University of North Alabama
College of Education and
Human Sciences

Course Title: IL 711 Professional Standards for Instructional Leadership
Credit Hours: 3

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 e-mail.)

Text: LiveText

Course Catalog Description:
The course will focus on current national and professional standards including, but not limited to, SREB, NCATE, NASSP, ISLLC, and NAESP. National Board Certification for Administrators will be added upon release.

Courses in the AA Instructional Leadership EDS program are an extension of the MAED Instruction Leadership program and are taught at a more rigorous level to meet the needs of advanced level Instructional Leadership candidates.

Course Description – An extension of the study of Class A Alabama Standards for Instructional Leaders and their Key Indicator by a comparing and contrasting to training standards advocated by major learning societies for educational administration. The study of standards will cover, but not be limited to, SREB, ISIIC, NPBEA, NCATE, CCSSO, TSSA, NAESP, NASSP, NAMSP and NBCP.
Course Content

1. The Evolution of Leadership for Schools and the development of standards for training administrators 290-3-3-.53.01(3)(a)4.; 290-3-3-.53.01(3)(c)1.; 290-3-3-.53.01(3)(c)2.; 290-3-3-.53.01(3)(c)9.(i)(I); 290-3-3-.53.01(3)(c)9.(i)(II); 290-3-3-.53.01(3)(c)9.(i)(III)
2. The challenges of change for school leadership; 290-3-3-.53.01(3)(c)9.(ii)(III)
3. Action research for "best practices" for training leadership for schools 290-3-3-.53.01(3)(a)3.
4. An analysis of the responsibilities and knowledge areas important for leadership of schools 290-3-3-.53.01(3)(c)9.(ii)(III)
5. Leading stakeholders in effective school change by data-driven decision making 290-3-3-.53.01(3)(c)9.(i)(I); 290-3-3-.53.01(3)(c)9.(i)(II); 290-3-3-.53.01(3)(c)9.(i)(III) 290-3-3-.53.01(3)(c)9.(ii)(III)
6. Preparing for the future in IL by exploring and applying case studies

Required Materials: Live Text Account

Supplemental Text:

Merrill-Prentice Hall/ETS Pathwise Series (As published by Pearson Education, Inc. 2006) – Transforming School Leaders into Instructional Leaders by:

1. Leadership development;
2. School improvement by data-driven decision making
3. Professional development

(A series of six (6) Data-Driven School Improvement work texts that form a core for program training)

Assessment

At course end the candidate will have a conception of the evolution of leadership for schools and how standards have developed to guide in the preparation of school leaders. An understanding of how change impacts the determination of standards to be employed and how change of standards influences the role and responsibilities of administrators will direct the candidate in preparing to effectively perform sound leadership practices as an administrator.

As mandated by ASDE-approved program requirements, IL 711 will, for #3 have group focus sessions for all member candidates to share problem-based concerns and successes and collaborate on issues and solutions 290-3-3-.53.01(3)(a)3. These sessions will for #4 reflect candidate activities in school settings to accomplish the practical, problem-based aspects of the program 290-3-3-.53.01(3)(c)2. and (#5) will reflect candidate involvement in problem-based experiences.

As with Study of Alabama IL Standards focus on SREB and NBCP Standards will emphasize the need to utilize the knowledge and skills necessary for daily leadership of the educational organization. 290-3-3-.53.01(3)(c)9.(ii)(III)

Directed class and field activities will focus on participating in and leading of the candidates local schools priorities to maximize student learning. 290-3-3-.53.01(3)(a)4., A sharing of a candidate’s accomplishments in
their local school involvement will be used as the cohort group assess as the level of accomplishment as determined by high or low level of outcome attainment. Case studies will be used to orient the class candidates as to the value of proper assessment and evaluation of data and information to make decisions for maximizing effectiveness of actions. All directed class and field activities will reflect use of Alabama Instructional Leadership Standards and their Key Indicators and will be selected by candidates.

Assessment of candidate performance will be determined as: (A) Target – high level of candidate performance in class activities as determined by cohort/instructor consensus; (B) Acceptable – a level of candidate performance that reflects an acceptable level but could be improved as determined by cohort/instructor consensus; (C) Unacceptable – a level of candidate performance that reflects an unacceptable performance determined by cohort/instructor consensus. The IL 711 course will prepare program candidates to qualify for the Alabama Class AA Instructional Leadership Certification 290-3-3-.53.01(3)(c)1.; It also will direct the candidates to prepare to attain NBCP Certification 290-3-3-.53.01(3)(c)9.(i)(I); 290-3-3-.53.01(3)(c)9.(i)(II); 290-3-3-.53.01(3)(c)9.(i)(III). If an Ed.S. – AA IL program candidate has attained NBCP certification, IL 711 class credit will be awarded for that accomplishment and program completion as IL 711.

