University of North Alabama
College of Education
Instructional Leadership IL 692
Planning and Management for School Improvement
AIL Standard 2A

Candidates MUST be formally admitted to the UNA Graduate School and Instructional Leadership Program to enroll in this course.

Course Description:

This course is designed to provide the student in a Master of Arts in Education program who seeks Class A certification in Instructional Leadership with the knowledge and understanding of school leadership, resulting in improved academic achievement for all students. Instructional leaders will be held to Alabama Instructional Leadership Standard 2A: Planning for Continuous Improvement. Standard 2A engages the school community in developing and maintaining a shared vision; plans effectively; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources; and evaluates results for the purpose of continuous school improvement. This AIL Standard addresses the need to prepare instructional leaders who value and are committed to educating all students to become successful adults. Each instructional leader is responsible for creating and articulating a vision of high expectations for learning within the school or district that can be shared by all employees and is supported by the broader community of parents and citizens. This course requires that instructional leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and, foster a culture of continuous improvement among all members of the educational staff. Such instructional leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Relationship to Conceptual Framework:

Components of the UNA Conceptual Framework emphasize data driven and reflective decision making, high expectations and leading learning for students, teachers and administrators. This course equips the prospective EC-12 leader with knowledge of school leadership, a collaborative school environment, team or school community learning and data-driven and reflective decision making. This course engages students in collaborative problem solving, knowledge of leadership standards and development of the skills required for instructional leadership in EC-12 schools.

Relationship to Critical Success Factors:
Through literature reviews and research data from its own school reform initiatives, SREB has identified 13 Critical Success Factors associated with principals who have succeeded in raising student achievement. This course will address these critical success factors focusing on the following:
1. Focusing on student achievement: creating a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
4. Creating a caring environment: developing a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.
8. Initiating and managing change: understanding the change process and using leadership and facilitation skills to manage it effectively.

Credit:

Three semester hours

Textbooks/Printed Resources:

Reeves, D. B. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA, Association for Supervision and Curriculum Development.

Marzano, R. J., Waters, T. and McNulty, B. A. (2005). School Leadership That Works: From Research to Results. Mid-Continent Research for Education and Learning (McRel).

College LiveText edu solutions membership (this is sold in the bookstore and online at www.LiveText.com)

Course Objectives:

Documentation of successful completion of the Alabama Instructional Leadership Standards assigned to this course is required for a passing grade.

Prior to program completion, prospective instructional leaders shall demonstrate knowledge to:

1. Lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center. 290-3-3-.48 (2)(a)1.(i)
    a. Leadership styles including behaviors and skills;
    b. Vision and goal setting, including long-range and short-range planning, and the skills required to develop a shared vision for the comprehensive integration of technology, communicate the vision, and facilitate a process for fostering and nurturing a culture to achieve the vision;
    c. Development of Strategic Planning;
    d. PEPE Area 5 Planning;

2. Align instructional objectives and curricular goals with the shared vision; 290-3-3-.48 (2)(a)1.(ii)
    a. Determining educational needs and expectations concerning students at various developmental and instructional levels
    b. Know the basic elements of:
        1. The concept of differentiation of instruction and differentiated assessment;
        2. Learning styles and their impact on the instructional process;
        3. The importance for administrators to understand the developmental stages and preferred learning styles of students.

3. Allocate and guard instructional time for the achievement of goals. 290-3-3-.48 (2)(a)1.(iii)
    a.   Explore the importance of scheduling for better instruction, and recruitment,
    b.   Determine how to select and supervise personnel and provide instructional and/or curriculum audit management in order to protect instructional time in class;

4. Create a school leadership team that is skillful in using data. 290-3-3-.48 (2)(a)1.(iv)

5. Use approved methods and principles of program evaluation in the school improvement process. 290-3-3-.48 (2)(a)1.(v)

6. Use goals to manage activities 290-3-3-.48 (2)(a)2.(vi)

7. Focus upon student learning as a driving force for curriculum, instruction and institutional decision-making. 290-3-3-.48 (2)(a)2.(ix)

8. Use a process for gathering information to use while making decisions. 290-3-3-.48 (2)(a)2.(x)
    a. Know how to interpret research and assessment data in making decisions.
    b. Know:
        1. How to review student performance and analyze possible differences among subgroups of students along relevant characteristics, such as race, ethnicity, socioeconomic status, and gender.
        2. How to make data-based decision making driven by state and local assessments, especially utilizing technology.
        3. The concept of continuous school improvement.
        4. How to "disaggregated data."
            a. What is meant by "data-driven decision making"?
            b. How to use data to guide decision making?
9. Use diagnostic tools to assess, identify, and apply instructional improvement accountability process. 290-3-3-.48 (2)(a)2.(xiv)
    a. Know how to use student records, including their utilization and the maintenance of security;
    b. Know about the multiple dimensions of accountability.

