COURSE NUMBER: EDS 6050

COURSE TITLE: Instructional Leadership

CATALOG DESCRIPTION:  
3 semester hours. The focus of the course is on improving classroom performance and school performance. Students study effective supervisory principles and practices that can be used for instructional and school improvement.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:  
As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by documenting and presenting knowledge, skills, and dispositions that demonstrate clearly (a) how instructional objectives and curricular goals are aligned with the vision for the school; (b) the skills necessary for the planning and implementation of improvements of student learning; (c) the use of data as a component of planning for instructional improvement; and (d) the development of a plan for the provision of support to increase the use of technology already in the school/classroom. Particular attention will be paid to the ethical behavior of the leader in establishing a culture for learning in the school that engages teachers in collaborative teaching and learning, critical reflections on their pedagogical practices, and sensitivity to differing cultural and learning perspectives.

REQUIRED TEXTS:


REQUIRED JOURNAL READINGS


**REQUIRED WEBSITES:**

Association for Supervision and Curriculum Development
What works in schools
[http://www.ascd.org/portal/site/ascd/template](http://www.ascd.org/portal/site/ascd/template)

Broward County School District
[www.browardschools.com](http://www.browardschools.com)

Education Research Service
Improving teaching and learning with data-based decisions
[www.ers.org/spectrum/sum01a.htm](http://www.ers.org/spectrum/sum01a.htm)

Florida Comprehensive Assessment Test (FCAT).
FCAT Facts. History of FCAT.
[http://www.fldoe.org/meetings/June02/History_of_the_FCAT.pdf](http://www.fldoe.org/meetings/June02/History_of_the_FCAT.pdf)

Sunshine State Standards: Curriculum, K-12
[http://www.firm.edu/doe/curric/prek12/frame2.htm](http://www.firm.edu/doe/curric/prek12/frame2.htm)

Florida’s Applied Technology Curriculum Planning Companion
[http://www.firm.edu/doe/workforce/title.htm](http://www.firm.edu/doe/workforce/title.htm)

Manhattan Institute for Policy Research (MI).
An Evaluation of the Florida A-Plus Accountability and School Choice Program.

North Central Regional Education Laboratory, The Toolbelt: A collection of data-driven decision-making tools for educators
www.ncrel.org/toolbelt/index.html
Palm Beach County School District
www.palmbeach.k12.fl.us
The Wallace Foundation
How leadership influences student learning (2004)
www.wallacefoundation.org [education leadership]

**AUDIO/VISUAL TECHNOLOGY:**
Computer: Blackboard Distance Learning  (blackboard.fau.edu   Do not type www. Follow links for Login)
http://www.english.uiuc.edu/cws/wwworkshop/bibliography/apa/apamenu.htm
http://www.apastyle.org/fifthchanges.html
Computer: E-mail
Computer: PowerPoint Presentations
Computer: Word processing
Overhead projector, Computer Projector, VCR
CD-ROM’s, DVD, Laser Disks
Videotapes

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**
1. Florida Department Office of Education (FDOE)-Florida Educational Leadership Standards (FPLS),
2. FAU College of Educational Conceptual Framework,
3. Mission Statements (University, College and Department) and Educational Leadership Constituent Council (ELCC) Standards
4. Interstate School Leaders Licensure Consortium (ISLLC) Standards
5. Florida Education Leadership Exam (FELE)

**COURSE OBJECTIVES:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will identify critical attributes of instructional leaders.</td>
</tr>
<tr>
<td></td>
<td>(ELCC  1, 2, 5) (ISLLC 1, 2, 5) (FDOE –FPLS 1, 2, 8) (FELE Leadership A, E, Management A, B, C, D, E, Communication B, C, F, Curriculum B)</td>
</tr>
<tr>
<td>2.</td>
<td>Students will understand the significance of emotional leadership in creating a healthy culture and a high performing system.</td>
</tr>
<tr>
<td></td>
<td>(ELCC  2, 4, 6) (ISLLC 2, 4, 6) (FDOE –FPLS 2, 6) (FELE Leadership C, E, Management C, Communication B, C, F)</td>
</tr>
<tr>
<td>3.</td>
<td>Students will understand how instructional leaders create and sustain a high performing teaching and learning culture.</td>
</tr>
<tr>
<td></td>
<td>(ELCC 1,2, 3, 4, 5, 6)  (ISLLC1, 2, 3, 4, 5, 6) (FDOE –FPLS 1,2, 3, 4, 5, 6, 7, 8, 9) (FELE Leadership D, Personnel A, Management B, Communication C, Technology E, Curriculum D, F)</td>
</tr>
<tr>
<td>4.</td>
<td>Students will understand and apply the use of various leadership styles/theories to analyze strengths and weaknesses of these various styles/theories (e.g., distributed leadership, emotional intelligence for leadership, participatory leadership, entrepreneurial leadership, technology leadership, social justice</td>
</tr>
<tr>
<td></td>
<td>(ELCC  2, 3, 4, 5) (ISLLC 2, 3, 4, 5) (FDOE –FPLS 2, 3, 4, 8, 9) (FELE Leadership C, F Management B, Communication C, Curriculum D)</td>
</tr>
</tbody>
</table>
leadership, ethical leadership) in relation to the creation and sustenance of high performing teaching and learning cultures.