ASSIGNMENTS :

Readings: Several articles are posted on the lessons menu of Angel. You will read each and give a one page summary of the article submitted in the dropbox. Each article summary is worth 20 points.

Project : There is one main project for the course.

(1) You will choose a problem-based concern you wish to change at your school. You will develop a plan for change (including a step by step strategy for development of the change, implementation – including the involvement and buy-in of stakeholders). This multi-page document must be comprehensive and include all documents used in the project. This decision making process must be data-driven and designed to maximize student learning. 200 points

GRADES:

360-400 points A
320-359 points B
280-319 points C
below 280 points F

Data Based Decision Making Project Instructions:

Revised Fall 2013 11.7
You will choose a problem-based concern you wish to change at your school. You will develop a plan for change (including a step by step strategy for development of the change, implementation – including the involvement and buy-in of stakeholders). This decision making process must be data-driven and designed to maximize student learning. 200 points. SUBMIT IN LIVETEXT

See Example below:

Problem Based Data-Driven Improvement Project

University of North Alabama, Florence, Alabama

Phillips High School, Francis County School District, Alabama

Summer 2013 DATA-DRIVEN IMPROVEMENT PROJECT 2

Problem Based Data-Driven Improvement Project

PLAN DESCRIPTION

Overview: The improvement project will focus efforts on student engagement. Student engagement occurs when students make a psychological investment in learning. They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives. Students are engaged when they are involved in their work, persist despite challenges and obstacles, and take visible delight in accomplishing their work.

Need: The focus on student engagement comes from data on the 2013 PRIDE survey, from assessment data including AHSGE results, from walk-through data, and evidence from teacher evaluations documented in EducateAlabama.

RESEARCH

Research that informs the plan:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barth, Rolan</td>
<td>1991</td>
<td>Improving Schools from Within</td>
</tr>
<tr>
<td>Shmoker, Michael</td>
<td>2011</td>
<td>Focus</td>
</tr>
<tr>
<td>Marzano, Robert</td>
<td>2004</td>
<td>Classroom Instruction That Works</td>
</tr>
<tr>
<td>Bennet, Barrie</td>
<td>2001</td>
<td>Beyond Monet</td>
</tr>
</tbody>
</table>
The research will support the following rational:
- Capacity for change can be facilitated through adult learning and collaboration.
- Focus only on what has dramatic and immediate effect in the classroom – what we teach, how we teach, and authentic literacy.
- Instructional strategies affect student achievement.
- A variety of strategies will help differentiate instruction and engage students.
**IMPROVEMENT GOALS**

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Strategies</th>
<th>Measures</th>
<th>Link to the School Mission</th>
</tr>
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<tbody>
<tr>
<td>1. Increase student engagement across social-emotional, intellectual and institutional factors.</td>
<td>- PD and Department meetings focused on student engagement. - Development of a student congress that serves as an advisory council. - Increase interventions for students when facing struggles.</td>
<td>- Suspension data - Credit reviews - Participation in programs - Walkthrough data</td>
<td>- Success for all students - High Quality Education through Collaboration and Innovation - Effective learning and teaching within caring, respectful, safe and healthy environments</td>
</tr>
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<td>2. Increase teacher efficacy by creating opportunities to share best practices within professional learning communities.</td>
<td>- Capture staff expertise on learning through structured activities. - Focus on department time to share best practice. - Create discussions on walkthrough data. - Analyze data together.</td>
<td>- Staff surveys. - PD plan - Walkthrough data - Assessment data</td>
<td>- Success for all students - Students achieve - Student learning outcomes</td>
</tr>
<tr>
<td>3. Vary instructional strategies and include best practices for instructing subgroups who continually underperform on assessments.</td>
<td>- PD and Department meeting focused on instructional strategies - Book study within department</td>
<td>- Department agenda - Staff surveys - PD plan - Walkthrough data</td>
<td>- Success for all students - High Quality Education through Collaboration and Innovation - Effective learning and teaching within caring, respectful, safe and healthy environments</td>
</tr>
</tbody>
</table>

**MEASURES**

Qualitative and quantitative data will be used to plan for continuous improvement, to inform the success of incorporated strategies, and to provide information for reflection of current practice. Sources of evidence might include interview transcripts, video or audio recordings, written reports such as policy documents, artifacts from portfolios, and classroom walk-through data.
**The Current Situation**
The baseline and the Desired describes the expected outcome.