10. Use external resources as sources for ideas for improving student achievement. 290-3-3-.48 (2)(a)2.(xv)

Course Content Outline

1. Lead and or participate in the articulation, development and implementation of a school vision and strategic plan for the school that places student and faculty learning at the center, through a Field-Based Project # 1.

2. Participate in the alignment of instructional objectives and curricular goals with the shared vision, using the course assigned Field-Based Project # 1 in partnership with an approved school principal and lead teacher.

3. Observe and participate in the allocation and protection of instructional time for the achievement of goals, using the course assigned Field-Based Project # 2, in partnership with an approved school principal and lead teacher.

4. Observe and participate in the process of creating and maintaining of a school leadership team that is skillful in using data, as demonstrated in the course assigned Field-Based Project # 1.

5   Observe and participate in the use of approved methods and principles of program evaluation in the school improvement process, as demonstrated in the course assigned Field-Based Project # 1.

6. Observe and participate in the process of using goals fo manage activities, as demonstrated in the Cultural Diversity Project, in collaboration with an approved diverse school partner.

7. Participate in the focus upon student learning as a driving force for curriculum, instruction and institutional decision-making, as demonstrated in the course assigned Cultural Diversity Project.

8. Lead in the use of a process for gathering information use while making decision as demonstrated in the leading professional learning communities, as demonstrated in the course assigned Field-Based Project # 1.

9. Observe and participate in the use of diagnostic tools to assess, identify, and apply instructional improvement accountability process, as demonstrated in the course assigned Field-Based Project # 1.

10. Observe and participate in the use of external resources as sources for ideas for Improving student achievement, as demonstrated in the course assigned Field-Based Project # 2.

Objectives	Activity Product	CF	Instrument
Knowledge of: Planning for continuous improvement-			
1. Lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center. 290-3-3-.48 (2)(a)1.(i)	• Lead in the use of approved methods and principles of program evaluation to determine means for successful school improvement and participate in the articulation, development and implementation of a school vision through the Field-Based Project # 1 in partnership with an approved school principal and lead teacher. • Participate in the strategic planning processes for improving student learning through the Field-Based Project in partnership with an approved school principal and lead teacher. • Class discussion and presentation	1	▪ IL 692 Field-Based Project Rubric ▪ Instructional Leadership Oral Presentation Rubric
2. Align instructional objectives and curricular goals with the shared vision; 290-3-3-.48 (2)(a)1.(ii)	• Participate in the alignment of instructional objectives and curricular goals, using the course assigned Field-Based Project # 1 in partnership with an approved school principal and faculty. • Written Project Report Model and Portfolio Reflections	1	▪ IL 692 Field-Based Project Rubric

Objectives	Activity Product	CF	Instrument
3. Allocate and guard instructional time for the achievement of goals. 290-3-3-.48 (2)(a)1.(iii)	• Observe and participate in the allocation and protection of instructional time, using the course assigned Field-Based Project # 2 in partnership with an approved school principal and faculty. • Written Project Report Model and Portfolio Reflections	2	▪ IL 692 Field-Based Project Rubric
4. Create a school leadership team that is skillful in using data. 290-3-3-.48 (2)(a)1.(iv)	• Observe and participate in the process of creating and maintaining of a leadership Team, as demonstrated in the course assigned Field-Based Project # 1. • Written Project Report Model and Portfolio Reflections	2	▪ IL 692 Field-Based Project Rubric
5. Use approved methods and principles of program evaluation in the school improvement process. 290-3-3-.48 (2)(a)1.(v)	• Observe and participate in the use of data to drive decision-making decisions and program evaluation, as demonstrated in the course assigned Field-Based Project # 1.	6	▪ IL 692 Field-Based Project Rubric