| 5. | Students will analyze data to identify needs, establish goals and benchmarks, and make recommendations for school improvement, planning and professional development purposes. | (ELCC 3) (ISLLC 3) (FDOE –FPLS 3) (FELE Leadership F Management D, Curriculum D, E, F) |
| 6. | Students will identify internal and external influences on learning and subsequent expectations in schools, particularly and in relation to the political, cultural, and social aspects of schooling. (An understanding of open and closed systems is foundational.) | (ELCC 6) (ISLLC 6) (FDOE –FPLS 6) (FELE, Curriculum A) |
| 7. | Student will discuss the role of technology in schools today and evaluate the organization’s technology plan in writing (or if no plan exists then create one) for increased support and use of technology in the organization. | (FDOE –FPLS 7) (FELE, Technology E) |
| 8. | Students will understand their roles as instructional leaders in relation to standards based reform (e.g., developing systems for monitoring the achievement patterns of all student subgroups, providing feedback to professional staff, building collegiality and collaborative work systems, and promoting data-based decision making). | (ELCC 2, 3) (ISLLC 2, 3) (FDOE –FPLS 2, 3, 8) (FELE Leadership E, Personnel B, Management D, Curriculum B, E, F) |
| 9. | Students will look at how the instructional leader manages the learning environment so that all students are valued (e.g., critical race theory, culturally relevant pedagogy, constructivist teaching and learning principles that build on prior knowledge, subtractive schooling). | (ELCC 6) (ISLLC 6) (FDOE –FPLS 69) (FELE Leadership B, Communication B, Curriculum D) |
| 10. | Students will identify different instructional support practices that they can incorporate into their school learning and teaching culture such as mentoring, coaching, clinical supervision, and action research. | (ELCC 2, 3, 4, 5) (ISLLC 2, 3, 4, 5) (FDOE –FPLS 2, 3, 4, 8, 9) (FELE Leadership C, F, Management B, Communication C, D, E, Curriculum C, F) |

CONTENT OUTLINE: **Fast-Track** Five Saturdays Model
Sergiovanni text = S Chapters
Class 1

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Overview of course: introductions, requirements, assignments</td>
<td>Assignments</td>
</tr>
<tr>
<td></td>
<td>* What is leadership?</td>
<td>Due Class 2</td>
</tr>
<tr>
<td></td>
<td>* Critical attributes of instructional leaders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Various styles and theories of leadership discussed and critiqued:</td>
<td>Text Readings:</td>
</tr>
<tr>
<td></td>
<td>distributed leadership, participatory leadership, team leadership,</td>
<td>S=Chapters. 1, 2, 4, 11</td>
</tr>
<tr>
<td></td>
<td>entrepreneurial leadership, social justice leadership, ethical</td>
<td>J=Chapters. 8, 11, &amp; 4</td>
</tr>
<tr>
<td></td>
<td>leadership, and other kinds of leadership</td>
<td></td>
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<tr>
<td></td>
<td>* Emotional intelligence for leadership</td>
<td>Articles:</td>
</tr>
<tr>
<td></td>
<td>* Critical functions of instructional leadership</td>
<td>Cross, Role of principal in standards-driven</td>
</tr>
<tr>
<td></td>
<td>* The role of the principal as an instructional leader</td>
<td>reform</td>
</tr>
<tr>
<td></td>
<td>* What is school culture?</td>
<td>Davis, New standards</td>
</tr>
<tr>
<td></td>
<td>* Leadership orientations and impact on school culture</td>
<td>Ferraro, Pathways to reform</td>
</tr>
<tr>
<td></td>
<td>* Curriculum standards and impact of standards based reform.</td>
<td>Marzano, Standardized curriculum</td>
</tr>
<tr>
<td></td>
<td>Video: Making Standards Work for All Students</td>
<td>Websites:</td>
</tr>
<tr>
<td></td>
<td>* Curricular goals and instructional objectives</td>
<td>Florida Department of Education (2003).</td>
</tr>
<tr>
<td></td>
<td>* Role of the principal in relation to curriculum</td>
<td>Sunshine State Standards: Curriculum, K-12</td>
</tr>
<tr>
<td></td>
<td>* Determining and establishing a vision as an educational leader</td>
<td><a href="http://www.firn.edu/doe/curric/prek12/frame2.htm">http://www.firn.edu/doe/curric/prek12/frame2.htm</a></td>
</tr>
<tr>
<td></td>
<td>* How do we align various components in education?</td>
<td>Florida’s Applied Technology Curriculum Planning Companion</td>
</tr>
<tr>
<td></td>
<td>* Ticket to leave [assessment]</td>
<td></td>
</tr>
</tbody>
</table>

