

**University of North Alabama
College of Education and Human Sciences**

Course Syllabus

Course Title: IL 693 The Effective Instructional Leader

Credit Hours: 3 hours

Required Text: College LiveText Education Solutions Membership (Available in the bookstore or LiveText.com)

Supplemental Resources:

Alabama Courses of Study, ALEX – Alabama Learning Exchange, Alabama Department of Education, <http://alex.state.al.us/>

Common Core State Standards Initiative – Preparing America’s Students for College and Career; (2012). <http://www.corestandards.org/>

Glatthorn. (2000). The Principal as Curriculum Leader: Shaping What is Taught and Tested. Sage Publications.

Kay, K. & Greenhill, V. (2013). The Leader’s Guide to 21st Century Education – 7 Steps for School Districts. Pearson Education.

Instructor:

Office:

Phone:

Email:

Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc... - may impose upon stated office hours. Special appointments can be made with the instructor by phone or email.)

Term:

Course Catalog Description:

This course focuses on effective instruction and supervisory techniques in the school environment for enhancing student learning achievement, growth and development. Effective instructional leaders promote and monitor the success of the students in the learning environment.

Course Overview: Components of the UNA Conceptual Framework serves as a guide to direct students in becoming a knowledgeable practicing professional. Upon the

completion of this course, the educator should be able to make rational reflective decisions on instructional and curriculum issues that establish teaching and learning as the focal point of schools.

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

Course Content Outline

- A. Introduction
 - 1. Views of instructional supervision
 - 2. Issues and factors impacting curriculum and instruction
- B. Dimensions of Leadership in Instruction and Curriculum
 - 1. Roles of leadership and administration in the process of supervision.
 - 2. Understanding the qualities of leadership
 - 3. Assessing effective leadership characteristics.
 - 4. Designing a personal/professional growth and development plan.
- C. Elements of Classroom Observation and Influencing Teacher Instructional Behavior.
 - 1. Characteristics of effective teaching.
 - 2. Processes for collecting teacher instructional behavior
 - 3. Clinical supervision model.
 - 4. Strategies for communicating teacher behavior change.
- D. Program Evaluation Models
 - 1. Diagnostic, formative and summative evaluation.
 - 2. Developing/selecting evaluation criteria.
 - 3. Data collection processes and instrumentation.
 - 4. Communication of results or findings.
 - 5. Decision making based on findings.
- E. Improving Instruction for all students - The teaching tasks:
 - 1. Assessing
 - 2. Planning
 - 3. Identifying problems
 - 4. Implementing
 - 5. Measuring teacher outputs
 - 6. Alignment with state standards
- F. Implementing New or Revised Programs through Collaboration
 - 1. Mapping program outcomes.
 - 2. Training teachers for program requirements.
 - 3. Monitoring trained teaching behavior.
 - 4. Measuring learning objectives.
 - 5. Organizing action/applied research/best practices.
- G. Developing/Analyzing an Instructional Supervision Model
 - 1. Existing state or local policy.
 - 2. Assessing current practices.

3. Selecting elements to model.
4. Developing a platform position for the model.
5. Delineation of responsibilities of roles operating within the mode

Course Objectives:

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

Conceptual Framework Ref.	Alabama Standard	Objective	Assignment	Method of Assessment
1,3,	290-3-3-.48 (2)(b)1.(i)	Plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision	Class Presentations	Class Presentation Rubric
1,3,	290-3-3-.48(2)(b)1.(ii)	Collaborate with community, staff, district, state, and university personnel to develop the instructional program	Class Presentations	Class Presentation Rubric
4	290-3-3-.48 (2)(b)1.(iii)	Align curriculum, instructional practices, and assessments to district, state, and national standards	Curriculum Assessment Project	Curriculum Assessment Project Rubric
4	290-3-3-.48 (2)(b)2.(i)	Use multiple sources of data to plan and assess instructional improvement.	Case Study of Data Analysis	Case Study of Data Analysis Rubric
4,5	290-3-3-.48 (2)(b)2.(iii)	Use the latest research, applied theory, and best practices to make Curricular and instructional decisions	Curriculum Assessment Project	Curriculum Assessment Project Rubric
1	290-3-3-.48 (2)(b)2.(iv)	Communicate high expectations and standards for the academic and social development of students	Curriculum Assessment Project	Curriculum Assessment Project Rubric
1,5	290-3-3-.48 (2)(b)2.(v)	Ensure that content and instructional strategies to meet the needs of a variety of student populations.	Curriculum Assessment Project	Curriculum Assessment Project Rubric
1,5	290-3-3-.48 (2)(b)2.(vii)	Identify differentiated instructional strategies to meet the needs of a variety of student populations.	Curriculum Assessment Project	Curriculum Assessment Project Rubric
2,4	290-3-3-.48 (2)(b)2.(viii)	Develop curriculum aligned to state standards.	Curriculum Assessment Project	Curriculum Assessment Project Rubric
1,6	290-3-3-.48 (2)(b)2.(ix)	Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.	Curriculum Assessment Project	Curriculum Assessment Project Rubric