Objectives	Activity Product	CF	Instrument
6. Use goals to manage activities 290-3-3-.48 (2)(a)2.(vi)	• Observe and participate in the critical success factors for leading changes in school and classroom practices for raising student achievement, as demonstrated in the Cultural Diversity Field-Based Project.	3	▪ IL 692 Cultural Diversity Field-Based Project Rubric
7. Focus upon student learning as a driving force for curriculum, instruction and institutional decision-making. 290-3-3-.48 (2)(a)2.(ix)	• Observe and participate in the process of creating a student learning focus, as demonstrated in the Cultural Diversity Field-Based Project, in collaboration with an approved diverse school partner. • Observe and participate in the process of building teacher leader teams, as demonstrated in the course assigned Cultural Diversity Field-Based Project.	1	▪ IL 692 Cultural Diversity Field-Based Project Rubric
8. Use a process for gathering information to use while making decisions. 290-3-3-.48 (2)(a)2.(x)	• Lead in developing strategies for problem-solving and decision-making to solve problems and develop a focused cycle of improvement, as demonstrated in the course assigned Field-Based Project # 1.	1	▪ IL 692 Field-Based Project Rubric

Objectives	Activity Product	CF	Instrument
9. Use diagnostic tools to assess, identify, and apply instructional improvement. accountability process. 290-3-3-.48 (2)(a)2.(xiv)	• Observe the strategies for monitoring and assessing instructional programs, activities and materials through the Field-Based Project # 1 in partnership with an approved diverse school partner.	2	▪ IL 692 Field-Based Project Rubric
10. Use external resources as sources for ideas for improving student achievement. 290-3-3-.48 (2)(a)2.(xv)	• Lead in the development of the process for leading professional learning communities, through the Field Based Project # 2 in partnership with an approved school partner.	1	▪ IL 692 Field-Based Project Rubric

Course Requirements:

Each of the following requirements must be met:

- Adhere to University policies;

- Complete all reading and written assignments;

- Complete all Field Experiences; and,

- Document passing all course standards.

Assignments

Required

1. Portfolio with course standards - knowledge and abilities demonstrated, with reflections of successful completion of field experiences.

2. Outside readings, shared with class in large and small group discussion/class participation.

3. Field-based work experience projects. Prospective instructional leader must plan, document and execute field-based learning projects for course objectives and standards. *(See field-based descriptions and rubrics.)*

   Demonstrate success in knowledge and abilities to implement these critical success factors:

   CSF 1. Focusing on student achievement: creating a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible

CSF 4. Creating a caring environment: developing a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

CSF 8. Initiating and managing change: understanding the change process and using leadership and facilitation skills to manage it effectively.

Field Based Project # 1: This field-based project requires collaboration with school faculty and administration and focuses on student achievement by creating a focused mission to improve student achievement and a establishing a vision of the elements of school, curriculum and instructional practices that make higher achievement possible. Each student will meet with school administrators to use approved methods and principles of program evaluation to determine means for successful school improvement by (a) participating in the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center; (b) leading or participating in the alignment of instructional objectives and curricular goals with the shared vision;(c) leading in the process for gathering information to use while making decisions, (d) observing and participating in the use of diagnostic tools to assess, identify and apply instructional improvement accountability process, and (e) observing and participating in establishing the criteria to create a school leadership team that is skillful in using data to make decisions for school improvement. *[Standard 1: Lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center (2)(a)1.(i); Standard 2: Align instructional objectives and curricular goals with the shared vision (2)(a)1.(ii); Standard 4: Create a school leadership team that is skillful in using data (2)(a)1.(iv); Standard 5: Use approved methods and principles of program evaluation in the school improvement process (2)(a)1.(v); Standard 8: Use a process for gathering information to use while making decisions (2)(a)2.(x); and Standard 9: Use diagnostic tools to assess, identify, and apply instructional improvement. accountability process (2)(a)2.(xiv)].* (20 Contact Hours)

Field Based Project # 2: This field-based project requires collaboration with school faculty and administration. Each student will meet with faculty and school administrators to create an analysis of how instructional time and external resources are currently being utilized. Instructional time analysis will include how instructional time may be lost such as too much time spent in class changes, breaks, lunch periods, or activities. Each student will provide suggestions on how to effectively utilize instructional time and external resources**.** *[Standard 3: Allocate and guard instructional time for the achievement of goals (2)(a)1.(iii); and Standard 10: Use external resources as sources for ideas for improving student achievement (2)(a)2.(xv)]* (15 Contact Hours)

4. **Cultural Diversity Field Experience Project:**   The cultural diversity field experience project focuses on creating a caring environment by observing and participating in developing a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult. This cultural project requires collaboration with a diverse school's faculty and administration, on site at the school campus. Each student will meet with faculty and school administrators to focus on cultural issues and diversity impacting teaching, learning and assessment of learning at the selected school campus. This group project will include analyzing and designing learning objectives focused on cultural differences and will utilize goals to manage activities and focus on student learning as the driving force for curriculum, instruction and institutional decision-making. Students will analyze current instructional and assessment strategies and recommend goals and activities to improve differentiated instructional and assessment strategies to raise student achievement and performance.