Critical Assignment #1: Objectives, Goals and Vision Alignment Analysis

Class 2

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Connections to readings and other assignments</td>
<td>Assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due Class 3</td>
</tr>
</tbody>
</table>
| Critical Assignment #1 Due | Sharing of key points from *alignment assignment*
*The role of technology in schools today*
*Technology plans at school and district levels*
*Meaningful use of technology for learning*
*The role of the principal in appropriate support of technology to increase learning*
*Technology support for teachers/staff*

Overview of Critical Assessment on Technology Plan.

*Leadership for high achievement by all students*

*What is the ACHIEVEMENT GAP? How do achievement gaps relate to the district and school level?*

*The importance of using data to improve learning for all students*

*The role of instructional leader in relation to standards based reforms*

*The importance of data for different purposes*
*Data analysis, including data of student subgroups*
*Using data to identify needs*
*Drawing conclusions and making recommendations using data*
*Using data for school improvement, planning and professional development*

Overview of Critical Assignment Ticket to Leave [assessment] |
| --- | --- |
| Text Readings: | S=5, 6, 7, & 8
J=1, 2, 5, & 6 |
| Articles: | Barton, *Why does the gap persist?*
Checkley, *A is for audacity*
Quindlen, *Reaching minority students: Closing the achievement gap*
Ramirez, *Challenging assumptions about the achievement gap* |
| Websites: | *How leadership influences student learning*
[www.wallacefoundation.org](http://www.wallacefoundation.org)
[education leadership] |
<p>| What works in schools | <a href="http://www.ascd.org/portal/site/ascd/template">http://www.ascd.org/portal/site/ascd/template</a> |
| Critical Assignment #2: | <em>Plan to support increased technology use.</em> |</p>
<table>
<thead>
<tr>
<th><strong>Class 3</strong></th>
<th><strong>Critical Assignment #2 Due</strong></th>
</tr>
</thead>
</table>
| *Connections to readings and other assignments*  
Presentation of technology reports  
*Leadership in relation to creating and sustaining high performing teaching*  
*The impact of the teacher on student learning and performance*  
*Internal and external influences on learning*  
*Data-based decision making*  
*Using data to promote changes in the school culture*  
*Learning expectations*  
*Effective schools- what makes schools effective? What data is used to determine a school’s effectiveness?*  
*Effective practices- what are they and how do leaders get teachers to implement them?*  
*Practices that take into account students’ background [culturally relevant pedagogy]*  
*Addressing the achievement gap through instructional practices*  
*Systems for monitoring achievement patterns of student subgroups*  
*Providing instructional support to teachers*  
*Principals’ knowledge of effective teaching practices*  
*Determining professional needs of staff*  
*Professional support plans for improvement of learning*  
Overview of Critical Assignment  
Ticket to leave [assessment] |

<table>
<thead>
<tr>
<th><strong>Assignments</strong></th>
<th><strong>Due Class 4</strong></th>
</tr>
</thead>
</table>
| **Text Readings:**  
S=Chapters. 9, 11, & 13  
J=Chapters. 9 & 10 |
| **Articles:**  
Buchen, *Overcoming obstacles to instructional leadership*  
Goldhaber, *Accountability with a kicker*  
Neuman, *Focusing on student achievement*  
Safer, *Monitoring student progress* |
| **Websites:**  
*Data driven decision making tools for educators*  
www.ncrel.org/toolbelt/index.html  
*Improving teaching and learning with data-based decisions*  
www.ers.org/spectrum/sum01a.html  
Manhattan Institute for Policy Research  
### Class 4

- *Connections to readings and other assignments*
  - Sharing of *Student learning assignment*

- *Overview of political, cultural and social aspects of schooling*

- *Building collegiality and collaborative work systems*

- *Revisiting the importance of school culture*

- *Learning environments that value all students*
  - culturally relevant pedagogy
  - constructivist teaching
  - effective learning principles

- *Assessing the community of learners and learning expectations within and outside the school*

- *The role of supervision in effective learning environments*

- *Supervisory practices to develop teachers*
  - coaching
  - mentoring
  - clinical supervision
  - action research

- *Ideal and real supervision practices*

- *Supervision related to excellent, good, mediocre and poor performing teachers*

- *Difficult situations related to supervision*

- *Case study*

- *Role play of situations*

- Valuable websites for administrators

- *Ticket to leave [assessment]*

### Assignments

*Due Class 5*

- **Text Readings:**
  - S=Chapters. 14 & 16
  - J=Chapter. 7

- **Articles:**
  - Hargreaves & Fink, *Seven principles of sustainable leadership*
  - Evans, *The human face of reform*

- **Websites**
  - Select one of the professional websites that provides information about instructional leadership and be prepared to give information about benefits of this site.