4	290-3-3-.482)(b)2.(x)	Use multiple sources of data to manage the accountability process.	Curriculum Assessment Project	Curriculum Assessment Project Rubric
4,6	290-3-3-.48 (2)(b)2.(xi)	Assess student progress using a variety of formal and informal assessments.	Case Study of Data Analysis	Case Study of Data Analysis Rubric
1,6	290-3-3-.48 (2)(b)2.(xiii)	Use the methods and principles of program evaluation in the school improvement process	Curriculum Assessment Project	Curriculum Assessment Project Rubric

Course Requirements:

Each of the following requirements must be met:

1. Adherence to professor's attendance and assessment artifact policies and procedures;
2. Completion of all reading and written assignments
3. Participation in small- and large-group discussion and class activities
4. Field Experience: lead and participate actions and instructional plan, with documentation and completion of the field-based learning project on school campus site(s) with principal mentor/coach;
5. Required PATS submission both in print and Livetext

Assignments Required

1. Angel and Livetext Submissions
2. Class Participation
3. Curriculum Assessment Project
4. Journal Articles (Research APA and Peer Reviewed) with Synopsis & Critique
5. Individual / Group report
6. Case study
7. Field Experience Reflections & PATS
8. Needs Assessment & Interpretation of Leadership Survey(s)

Key Dates and Assignments

Week	Date	Assignment
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

*This is a tentative schedule. All changes in the schedule will be announced in class.

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

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 Attendance Policy:

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Other absence policies stated in the official UNA Attendance Policy will be adhered to.

Reminders:

1. All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with students, teachers, parents, and other professionals and community members.

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2. Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.
3. Keep copies of all your work on disk. Should any problems occur, you may be asked to provide a copy of the assignment. All work, unless otherwise stated, is to be completed independently and not taken from any other source, such as the Internet, textbooks, or other educators.

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION AND HUMAN SCIENCES
CONCEPTUAL FRAMEWORK**



***Learners,
Inspiring Leaders,
Transforming Lives"***

The College of Education's Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; 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:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- 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;
- Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- 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 candidates to learn.

Syllabus Contract:

I have received a copy of the syllabus for IL 693. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature _____

Date _____

Personal Information

Name _____

Address _____

Phone # _____

E-mail address _____

Major _____

METHODS OF STUDENT EVALUATION:

The following rubrics include evaluation structures and criteria for completing course assessment artifacts. Additional course rubric evaluation of ALSDE Standards for Instructional Leaders are listed in LiveText and Angel.

IL 693 Course Rubric			
1	2	3	SCORE
PATS leadership standards minimally complies with applicable state standards assigned to course, with submission of portfolio in LiveText.	PATS leadership standards adequately complies with applicable state standards assigned to course, with submission of portfolio in LiveText.	PATS leadership standards exceeds expectations for compliance with applicable state standards assigned to course, with submission of portfolio in LiveText.	100 points
Field Experience for Project minimally complies with applicable state standards and group field work with school principal and other instructional leaders.	Fieldwork adequately complies with applicable state standards and group field work with school principal and other instructional leaders.	Fieldwork exceeds expectations for compliance with applicable state standards and group field work with school principal and other instructional leaders.	100 points
Demonstrates, through daily participation, discussion and group reports in class, a minimal knowledge and comprehension of the abilities needed to be an effective instructional leader that motivates teachers to improve instruction and students to increase achievement through continued improvement of classroom practices.	Demonstrates, through daily participation, discussion and group reports in class, an adequate knowledge and comprehension of the abilities needed to be an effective instructional leader that motivates teachers to improve instruction and students to increase achievement through continued improvement of classroom practices.	Demonstrates, through daily participation, discussion and group reports in class, an exceptional knowledge and comprehension of the abilities needed to be an effective instructional leader that motivates teachers to improve instruction and students to increase achievement through continued improvement of classroom practices.	40 points