   After designing the cultural diversity project and participating in the process of creating a student learning focus that leads to changes in school and classroom practices for raising student achievement, the student will make an oral presentation in class, with the collaboration of the project school's principal. *[Standard 6: Use goals to manage activities (2)(a)2.(vi) and Standard 7: Focus upon student learning as a driving force for curriculum, instruction and institutional decision- makin (2)(a)2.(ix)].*

Each student will complete an assigned cultural learning project relating to testing, assessment and measurement (i.e., aligning the curriculum with state tests/assessments, meeting the testing/assessment needs of special populations, serving the needs of diverse populations within the assessment structure, and other contemporary assessment and evaluation issues). (15 Contact Hours)

5.   Final examination/Reflection

Attendance Policy:

Attainment of the objectives of this course is directly related to the developmental sequence of experiences from class meeting to class meeting. Excessive absences from class make it unlikely to obtain a passing grade. The student is responsible for content and activities missed when absent from class.

Course Evaluation
1. Field-Based Project # 1, Field-Based Project Rubric,   50 Points – Documentation Rubric
2. Field-Based Project # 2, Field-Based Project Rubric,   50 Points – Documentation Rubric
3. Cultural Diversity Project, Cultural Project Rubric,   100 Points – Documentation Rubric
4. Participation in class discussion, Checklist,   50 Points - Checklist
5. Portfolio: knowledge and abilities demonstrated   100 points - Rubric
6. Oral presentation   100 points - Rubric
7. Final Exam/Reflection   50 points
     TOTAL   500 points

Grading Scale:
A = 470 - 500   [94-100%]
B = 426 - 469   [86-93%]
C = 351 -425   [71-85%]
F = 350 and below   [70- Below]

The multiple assessment criteria will be utilized to determine student's final grade. These ranges reflect levels of scores and grades. Determination of final grade is the responsibility of the professor.

Grading System: A = 94-100%;   B = 86 to 93%;
                        C = 71 to 85%;   Below 70% = F

Note: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

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UNA Policy for Students with Disabilities:
In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

UNA Withdrawal Policy:

Withdrawal from the University: Students who wish to withdraw from the University up to and including the Friday that falls one week after the designated midterm date must first notify the Office of the Registrar and follow official procedures. The grade of W will be recorded for each registered course.

Withdrawal from the University after the Friday that falls one week after the designated midterm date requires consultation with the Office of the Dean of Enrollment Services. In cases where withdrawal from the University is unavoidable, such as a medical emergency, the grade of W will be uniformly recorded. In cases where withdrawal from the University is optional, the student will receive grades of WP (withdraw passing) or WF (withdraw failing) assigned by the instructors.

Note: Failure to comply with these requirements seriously prejudices the student's academic standing as well as future readmission.

Withdrawal from a Course: A student may withdraw from a course with a grade of W up to and including the Friday that falls one week after the designated midterm date by bringing a completed withdrawal slip (signed by the instructor) to the Registrar's office. After that deadline and up to the Wednesday that falls two weeks prior to the last day of class, a student may withdraw from a course with a grade of WP (withdraw passing) or WF (withdraw failing) assigned by the instructor. During the final two weeks of class, withdrawal is not permitted except in extraordinary circumstances. Permission of both the instructor and department head is required, and the grade of WP or WF will be assigned by the instructor.