### Critical Assignment

*Improvement of learning application: Skills for the Planning and Improvement of Student Learning*
Class 5

Critical Assignment #3 Due

Connections to readings and other assignments
Presentation of technology reports concluded

*The influence of the principal on policies and practices
*The principal as an instructional leader-revisited in context of the many other demands of leadership

*The impact of contextual variables on Instructional Leadership
  • level of the school e.g., elementary, middle, and high school
  • SES, racial and ethnic composition of community, faculty and staff, and students
  • teacher professionalism
  • parent/community involvement
  • students’ prior knowledge and range of needs

*When is it time for change in a school?*  
*Determining needed changes, particularly related to achievement gaps*  
*Looking at The Change Process*  
*The role of instructional leader in the change process*  
*Strategies that facilitate the change process*

*Review of the course, making connections to key concepts and applications to Instructional Leadership*

Synthesis: The important thing about Instructional Leadership

SPOT evaluation

COURSE REQUIREMENTS:
A. Course Required Readings by Chapter and Pages

Sergiovanni Chapters:
Chapter 1, pp. 2-21  Setting the Stage: Administering as a Moral Craft
Chapter 2, pp. 23-55  Views of the Principal’s Job
Chapter 4, pp. 87-101  A New Theory of the Principalship
Chapter 5, pp. 103-124  The School as a Moral Community
Chapter 6, pp. 128-151  The Forces of Leadership and the Culture of Schools
Chapter 7, pp. 159-171  The Stages of Leadership: A Development View
Chapter 8, pp. 173-188  Becoming a Community of Leaders
Chapter 9, pp. 191-203  Characteristics of Successful Schools
Chapter 11, pp. 239-245  Making Standards Work
Chapter 13, pp.271-290  Instructional Leadership, Supervision, and Teacher Development
Chapter 14, pp. 293-308  Clinical Supervision, Peer Inquiry, and Other Supervisory Practices
Chapter 16, pp.341-356  The Change Process

Johnson Chapters:
Chapter 8, pp. 179-197  Listening to Student and Parent Voices
Chapter 11, pp. 249-267  Will We Know It When We See It? Visioning, Planning, and Implementation
Chapter 4, pp. 53-67  Building Leadership and Data Teams
Chapters 1 & 2, pp. 1-28  The Achievement Gap: Framing Our Minds to Set Our Sights and Building Dissatisfaction and Killing the Myths: Examining Data as a First Step Toward Motivating Reform
Chapters 3, 5, & 6, pp. 34-50; 69-82; 83-125  Data in the Reform Process: How and Why; Talking About Data; and Examining Outcomes
Chapter 9, pp. 198-216  Evaluating Programs and Interventions
Chapter 10, pp. 218-238  Critical Questions
Chapter 7, pp. 126-178  Assessing Policies and Practices

TEACHING METHODOLOGIES:
Critical perspectives and constructivist learning methods will guide the instructor in facilitating discussions that examine issues from multiple perspectives, build on previous learning, and question underlying assumptions about who benefits from the decisions made and who may be hurt or left out of decisions.

The foundational belief for this course is that an instructional leader must be cognizant of social justice issues and WORK TO CLOSE THE ACHIEVEMENT GAP. School becomes an arena to address and change inequities, discriminations, and injustices that may be practiced in the larger society and have become part of the school culture through accepting these practices without critical reflection as to their effects. Data-based decision making itself is not the answer to addressing these issues of the achievement gap. Rather, it must be practiced within the framework of ethical, reflective decision making.

ASSESSMENT PROCEDURES:
A critical assignment is a required student performance to demonstrate proficiency of one of the Florida Educational Leadership Standards. These critical assignments are embedded in selected courses in Florida Atlantic University’s Educational Leadership professional preparation program. NCATE requires that colleges of education students demonstrate the knowledge, skills and dispositions necessary to meet professional state and institutional standards. Consequently, the performance of
students in regard to these critical assignments is used as documentation of student competence for the Florida Educational Leadership Standards.

This course has three critical assignments embedded in the syllabi. All sections and instructors of this course will be assessing student proficiency on the critical assignments, utilizing a common rubric.

