IL 501
Leadership and School Improvement
Summer 2016

Course Sections: K0, A0, M2, P0
Meeting Time and Place: Saturday 8:00 AM-11:00 AM
See faculty contact information below
Course Credit Hours: 3 Credit Hours
Clinical Experience in this Course: See Section IX, Key Assignments #1 & #2

FACTOR CONTACT INFORMATION BY COURSE SECTION AND SITE LOCATION:

Cedar Bluff (KO) Harrogate (AO) Chattanooga (M2) Kingsport (P0)
Dr. Scott Porter Dr. Rodney Russell Dr. Sam Shepherd TBA
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Harrogate (B0) Evening
Dr. Tony Maxwell
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School of Education Webpage: Lmunet.edu/education (see Program Documents)

I. COURSE DESCRIPTION: This class examines the role of the school leader to establish, and share, the vision and mission for academic success of all students including a positive school culture, data based decision-making, stakeholder involvement, and parent and community collaboration.

II. COURSE OBJECTIVES: Candidates in this course will be able to apply ISTE-A1, and TILS Standards A, B, and C to professional practice to provide ethical and effective instructional leadership.

Candidates will use classroom and clinical experiences to demonstrate the following knowledge and practices that provide a culture for teaching and learning:

TILS A - An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:
- Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement (TILS A1);
- Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards (TILS A2);
- Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth (TILS A3);
- Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional) (TILS A4); and
- Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement (TILS A-5).
TILS B - An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

**Indicators:**
- Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning (TILS B-1);
- Leverages educator strengths to engage all students in meaningful, relevant learning opportunities (TILS B-2);
- Fosters a safe, respectful, and orderly environment for all (TILS B-3);
- Takes measures to actively involve families in the education of their children (TILS B-4);
- Models and communicates expectations for individual and shared ownership of student, educator, and school success (TILS B-5);
- Recognizes and celebrates improved educator and student performance related to school vision and goals (TILS B-6);

TILS C - An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

**Indicator:**
- Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth (TILS C-1).

**ISTE-A1 Visionary Leadership** - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders (ISTE-A1.a);
- Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision (ISTE-A1.b);
- Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan (ISTE-A1c);

### III. Texts/Materials for the Course:

**Required Textbooks:**


**Suggested Reading:**

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

**Learning Outcomes:** This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University’s Carter & Moyers School of Education: **Values**, **Education**, and **Service**. Using values congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of education practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in service to diverse student bodies, schools and communities by exhibiting professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University’s motto, *Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next.*

**Requirements** (see Course Outline and Requirements section):
1. Reading and discussion of required materials;
2. Observation and clinical activities;
3. Other readings or in-class activities that the instructor may assign;
4. Group and individual Projects - Candidates will research assigned topics and present to the class; and,
5. Key Assignments: Complete the two key assignments which will count 50% of course grade (25% each) and one will be a clinical experience assignment. Key Assignments are submitted via Live Text and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor will require other coursework which will count for the remaining 50% of course grade.

**Clinical Experience:** Each student will be required to complete the clinical practice assignments. These assignments will be designed to support educators as they become more reflective practitioners, apply course work to practice, conduct action research, develop new skills, and explore effective practices and trends at all levels of education. Candidates will use their own classrooms and schools as educational laboratories for continuous learning.

**Evaluation Method:** Assignments will be evaluated based on program standards using various assessment tools, including AAC&U adapted rubrics. The University official Graduate Education grading system will be utilized.

V. METHODS OF INSTRUCTION: The instructor will serve as a facilitator using appropriate instructional methods such as lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, clinical activities, and collaboration with mentor and school based administrator.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

**Technology:** Incoming students must be computer literate, able to use software for e-mail, word
processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

**Turn-it-in:** Turn-It-In, the computer program designed for checking literature duplication is available for use. Submitting course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

**Live Text:** Each student will be required to establish or continue an account with the Live Text program. Live Text is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions are posted on SkyDrive.