	IL 692 Final Performance Assessment Outcome Rubric				
Activity and Course Standards	**Target**	**Acceptable**	**Unacceptable**	**Possible Score**	**Score Attained**
Fieldwork Project # 1 (IL 2 A Standards 1,2,4,5,8 and 9)	Performance provides at least three elements of school improvement in curriculum and instructional practices for documentation and compliance with applicable state standards	Performance provides two elements of school improvement in curriculum and instruction for documentation and compliance with applicable state standards	Performance provides only one element of school improvement in curriculum and instruction for documentation and compliance with applicable state standards	50 points	
Fieldwork Project # 2 (IL 2 A Standards 3 and 10)	Performance provides at least three examples of analysis of lost instructional time and three recommendations for change and documentation and compliance with applicable state standards	Performance provides at least two examples of analysis of lost instructional time and two recommendations for change and documentation and compliance with applicable state standards	Performance provides only one examples of analysis of lost instructional time only one recommendations for change and documentation and compliance with applicable state standards	50 points	
Portfolio (IL 2A Standards 1-10)	Demonstrates detailed evidence of involvement in observing, participating and leading experiences that validate knowledge of or ability to provide continuous improvement of student achievement for all course standards.	Demonstrates limited evidence of observing, participating and leading experiences that validate knowledge of or ability to provide continuous improvement of student achievement for all course standards.	Does not demonstrate evidence of observing, participating and leading experiences to validate knowledge of or ability to provide continuous improvement of student achievement. Does not document all course standards.	100 points	
Cultural Diversity Project (IL 2 A Standards 6 and 7)	Performance provides multiple incidences of documentation and compliance with applicable state standards through plan's detailed presentation of multiple diverse activities, actions and decisions for continuous improvement.	Performance provides at least one incidence of documentation and compliance with each applicable state standard through the plan's presentation of some diverse activities, some actions and some decisions for continuous improvement.	Performance does not provide at least one incidence of documentation for compliance with each applicable state standard and has a limited plan's presentation with little or no diverse actions and little or no activities and/or decisions.	100 points	
Class Discussion Participation (IL 2A Standards 1-10)	Demonstrates multiple evidences of awareness and involvement in observing, participating and leading experiences that substantiate achievement of all course standards.	Demonstrates at least one evidence of involvement in observing, participating and leading experiences that that substantiate achievement of all course standards.	Does not demonstrate evidence of awareness or involvement in observing, participating and leading experiences that substantiate achievement of all course standards.	50 points	
Oral Presentation (IL 2A Standards 1-10)	Content purpose and main ideas are clear and focused, with precise language and correct grammar. Presents mastery of comprehension of all course standards applicable to presentation.	Content purpose and main ideas are presented, with appropriate language and correct grammar. Presents an adequate level of comprehension of all course standards applicable to presentation.	Content purpose and main ideas are not presented, with weak language skills and incorrect grammar. Presents a limited to low level of comprehension of all course standards applicable to presentation.	100 points	
Final Exam/Reflection (IL 2A Standards 1-10)	Demonstrates justifications, and explanation of decisions, findings or solutions and includes relevant reflective information from the student's experiences beyond the course requirements and standards. Uses accurate, detailed written communication skills.	Demonstrates justifications, or explanation of decisions, findings or solutions and includes relevant reflective information from the student's experiences for the course requirements and standards. Uses accurate written communication skills.	Demonstrates little or no explanation or justification of decisions strategies, findings or solutions. Does not provide reflective information regarding student's experiences for the course requirements and standards. Written communication skills are poor.	50 points	
Course Standards (IL 2A Standards 1-10)	Target/Pass	Acceptable/Pass	Unacceptable/Fail	Pass	

IL 692 Final Performance Assessment Outcome Rubric					
Activity and Course Standards	**Target**	**Acceptable**	**Unacceptable**	**Possible Score**	**Score Attained**
			TOTAL POINTS POSSIBLE	500 points	

METHODS OF STUDENT EVALUATION

IL 692 Portfolio Rubric			
TARGET	ACCEPTABLE	UNACCEPTABLE	**Total Points**
Portfolio contains clear, consistent and convincing evidence for compliance with applicable course standards.	Portfolio provides some consistent or convincing evidence for adequate compliance with applicable course standards	Portfolio contains incomplete or unclear evidence for inadequate compliance with applicable course standards	20 points
Demonstrates detailed and descriptive evidence of involvement in observing, participating and leading experiences that enhance knowledge of achievement in portfolio.	Demonstrates some detailed evidence adequate evidence of involvement in observing, participating and leading experiences that enhance knowledge of achievement in portfolio.	Demonstrates incomplete and unclear evidence of involvement in observing, participating and leading experiences that enhance knowledge of achievement in portfolio.	20 points
Demonstrates clear and distinct examples of school improvement issues related to instructional practices and course standards.	Demonstrates examples of school improvement issues related to instructional practices and course standards.	Demonstrates incomplete or unclear evidence of school improvement issues related to instructional practices	10 points
Portfolio demonstrates balanced and critical views of multiple sources of Instructional Leadership skills relating to school improvement and course standards	Portfolio demonstrates critical views of sources of Instructional Leadership skills relating to school improvement and course standards.	Portfolio demonstrates incomplete or unclear evidence of sources of Instructional Leadership skills relating to school improvement and course standards.	10 points
Portfolio demonstrates detailed descriptions of a three or more school and classroom practices that contribute to student achievement.	Portfolio demonstrates detailed descriptions of a at least two school and classroom practices that contribute to student achievement.	Portfolio demonstrates one or less description of a at least one school and classroom practice that contributes to student achievement.	10 points
Portfolio demonstrates variety of actions that address multiple instructional strategies and corresponding accountabilities.	Portfolio demonstrates two examples of instructional strategies and accountability.	Portfolio demonstrates only one example of instructional strategies and accountability.	10 points
Portfolio provides new knowledge for content presentation and written skills are clear, concise and comprehensive.	Portfolio provides knowledge for content presentation and written skills are clear and comprehensive.	Portfolio provides no new knowledge for content presentation and written skills are vague.	20 points
		Total Points Possible:	100 points