All students will be assessed on the basis of a three point evaluation rubric: “Exceeds Expectations”, “Meets Expectations” and “Does Not Meet Expectations”. In order to successfully complete a program of study, all students must meet or exceed expectations on all critical assignments. Consequently, the Department of Educational Leadership requires that students must “Meet” or “Exceed” expectations on all critical assignments in order to pass this course.

If a student fails to “Meet” or “Exceed” expectations on all critical assignments assigned to this course, it is the policy of the Department of Educational Leadership that the student will receive an “Incomplete” grade for the course and will be given a period of time established by the instructor, consistent with department and university policy, to demonstrate proficiency on the critical assignment to the instructor. When proficiency is demonstrated the grade of “Incomplete” will be changed to a grade consistent with the criteria delineated in this syllabus.

Each professor will have the discretion to determine the amount of time that will be allowed for the incomplete to be made up, as long as the time period is no more than four weeks.

CRITICAL ASSIGNMENTS for EDS6050: INSTRUCTIONAL LEADERSHIP

CRITICAL ASSIGNMENTS FOR THIS COURSE WILL COMPRIS 50% OF YOUR GRADE.

CRITICAL ASSIGNMENT #1:
ASSESSEMENT ON THE OBJECTIVES, GOALS AND VISION ALIGNMENT ANALYSIS

Standard: High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

Indicator: Describes How Instructional Objectives, Curricular Goals And The Shared Vision Relate To Each Other in a School Improvement Plan.

Assessment: Student will use written materials on the organization vision, goals (from a School Improvement Plan), and instructional objectives and will explain and assess critically the relationship and alignment among all three levels in writing.

OBJECTIVES, GOALS AND VISION ALIGNMENT ANALYSIS GENERAL RUBRIC
<table>
<thead>
<tr>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>-There is no clear explanation of the relationship among the three variables of vision, curricular goals and instructional objectives.</td>
<td>-There is an explanation of the relationship among the three variables of vision, curricular goals and instructional objectives.</td>
<td>-There is a clear explanation of the relationship that should exist among the three variables of vision, curricular goals and instructional objectives.</td>
</tr>
<tr>
<td>-There is no clear explanation of the alignment among the three variables of vision, curricular goals and instructional objectives.</td>
<td>-There is an explanation of the alignment among the three variables of vision, curricular goals and instructional objectives.</td>
<td>-There is a clear and strong explanation of the alignment that should exist among the three variables of vision, curricular goals and instructional objectives.</td>
</tr>
<tr>
<td>-There is no assessment that analyzes the extent of the alignment/ misalignment.</td>
<td>-There is a vague assessment that analyzes the extent of the alignment/ misalignment.</td>
<td>-A critical assessment analyzes the extent of the alignment/ misalignment, with strengths and areas for improvement noted (if needed).</td>
</tr>
</tbody>
</table>

OBJECTIVES, GOALS AND VISION ALIGNMENT ANALYSIS

SPECIFIC RUBRIC FOR SCORING

*Points are listed for each level of performance. Performance totals may include different levels of performance for components; but Exceeds Expectation totals can only be met if all components meet criteria for Exceeds Expectations.*

<table>
<thead>
<tr>
<th>EXCEED EXPECTATIONS 13 Points</th>
<th>MEETS EXPECTATIONS 12-6 POINTS</th>
<th>DOES NOT MEET EXPECTATIONS 5 or Fewer Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I.</strong> Explanation of Vision, curricular goals, instructional objectives</td>
<td><strong>4-2 points</strong></td>
<td>A. There is an acceptable explanation of each of the three variables of vision, curricular goals and instructional objectives. B. There is a clear description of the ideal relationship among the three variables.</td>
</tr>
<tr>
<td><strong>5 points</strong></td>
<td><strong>B.</strong> There is a clear description of the ideal relationship among the three variables.</td>
<td>A. There is an incomplete explanation of the three variables of vision, curricular goals and instructional objectives. B. There is an incomplete description of the ideal relationship among the three variables.</td>
</tr>
<tr>
<td><strong>II.</strong> Analysis of Alignment in School Improvement Plan [SIP]</td>
<td><strong>4-2 points</strong></td>
<td>A. There is a critical assessment that analyzes the extent of the alignment/ misalignment among the three variables in the SIP. B. The analysis includes key examples of alignment and misalignment. C. There are five or more key suggestions for improvement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. There is an incomplete assessment that analyzes alignment &amp; misalignment among the three variables in the SIP. B. The analysis does not includes relevant examples of alignment and misalignment, nor at least four relevant suggestions for improvement.</td>
</tr>
</tbody>
</table>
CRITICAL ASSIGNMENT #2:
PLAN TO SUPPORT INCREASED TECHNOLOGY USE

Standard:
High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Indicator:
Has a plan for the provision of support to increase the use of technology already in the school/classrooms.