Rubric for Research Journal Article Synopsis and Critique

Standard, Objective or Criteria	Target 47-50 Points	Acceptable 35-46 Points	Unacceptable 34 and Below Points
Use the latest research, applied theory, and best practices to make Curricular and instructional decisions. (2)(b)2.(iii)	Research journal article is peer-reviewed and relates to current curriculum and instruction issues in K-12, within the past 5 years of publication.	Research journal article is peer-reviewed and relates to current curriculum or instruction issues in K-12, within the past 5 years of publication.	Research journal article is either not peer-reviewed or does not relate to current curriculum or instruction issues in K-12, or journal article was not published within the past 5 years.
Professional Writing Style Using APA Format	Closely follows all the requirements related to APA format and layout, including citation.	Follows, for the most part, all the requirements related to APA format but has only minor problems with APA spacing.	Does not follow the APA format and layout.
Content Information and research	The synopsis critique is objective and addresses an in-depth analysis of the issues presented the research journal article.	The essay is objective and for the most part addresses with an in depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.	The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.
Punctuation and Grammar	There one of less punctuation or grammar mistake in the synopsis and critique.	There are two or three punctuation and grammar mistakes in the synopsis and critique.	There more than three punctuation and grammar mistakes in the synopsis and critique.
Total Points Earned of 50 Possible 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	Acceptable	Unacceptable
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 - Mis- pronounces 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 B 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:			

All standards-based requirements of the course must be satisfactorily completed to receive credit for the course.

Case Studies of Data Analysis Rubric.

Tasks ↓	Target No errors in grammar, spelling or punctuation.	Acceptable Few errors in grammar, spelling or punctuation.	Unacceptable Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.
Part 1	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 2	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 3	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 4	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 5	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)

Additional Rubrics and Checklists for assessment artifacts are posted on this course's Angel modules and LiveText.

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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. Also, see notes and exceptions below.

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. Also, see notes and exceptions below.

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

IL 693 Field-Based Curriculum Assessment Project

This field-based curriculum assessment project requires the student to collaborate with a coach or mentor at a school to select a content area that is in need of improvement. The focus of this curriculum assessment project is to improve teaching and learning. In your project, include the following:

- a) Provide a written plan for evaluation of the school's curriculum need, using multiple sources of data documenting the need for improvement. Standard 2(b)2.(i); Standard 2(b)2.(x); Standard 2(b)2.(xiii);
- b) Develop an audit process to determine assurance that curriculum being taught is the curriculum being assessed Standard 2(b)2.(viii);
- c) Demonstrate use of the latest research applied theory and best practices to make curricular and instructional decisions Standard 2(b)2.(iii);
- d) Observe and analyze classroom instructional strategies and assessments (formal and informal) to assure differentiated instruction and assessments are provided that meet the needs of a diverse student population Standard 2(b)2.(v); Standard 2(b)2.(vii); and Standard 2(b)2.(xi);
- e) Focus on student learning as a driving force for curriculum instruction and instructional decision-making and make recommendations, based on campus data collection, observations and research, to communicate high expectations and standards for the academic and social development of students Standard 2(b)2.(iv) and Standard 2(b)2.(ix).
- f) Provide a Curriculum Assessment Project to demonstrate how to align curriculum, instructional practices, and assessments to aligned to district, state, and national standards. Standard 290-3-3-.48(2)(b)1.(iii) and Standard 290-3-3-.48(2)(b)2.(viii)

University of North Alabama
Instructional Leadership Course Rubric for Program Improvement
Curriculum Assessment Project
IL 693 The Effective Instructional Leader