University of North Alabama
Assessment Rubric for Instructional Leadership Classes
Individual and/or group oral presentation on assigned content topic
All IL 690 through IL 696 Courses

Name of Candidate: _____   Date: _____

CATEGORY	Target (9 pts)	Acceptable (6 pts)	Unacceptable (3 pts)
Preparedness	Student has prepared materials and provides an outline of the topic	The student has prepared materials	Candidate has not prepared materials
Speaks Clearly	Speaks clearly and distinctly and mispronounces no words	Speaks clearly and distinctly most (94-85%) of the time - Mispronounces no more than one word	Often mumbles or cannot be understood OR mispronounces more than one word
Posture and Eye Contact	Stands straight, looks relaxed and confident - Establishes eye contact with everyone in the room during the presentation	Stands straight and establishes eye contact with some class members during the presentation	Slouches and/or does not look at people during the presentation
Vocabulary	Uses vocabulary appropriate for the audience - Extends audience vocabulary by defining words that might be new to most of the audience	Uses vocabulary appropriate for the audience and topic	Uses several (3 or more) words or phrases that are not understood by the audience or are inappropriate to the topic
Grammar	Speaks and writes professionally with proper syntax and semantics with no errors	Speaks concisely, but has 1-2 syntactical and/or grammatical errors	Makes three or more grammatical or syntactical errors
Attire	Professional attire: Men: coat & tie Ladies Β jacket & dress, skirt, pants	Casual business attire No coat or jacket	General attire not appropriate for audience (jeans, t-shirt, shorts)
Research base	2 or more credible sources	Minimum of one credible source.	No credible sources
Comprehension	Candidate is able to accurately answer questions 100% of the time posed by classmates about the topic and provide examples	Candidate is able to accurately answer questions 90% of the time posed by classmates about the topic	Candidate is unable to accurately answer questions posed by classmates about the topic
Content	Content relates and contributes to topic with detailed examples	Content relates and contributes to topic	Content does not relate or contribute to topic
Collaboration with Peers	Presentation has order, continuity and interaction with peers	Presentation has order, continuity and interaction with group members	Presentation lacks order and continuity
Multimedia	Effectively incorporates technology and multimedia that improves effectiveness of instruction	Incorporates technology that improves effectiveness of instruction	Does not incorporate technology or multimedia
Varied Philosophies	Presents materials using more than two experts	Presents material using at least two experts	Presents material using only one expert
Equitable Learning Opportunities	Presents material using two or more methods of instruction that meets the needs of all learners	Presents material using two or more methods of instruction	Presents material using only one method of instruction
Self-Reflection and Peer Review	Provides opportunity for 3 peer reviews and reflects on comments	Provides opportunity for 2 peer reviews and reflects on comments	Provides opportunity for less than 2 peer reviews and reflects on comments
TOTAL POINTS			
= Sum of:			