Assessment:
Student will evaluate the organization’s technology plan in writing (or if no plan exists then create one) for increased support and use of technology in the organization.

PLAN TO SUPPORT INCREASED TECHNOLOGY USE - GENERAL RUBRIC

<table>
<thead>
<tr>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Fails to evaluate resources in place for technology plan’s success. -Fails to evaluate the technology plan in terms of its effectiveness for increased support and use of technology in the organization. -Does not present increased use of technology nor clear strategies that can be put in place. Fails to design a process for evaluating the effectiveness of the intervention strategies.</td>
<td>-Evaluates some resources in place for technology plan’s success. -Somewhat evaluates the technology plan in terms of its effectiveness for increased support and use of technology in the organization. -Recommends increased use of technology but without clear strategies that can be put in place. Designs a process for evaluating the effectiveness of the intervention strategies to increase.</td>
<td>-Evaluates several resources in place for technology plan’s success. -Clearly evaluates the technology plan in terms of its effectiveness for increased support and use of technology in the organization. -Recommends support strategies to increase the use of technology that can be put in place. Designs a complete process for evaluating the effectiveness of the intervention strategies to increase.</td>
</tr>
</tbody>
</table>
PLAN TO SUPPORT INCREASED TECHNOLOGY USE-
SPECIFIC SCORING RUBRIC

*Points are listed for each level of performance. Performance totals may include different levels of performance for components; but Exceeds Expectation level can only be met if all components meet criteria for Exceeds Expectation.*

<table>
<thead>
<tr>
<th></th>
<th>EXCEEDS EXPECTATIONS 12 Points</th>
<th>MEETS EXPECTATIONS 11-6 Points</th>
<th>DOES NOT MEET EXPECTATIONS 5 or Fewer Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. EVALUATION OF PLAN’S EFFECTIVENESS</strong></td>
<td>A. Clearly analyzes and evaluates the Technology Plan, accurately specifying strengths and weaknesses related to its effectiveness for increased support and use of technology in the organization.</td>
<td>A. Analyzes and evaluates the Technology Plan, specifying strengths and weaknesses related to its effectiveness for increased support and use of technology in the organization.</td>
<td>Fails to adequately evaluate the technology plan in terms of its effectiveness for increased support and use of technology in the organization</td>
</tr>
<tr>
<td><strong>II. RECOMMENDED SUPPORT STRATEGIES</strong></td>
<td>Recommends three or more effective support and intervention strategies for the organization to implement in order to increase the meaningful use of technology and electronic tools at all levels. 3 points</td>
<td>Recommends at least two support and intervention strategies for the organization to implement in order to increase the meaningful use of technology and electronic tools at all levels. 2 points</td>
<td>The recommended intervention strategy for the organization to implement does not increase the meaningful use of technology and electronic tools at all levels; or there is no recommendation. 1-0 points</td>
</tr>
<tr>
<td><strong>III. REPORT FORMAT</strong></td>
<td>Provides report using Power Point or similar software. Information is very clearly presented. Key points are very evident, using bullets or comparable format 2 points</td>
<td>Provides report using Power Point or similar software. Information is clearly presented. Key points are evident, using bullets or comparable format 1 point</td>
<td>The report is not presented in Power Point or similar software. Information is not clear and key points are not evident. 0 points</td>
</tr>
</tbody>
</table>

14
CRITICAL ASSIGNMENT # 3:
IMPROVEMENT OF LEARNING APPLICATION: SKILLS FOR PLANNING AND IMPROVEMENT OF LEARNING

Standard:
High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

Indicators:
- Has Identified Skills Necessary For The Planning And Implementation Of Improvements Of Student Learning
- Uses data as a component of planning for instructional improvement.

Assessment:
- Student will detail a written process to analyze data that notes broad trends in the achievement data in reading; identifies all the areas that seem significant for grade level or subject area instructional improvement; corroborates areas identified with other data sources that might further validate targeted areas for improvement; and determines what types of professional support may be needed for improvement of learning.
- Student will, through the use of data, demonstrate in writing how they could use data from their organization to plan and implement improvement of learning.