Name of Candidate: _____ Date: _____

Target	Acceptable	Unacceptable	PASS	FAIL
Demonstrates an advanced level of knowledge to plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision.	Demonstrates an acceptable level of knowledge to plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision. 2(b)1.(i)	Demonstrates an unacceptable level of knowledge to plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision.		
Demonstrates an advanced level of knowledge to align curriculum, instructional practices, and assessments to district, state, and national standards.	Demonstrates an acceptable level of knowledge to align curriculum, instructional practices, and assessments to district, state, and national standards. 2(b)1.(iii)	Demonstrates an unacceptable level of knowledge to align curriculum, instructional practices, and assessments to district, state, and national standards.		
Demonstrates a high level of ability to use multiple sources of data to plan and assess instructional improvement.	Demonstrates ability to use multiple sources of data to plan and assess instructional improvement. 2(b)2.(i)	Demonstrates an unacceptable level of ability to use multiple sources of data to plan and assess instructional improvement.		
Demonstrates a high level of ability to use the latest research, applied theory, and best practices to make curricular and instructional decisions.	Demonstrates ability to use the latest research, applied theory, and best practices to make curricular and instructional decisions. 2(b)2.(iii)	Demonstrates an unacceptable level of ability to use the latest research, applied theory, and best practices to make curricular and instructional decisions.		
Demonstrates a high level of ability to communicate high expectations and standards for the academic and social development of students.	Demonstrates ability to communicate high expectations and standards for the academic and social development of students. 2(b)2.(iv)	Demonstrates an unacceptable level of ability to communicate high expectations and standards for the academic and social development of students.		
Demonstrates a high level of ability to ensure that content and instruction are aligned with high standards resulting in improved student achievement.	Demonstrates ability to ensure that content and instruction are aligned with high standards resulting in improved student achievement. 2(b)2.(v)	Demonstrates an unacceptable level of ability to ensure that content and instruction are aligned with high standards resulting in improved student achievement.		
Demonstrates a high level of ability to identify differentiated instructional strategies to meet the needs of a variety of student populations.	Demonstrates ability to identify differentiated instructional strategies to meet the needs of a variety of student populations. 2(b)2.(vii)	Demonstrates an unacceptable level of ability to identify differentiated instructional strategies to meet the needs of a variety of student populations.		
Demonstrates a high level of ability to develop curriculum aligned to state standards.	Demonstrates ability to develop curriculum aligned to state standards. 2(b)2.(viii)	Demonstrates an unacceptable level of ability to develop curriculum aligned to state standards.		
Demonstrates a high level of ability to focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.	Demonstrates ability to focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making. 2(b)2.(ix)	Demonstrates an unacceptable level of ability to focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.		

Target	Acceptable	Unacceptable	PASS	FAIL
Demonstrates a high level of ability to use multiple sources of data to manage the accountability process.	Demonstrates ability to use multiple sources of data to manage the accountability process. 2(b)2.(x)	Demonstrates an unacceptable level of ability to use multiple sources of data to manage the accountability process.		
Demonstrates a high level of ability to assess student progress using a variety of formal and informal assessments.	Demonstrates ability to assess student progress using a variety of formal and informal assessments. 2(b)2.(xi)	Demonstrates an unacceptable level of ability to assess student progress using a variety of formal and informal assessments.		
Demonstrates a high level of ability to monitor and assess instructional programs, activities, and materials	Demonstrates ability to monitor and assess instructional programs, activities, and materials. 2(b)2.(xii)	Demonstrates an unacceptable level of ability to monitor and assess instructional programs, activities, and materials		
Demonstrates a high level of ability to use the methods and principles of program evaluation in the school improvement process.	Demonstrates ability to use the methods and principles of program evaluation in the school improvement process. 2(b)2.(xiii)	Demonstrates an unacceptable level of ability to use the methods and principles of program evaluation in the school improvement process.		

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CONCEPTUAL FRAMEWORK

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Inspiring Leaders,
Transforming Lives”*



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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.

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Comprehensive Instructional Portfolio Assessment Documentation Rubric
Instructional Leadership Embedded Class or Field Clinical Experience

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

Activity (Brief Description)/Reflection					Target <input type="checkbox"/> Field work complies with State Standard through use of multiple applications of State Standard and Key Indicator(s).	Acceptable <input type="checkbox"/> Field work complies with applicable state standard and key indicator(s) through use of one application of State Standard and Key Indicator(s).	Unacceptable <input type="checkbox"/> 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):

- | | | | |
|--------------------------|-------------|-------------------------------|-----------------|
| <input type="checkbox"/> | Observe | Embedded Classroom Experience | <u>(Yes/No)</u> |
| <input type="checkbox"/> | Participate | Field Experience | <u>(Yes/No)</u> |
| <input type="checkbox"/> | Lead | 10-Day Residency | <u>(Yes/No)</u> |

Signatures: Mentor/Coach: _____
 Candidate: _____
 UNA Faculty: _____
 Completion Date: _____