IL 692 Course Outcome Assessment Rubric

Activity	TARGET	ACCEPTABLE	UNACCEPTABLE	Possible Score
Instructional Leadership Oral Presentation	Thorough knowledge of cultural diversity material. Dress is professional. Well rehearsed. Clear speech with no obvious errors. Good posture and eye contact. Effectively incorporates technology.	Good knowledge of material, able to answer most questions. Casual business attire. Clear speech with no more than 2-3 errors. Posture and eye contact is adequate. Technology is used in a limited manner.	Some knowledge of material but seems to be unprepared and unrehearsed. Casual attire. Several grammatical errors. Bad posture, no eye contact and minimal use of technology.	100
Cultural Project	Thorough knowledge of material. Obvious collaboration with school site faculty and administration. Includes three or more cultural resources documented in the project.	Good knowledge of cultural diversity material, able to answer most questions. Some school site collaboration is evident. 1-2 cultural resources documented in the project.	Some knowledge of cultural diversity material but seems to be limited in scope. Little school site collaboration is evident. No cultural resources are documented.	100
Field-Based Project # 1	Project is formatted correctly. Goals and objectives documented and clearly defined. Strategies, activities and timeline are appropriate to plan. Rubric clearly assesses the project strategies and activities.	Project is formatted but not as the example. The objectives are vague. There is minimum documentation. The strategies, activities and timeline are not consistent with plan. The rubric somewhat assesses the project strategies and activities.	There is no table format. The goals and objectives are not clearly defined. There is little document-tation of needs. The strategies and activities are inconsistent. The timeline is not realistic. Rubric does not assess the project strategies and activities.	50
Field-Based Project # 2	Project is formatted correctly. Goals and objectives documented and clearly defined. Strategies, activities and timeline are appropriate to plan. Rubric clearly assesses the project strategies and activities.	Project is formatted but not as the example. The objectives are vague. There is minimum documentation. The strategies, activities and timeline are not consistent with plan. The rubric somewhat assesses the project strategies and activities.	There is no table format. The goals and objectives are not clearly defined. There is little document-tation of needs. The strategies and activities are inconsistent. The timeline is not realistic. Rubric does not assess the project strategies and activities.	50
Final Exam/Self Reflection and Assessment	Accurately assesses overall performance on all projects using the recommended Instructional Leadership rubric.	Somewhat assesses overall performance on major projects with some understanding of the purpose of the Instructional Leadership rubric.	Does not fairly assess self performance. Does not utilize the Instructional Leadership rubric correctly and honestly. Communication is vague.	50
Portfolio	Knowledge and abilities clearly demonstrated in portfolio.	Knowledge and abilities demonstrated in portfolio.	Knowledge and abilities not demonstrated in portfolio.	100

Activity	TARGET	ACCEPTABLE	UNACCEPTABLE	Possible Score
Attendance/Class Participation	100% Attendance/ High level of class participation.	1-2 absences/ Some class participation.	More than two absences/ Little class participation	50
Course Standards	Target/ PASS	Acceptable/ PASS	Unacceptable/ FAIL	Pass
			Total Possible Points	500

IL 692 Performance Assessment Rubric

	Target (3 pts.)	Acceptable (2 pts.)	Unacceptable (1 pt.)
Knowledge (1, 11%) AL-UNA-CF.1 AL-UNA-ILPAT.2.a.1.1	Demonstrates an advanced level of knowledge to lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center.	Demonstrates an acceptable level of knowledge to lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center. 2(a)1.(i)	Demonstrates an unacceptable level of knowledge to lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center.
Knowledge (1, 11%) AL-UNA-CF.1 AL-UNA-ILPAT.2.a.1.2	Demonstrates an advanced level of knowledge to align instructional objectives and curricular goals with the shared vision.	Demonstrates an acceptable level of knowledge to align instructional objectives and curricular goals with the shared vision. 2(a)1.(ii)	Demonstrates an unacceptable level of knowledge to align instructional objectives and curricular goals with the shared vision.
Knowledge (1, 11%) AL-UNA-CF.1 AL-UNA-ILPAT.2.a.1.3	Demonstrates an advanced level of knowledge to allocate and guard instruction time for the achievement of goals.	Demonstrates an acceptable level of knowledge to allocate and guard instruction time for the achievement of goals. 2(a)1.(iii)	Demonstrates an unacceptable level of knowledge to allocate and guard instruction time for the achievement of goals.
Knowledge (1, 11%) AL-UNA-CF.3 AL-UNA-ILPAT.2.a.1.4	Demonstrates an advanced level of knowledge to create a school leadership team that is skillful in using data.	Demonstrates an acceptable level of knowledge to create a school leadership team that is skillful in using data. 2(a)1.(iv)	Demonstrates an unacceptable level of knowledge to create a school leadership team that is skillful in using data.
Ability To (1, 11%) AL-UNA-CF.1 AL-UNA-ILPAT.2.a.2.6	Demonstrates a high level of ability to use goals to manage activities.	Demonstrates an acceptable level of ability to use goals to manage activities.	Demonstrates an unacceptable level of ability to use goals to manage activities.
Ability To (1, 11%) AL-UNA-CF.1 AL-UNA-ILPAT.2.a.2.9	Demonstrates a high level of ability to focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.	Demonstrates ability to focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making. 2(a)2.(ix)	Demonstrates an unacceptable level of ability to focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.
Ability To (1, 11%) AL-UNA-CF.1 AL-UNA-ILPAT.2.a.2.10	Demonstrates a high level of ability to use a process for gathering information to use when making decisions.	Demonstrates ability to use a process for gathering information to use when making decisions. 2(a)2.(x)	Demonstrates an unacceptable level of ability to use a process for gathering information to use when making decisions.
Ability To (1, 11%) AL-UNA-CF.2 AL-UNA-ILPAT.2.a.2.15	Demonstrates a high level of ability to use diagnostic tools to assess, identify, and apply instructional improvement.	Demonstrates ability to use diagnostic tools to assess, identify, and apply instructional improvement. 2(a)2.(xiv)	Demonstrates an unacceptable level of ability to use diagnostic tools to assess, identify, and apply instructional improvement.