IMPROVEMENT OF LEARNING APPLICATION: SKILLS FOR PLANNING AND IMPROVEMENT OF ASSESSMENT OF LEARNING-GENERAL RUBRIC

<table>
<thead>
<tr>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Does not provide a clear summary of the data for planning and improvement of learning.</td>
<td>-Provides a clear summary of the data, noting trends that seem significant for planning and improvement of learning.</td>
<td>-Provides a clear summary of the data, noting trends that seem significant in terms of student mastery or levels of concern about lack of mastery and notes implications for planning and improvement of learning.</td>
</tr>
<tr>
<td>-Raises questions about the data that seem inappropriate and that lack corroboration from other data sources.</td>
<td>-Begins to posit questions for further exploration surrounding the trends that are most notable for planning purposes.</td>
<td>-Raises pertinent questions concerning targeted areas identified for instructional improvement for planning purposes.</td>
</tr>
<tr>
<td>-Does not relate professional support for the improvement of learning.</td>
<td>-Notes areas that seem to suggest that additional support needs to be provided for teachers and explains what that support might entail in terms of planning.</td>
<td>-Incorporates support for the teachers (e.g. through professional development) and follow-up into the plan.</td>
</tr>
<tr>
<td></td>
<td><strong>EXCEEDS EXPECTATIONS 25 POINTS</strong></td>
<td><strong>MEETS EXPECTATIONS 24 – 13 POINTS</strong></td>
</tr>
<tr>
<td>-------------------------</td>
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<td>---------------------------------------</td>
</tr>
<tr>
<td><strong>I. ANALYSIS OF DATA</strong></td>
<td>A. Provides a clear summary and analysis of the data relevant to student achievement in reading. B. Clearly describes significant trends related to student achievement at all levels and in specific skill areas. C. Identifies all areas critical to improvement of learning. D. Clearly states relevant conclusions about the data and meaningfully relates to planning and improvement of learning. <strong>12 points</strong></td>
<td>A. Provides a summary and analysis of the data relevant to student achievement in reading. B. Describes significant trends related to student achievement. C. Identifies areas critical to improvement of learning. D. States conclusions about the data and relates to planning and improvement of learning. <strong>11-7 points</strong></td>
</tr>
<tr>
<td><strong>II. PRESENTATION OF DATA</strong></td>
<td>A. Presents key data clearly in a visual format using charts and/or graphs. B. Presents visuals that are personally developed to clearly demonstrate and support the stated conclusions about the data. <strong>4 points</strong></td>
<td>A. Presents key data in a visual format using charts and/or graphs. B. Presents visuals that are personally developed to demonstrate and support the stated conclusions about the data. <strong>3-2 points</strong></td>
</tr>
<tr>
<td><strong>III. INSTRUCTIONAL IMPROVEMENT</strong></td>
<td>Raises six or more pertinent and meaningful questions based on analysis of data concerning trends and targeted areas identified for instructional improvement. <strong>4 points</strong></td>
<td>Raises at least five pertinent questions based on analysis of data concerning trends identified for instructional improvement. <strong>3-2 points</strong></td>
</tr>
<tr>
<td><strong>IV. PROFESSIONAL SUPPORT</strong></td>
<td>A. Provides a meaningful professional support plan for teachers based on [1] data analysis and conclusions about data [2] questions previously raised related to student achievement. B. The plan</td>
<td>A. Provides a professional support plan for teachers based on [1] data analysis and conclusions about data [2] questions previously raised related to student achievement.</td>
</tr>
<tr>
<td>includes description of topics and steps that will contribute to instructional improvement for student learning, and steps for continued professional support.</td>
<td>B. The plan includes topics and steps that address areas that will contribute to instructional improvement for student learning.</td>
<td>5 points</td>
</tr>
</tbody>
</table>

**GRADING POINTS FOR THIS COURSE:**

1. Three Critical Assignments [CA] with a total point value of 50 points
   - CA#1 up to 13 points; CA #2 up to 12 points; CA #3 up to 25 points
2. Participation in class discussions with a critical perspective and evidence of the readings, reflection, and questioning the status quo = 15 points.
3. Quizzes and/or Tickets to leave and/or Final exam = 35 points

Total Points for Course Work = 100

**GRADING SCALE IN THIS CLASS FOR FINAL GRADE, BASED ON TOTAL POINTS:**

<table>
<thead>
<tr>
<th>A=95-100</th>
<th>A-=90-94</th>
<th>B+=85-89</th>
<th>B=81-84</th>
<th>B-=76-80</th>
<th>C+=71-75</th>
</tr>
</thead>
<tbody>
<tr>
<td>C=66-70</td>
<td>C-=61-65</td>
<td>D=56-60</td>
<td>D=51-55</td>
<td>D-=46-50</td>
<td>F=45 or less</td>
</tr>
</tbody>
</table>

**FAU GENERAL OVERALL GRADE POINT AVERAGE [GPA]:**

<table>
<thead>
<tr>
<th>A</th>
<th>4.00</th>
<th>B</th>
<th>3.00</th>
<th>C</th>
<th>2.00</th>
<th>D</th>
<th>1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>3.67</td>
<td>B-</td>
<td>2.67</td>
<td>C-</td>
<td>1.67</td>
<td>D-</td>
<td>0.76</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>C+</td>
<td>2.33</td>
<td>D+</td>
<td>1.33</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY:**

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

**STUDENTS WITH DISABILITIES:**

Reasonable accommodations will be made for students with disabilities. The purpose of the Office for Students with Disabilities “is to provide reasonable accommodations to students with disabilities.”