<table>
<thead>
<tr>
<th>Category</th>
<th>Planned Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional strategies</strong></td>
<td>- Clarifying and sharing learning outcomes with students</td>
</tr>
<tr>
<td></td>
<td>- Incorporating strategic teaching components into lessons</td>
</tr>
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<td></td>
<td>- Technology integration</td>
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<tr>
<td><strong>Student assessment</strong></td>
<td>- Use standards to inform assessment</td>
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<td></td>
<td>- Provide practice and thorough training of objectives</td>
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<tr>
<td><strong>Management and coordination</strong></td>
<td>- Professional development will be a part of staff meetings</td>
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<td>- Departments will engage in literature studies</td>
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<td></td>
<td>- Daily newsletter will reflect focus</td>
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<tr>
<td><strong>Professional development</strong></td>
<td>- Seminars on PRIDE SURVEY topics</td>
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<td></td>
<td>- Department book study – <em>Classroom Instruction That Works</em></td>
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<tr>
<td><strong>Parent and community</strong></td>
<td>- Involve PTO to disseminate information</td>
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<td></td>
<td>- Be responsive to parent requests</td>
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<td>- Solicit input for redesigning school culture</td>
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<tr>
<td><strong>Knowledge dissemination</strong></td>
<td>- Daily staff newsletter</td>
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<td></td>
<td>- PTO website</td>
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<td></td>
<td>- Morning announcements</td>
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<tr>
<td></td>
<td>- Staff training, Student congress</td>
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</table>

**Current Situation**
An average of 22% of the students observed during walk-through observations in history classes last year were not engaged in the classroom activities. According to the 2013 PRIDE SURVEY, 24% of students in this school had moderate to high levels of anxiety. The norm for students in grades 10 – 12 is 18%.

According to the 2013 PRIDE SURVEY, 59% of students say they don’t learn much when a sub is there.

**Desired Change**
100% of the students in history classrooms should be engaged in the lesson.
A decrease in anxiety to reflect the norm for students in grades 10 – 12.
100% of students in history classes should be ready for college-level coursework upon graduation.
100% of seniors pass the Social Studies portion of the AHSGE.
Increase teacher attendance rates and produce effective plans for when they must be absent.

**Success Indicator**
Increase in classroom engagement by 5% during the fall semester.
A decrease of 3% of student with moderate to high levels of anxiety as reported on the 2014 PRIDE SURVEY.
Increase the number of students who reach the ACT Benchmark scores in Social Science by 10%.
100% passage by July 2014.
Attendance rate for Social Science teachers at 90%.
Evaluation process
- Walk-through data
- 2014 PRIDE SURVEY
- Parent, student, staff surveys

School Community/Stakeholder Involvement

<table>
<thead>
<tr>
<th>Approach</th>
<th>Key Contact</th>
<th>Implementation Process</th>
</tr>
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<tbody>
<tr>
<td>Staff input in compiled during department meetings.</td>
<td>Principal Department Heads</td>
<td>Embedded PD and conversations in PLCs and monthly staff meeting.</td>
</tr>
<tr>
<td>Focus parental conversations on student goals.</td>
<td>Principal Teacher Liaison</td>
<td>Parent council updates, PTO website, surveys, and conversation.</td>
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<tr>
<td>Student Congress</td>
<td>Administration</td>
<td>Informal and formal groups of students will meet to provide insight into issues and school growth.</td>
</tr>
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**ADMINISTRATOR INTERVIEW PROJECT:**
Identify a highly respected building administrator from your district or from another district. After reading three current leadership articles (identify these is a bibliography), conduct an in-depth interview to understand the administrator's philosophy of leadership and how it applies to developing a vision for a school and/or district. Develop a written dialogue transcript and your summary of your findings and your reflection.

**CURRENT ISSUES PROJECT:**
Compile a list of current major issues in public education through personal research and interviews with stakeholders. Identify the three which you believe are the most important for your school at this time. Share your findings with your principal and discuss strategies for implementing an improvement plan. Document the a written dialogue transcript and a summary of your findings and your reflection.
**SCHOOL VISION ANALYSIS PROJECT:**

**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. Particular policies and procedures on absences and makeup work are established for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or ultimate dismissal from class with a failing grade.

Official written excuses for absences are issued only for group absences incurred in connection with required regularly scheduled university-sponsored activities such as intercollegiate athletics (see University of North Alabama Athletic Manual for further requirements) and special performances. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.

**Academic honesty:** “All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty, and graduates.

It is in the best interest of the entire university community to sanction any individual who chooses not to accept the principles of academic honesty by committing acts such as cheating, plagiarism, or misrepresentation.” (2009-2010 University of North Alabama catalog)
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.
Syllabus Contract:

I have received a copy of the syllabus. 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_______________________________

Revised Fall 2013 11.7
## IL 711: Data Based Decision Making  Project Rubric.

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<td><strong>Part 1</strong></td>
<td>The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes.</td>
<td>The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment.</td>
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# IL 711: Current Issues Project Rubric

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- 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.  
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  (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
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- 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)  
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  (2 points)  
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## IL 711: Data Based Decision Making  Project Rubric.

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