	Target (3 pts.)	Acceptable (2 pts.)	Unacceptable (1 pt.)
Ability To (1, 11%) AL-UNA-CF.1 AL-UNA-ILPAT.2.a.2.15	Demonstrates a high level of ability to use external resources as sources for ideas for improving student achievement.	Demonstrates ability to use external resources as sources for ideas for improving student achievement. 2(a)2.(xv)	Demonstrates an unacceptable level of ability to use external resources as sources for ideas for improving student achievement.

IL 692 Field-Based Experience Project # 1 Instructional Improvement Plan Model Format

Course No.: _____   (Key Indicator PAT#) _____

Vision:	
Documentation of Need:	
Goal: The goal of this instructional improvement plan is to **Objectives:** 1. 2.	

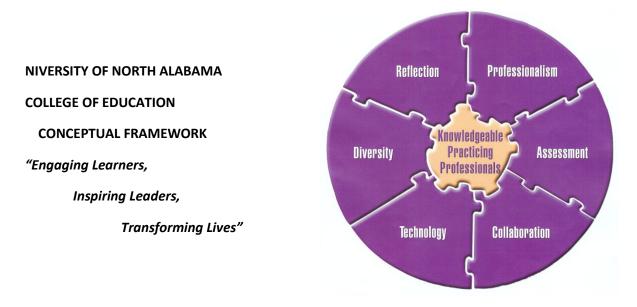|			Student's Project Rubric/Evaluation for Model Plan Success				
Strategies/Activities:	**Persons Responsible:**	**Timeline:**	**Activity**	**Exemplary/4**	**Proficient/3**	**Satisfactory/2**	**Unsatisfactory/1**
1. ------------------------	Name/Position	–Weeks or Months or From: _____ To: _____	—XXXX---				
2. ------------------------		–Weeks or Months or From: _____ To: _____	—XXXX---				

Comprehensive Instructional Portfolio Assessment Documentation Rubric

Instructional Leadership Embedded Class or Field Clinical Experience

Course No.: _____   (Key Indicator PAT#) _____

Activity (Brief Description)/Reflection							**Target** ☐ **Field work complies with State Standard through use of multiple applications of State Standard and Key Indicator(s).**	**Acceptable** ☐ **Field work complies with applicable state standard and key indicator(s) through use of one application of State Standard and Key Indicator(s).**	**Unacceptable** ☐ **Field work does not comply with applicable State Standard and Key Indicator(s).**
CF	**Standard(s)**	**Location for Experience**	**Grade Level(s) Involved**	**Instructor, Mentor or Coach Contact** **name and phone/email address**	**SREB Critical Skill Factors Indicators** **Cross Referenced**	**Diverse** **Population** **Yes No**			**Hours** **Spent**

Check one (1):

☐   Observe   Embedded Classroom Experience   (Yes/No)   Signatures: Mentor/Coach:_____

☐   Participate   Field Experience   (Yes/No)   Candidate: _____

☐   Lead   10-Day Residency   (Yes/No)   UNA Faculty: _____

Completion Date: _____

NIVERSITY OF NORTH ALABAMA

COLLEGE OF EDUCATION

   CONCEPTUAL FRAMEWORK

"Engaging Learners,

   Inspiring Leaders,

      Transforming Lives"

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission –

"Changing lives. Creating futures."

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

"Knowledgeable Practicing Professionals"

   who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.