**SUGGESTED RESOURCES:**


**BIBLIOGRAPHY:**

**A. Books**


McCutchan Publishing Corporation.
Cooper, T. & Freis, K. (1986). *A documentation system for teacher improvement or termination*. Topeka, KS: NOLPE.
developmental approach. Needham Heights, MA: Allyn and Bacon, Inc.

**B. JOURNALS**

Varlas, L. (2005). Bridging the widest gap: Raising the achievement of black boys. *ASCD Education Update, 47*(8), 1-3, 8.

**Journals:**

*American Educational Research Journal (AERA)*
*American School Board Journal*
*Education Administration Quarterly (EAQ)*
*Educational Technology*
*Educational Leadership (ASCD)*
*Educational Researcher*
*Educational Technology Research and Development*
*Evaluation and Program Planning*
*Evaluation Review*
*Harvard Educational Review*
*High School Journal*
*Instructional Science*
*Journal of Curriculum and Supervision*
*Journal of Education*
*Journal of Educational Research*
*Journal of Elementary Science Education*
*Journal of Multilingual and Multicultural Education*
*Journal of Reading Education*
*Journal of Research and Development in Education*
*Journal of Research in Mathematics*
*Journal of Research in Science Teaching*
*Journal of Science Education and Technology*
C. Internet Sites

**APA STYLE WEBSITES:**

http://www.english.uiuc.edu/cws/wwworkshop/bibliography/apa/apamenu.htm

_A Nation at Risk._ (1983).  
http://www.ed.gov/pubs/NatAtRisk/findings.html

_Twenty years after A Nation at Risk._ (2003).  

Florida Comprehensive Assessment Test (FCAT).

FCAT Facts. History of FCAT.  
http://www.fldoe.org/meetings/June02/History_of_the_FCAT.pdf

Florida Educational Leadership Exam (FELE).  
http://www.firm.edu/doe/sas/felehome.htm
http://www.firm.edu/doe/sas/fele/telecomp.htm
http://www.firm.edu/doe/workforce/title.htm

Sunshine State Standards: Curriculum, K-12  
http://www.firm.edu/doe/curric/prck12/frame2.htm

Florida’s Applied Technology Curriculum Planning Companion  
http://www.firm.edu/doe/workforce/title.htm

_An Evaluation of the Florida A-Plus Accountability and School Choice Program._  

National Assessment of Educational Programs (NAEP). Nation’s Report Card.  
http://www.nces.ed.gov/nationsreportcard/about/

National Board for Professional Teaching Standards (NBPTS).
No Child Left Behind (NCLB).
http://www.ed.gov/nclb/landing.jhtml
The College Board (2004).
Scholastic Aptitude Test (SAT). American College Test (ACT).
http://search.collegeboard.com
Trends in International Mathematics and Science Study (TIMSS). Curriculum Study. Results.
International Center for Education Statistics. International Education Indicators.
http://nces.ed.gov/timss/curriculum.asp
http://nces.ed.gov/timss/results.asp
http://nces.ed.gov/surveys/international/
http://nces.ed.gov/surveys/international/IntlIndicators/

Workplace essential skills: Resources related to the SCANS competencies and foundation skills (2000). Research and Evaluation Report series 00-B.
http://wdr.doleta.gov/opr/fulltext/00-wes.pdf

Organizations
American Association of School Administrators http://www.aasa.org
Association for Supervision and Curriculum Development http://www.ascd.org
Council for Educational Change http://www.educationchange.com
International Reading Association http://www.reading.org
National Association of Independent Schools http://nais.org
National Coalition for Equity in Education http://www.ncee.education.ucsb.edu
National Council for the Social Studies http://www.ncss.org
National Council of Teachers of English http://www.nete.org
National Council of Teachers of Mathematics http://www.nctm.org
National Council of Social Studies http://www.ncss.org
National Science Teachers Association http://www.nsta.org
National Reading Conference http://www.nrconline.org
National School Boards Association http://www.nsba.org

Search Engines
Nanyang Technological University Library
http://www.ntu.edu.sg/library/search/tools.htm
Google http://www.google.com
Yahoo http://www.yahoo.com
Alta Vista http://www.altavista.digital.com
Ask Jeeves http://www.ask.com
Excite http://www.excite.com
HotBot http://www.hotbot.com
Lycos http://lycos.com
WiseNut http://wisenut.com