriculum/instruction change.	4.2 Monitor/Revise Curriculum- Student Data

1.2 Articulate the Vision	9. Explain how analysis of information from various student groups can be used to improve student achievement in an educational setting.	7.2 Use Data to Inform Decisions
1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs	10. Analyze how the Academic Excellence Indicator System (AEIS) impacts the curriculum and instruction for all learners.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction 5.5 Use student assessment
Curriculum Alignment 2.3 2.2 1.1 1.3 2.2 2.3 1.5 1.4 4.3 6.3	Describe the components of a curriculum alignment project. Activities might include one or more of the following: ___Identify emerging patterns and trends of the data (ELCC 2.2). ___Review district curriculum documents to determine the objectives' alignment with the lowest performing areas for an identified subject and grade level. (ELCC 2.2) ___Provide recommended revisions for the targeted curriculum areas in district/campus curriculum documents and recommendations regarding alignment with instruction/professional growth for teachers (ELCC 1.1). ___Develop a curriculum action plan for improving student performance in the targeted areas (ELCC 1.3). ___Present the findings of the data (ELCC 2.2). ___Recommend how the school staff can use the data to align the curriculum and promote best practices for enhancing student achievement (ELCC 2.3). ___Describe how you will solicit community support for the vision of the action plan (ELCC 1.5). ___Discuss plans for presenting the project to their school board, community members, school officials, and other stakeholders of the school (ELCC 1.4). ___ Discuss strategies to solicit the stakeholders' support in finding additional community resources (ELCC 4.3). ___Reflect on how this project could create new policies and programs for providing equitable instruction for	
1.1, 1.2, 1.4, 2.1, 2.4, 3.2, 3.3, 4.1, 5.1, 5.2, 5.2, 6.1, 7.3	Explain how an inquiry process can be utilized to evaluate a school program or gather information to answer a question that can improve teaching/learning in a classroom or a school. Complete by collecting and analyzing data, followed by results and recommendations.	

1.1 Develop the Vision 1.2 Articulate the Vision 1.3 Implement the Vision 1.4 Steward for the Vision 3.1 Manage the Organization	11. Examine a variety of types of data from all components of a school system to determine needs of the campus for each of the following areas: Curriculum Instruction & Assessment, Professional Development, Supervision and Communication and Community Relations/Organizational Management. (Reflection Journal/Data Sources sheets)	1.1 Create Campus Culture that Promotes Learning 1.6 Involve Stakeholders 1.8 Align Resources to Implement the Vision 1.9 Assess/Modify Plans
1.1 Develop the Vision 1.2 Articulate the Vision 1.3 Implement the Vision	12. Analyze goals, objectives, activities, resources, and assessment strategies for improving student performance based on the needs of the students.	1.1 Create Campus Culture that Promotes Learning 1.6 Involve Stakeholder