**Library Resources** (Revised 2/2/2012)
The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information and critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement and intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

**VII. UNIVERSITY POLICIES:**

**STUDENTS WITH DISABILITIES POLICY:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the ADA Coordinator, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: Grant Lee 104 dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

**COUNSELING:** LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The counseling offices are located in Grant Lee 102. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

**DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES** can be found in the student handbook: LMU’s website: [http://www.lmunet.edu/student-life/handbooks](http://www.lmunet.edu/student-life/handbooks).
COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

LMU’S INCLEMENT WEATHER POLICY can be found at the following link to LMU’s website: http://www.lmunet.edu/student-life/weather-cancellation-notification. Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF CAMPUS CLOSURE: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

FOR ALABAMA STUDENTS:
Alabama Commission on Higher Education Disclaimer Statement
State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

VIII. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU’s website: http://www.lmunet.edu/about/mission.shtml.

CARTER & MOYERS SCHOOL OF EDUCATION MISSION STATEMENT:
http://www.lmunet.edu/education/about/Unit%20Conceptual%20Framework%202011.pdf (PAGE 6)

CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT:
http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (PAGE 11)

INSTRUCTIONAL LEADERSHIP MISSION STATEMENT:
http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (PAGE 31)

MED CG (SCHOOL AND MENTAL HEALTH COUNSELING) MISSION STATEMENT:
http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (PAGE 29)

CURRICULUM AND INSTRUCTION MISSION STATEMENT:
http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (PAGE 32)

EDUCATIONAL LEADERSHIP MISSION STATEMENT:
http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf

IX. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:
CANDIDATE OUTCOME 1: INSTRUCTIONAL LEADERSHIP FOR CONTINUOUS IMPROVEMENT
Candidates who complete the program are ethical leaders who facilitate professional practice that continually improves student learning by collaborating with internal and external stakeholders to develop, articulate, implement and communicate a clear, compelling vision for continuous improvement.

- TILS A Instructional Leadership for Continuous Improvement
- ELCC 1 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.

CANDIDATE OUTCOME 3: Professional Learning and Growth
Candidates who complete the program are ethical leaders who competently evaluate teacher effectiveness utilizing multiple data sources, develop collaboratively professional learning and growth opportunities, and through modeling instill the philosophy of lifelong learning among all staff members.

- TILS A Instructional Leadership for Continuous Improvement
- TILS C Professional Learning and Growth
- ELCC 2 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by developing a positive school culture providing an effective instructional program.
- ELCC 4 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members to respond to the community’s diverse interests and needs.
- ISTE A 3 Educational administrators create and promote an environment of professional learning to enhance student learning through the infusion of contemporary technologies.

CANDIDATE OUTCOME 4: Resource Management
Candidates who complete the program are ethical leaders who facilitate the development of a highly effective learning community through enlisting the support of diverse stakeholders and resources, which are aware of the school’s mission, vision, and goals and are involved in school improvement decisions; guided by district, state, and federal guidelines and accurate, transparent budgetary policies and procedures.

- TILS D Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
- ELCC 3 Manage resources
- ELCC 5 Acts ethically and respects rights of others
- ISTE 4 Systemic Improvement through effective use of information and technology resources.

COURSE OUTLINE/ASSIGNMENTS:
Class 1 – Discuss syllabus, textbooks, course organization, and assignments including Key Assignments #1 and #2  (complete course outline attached on p. 14)

Key Assignment #1 Diversity Plan of Action
Diversity is defined as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and
geographical area.

To the extent that is practical develop a school profile with emphasis upon diversity for the school where you are employed. Illustrate the demographic findings using charts or graphs. In detail:

- Describe how your school addresses the needs of at least two of the groups. How does you school address the needs of gifted students?
- What have been the results of those efforts related to the groups?
- What plans are in place to improve service to those groups?
- What would you recommend to improve service to those groups?

Submit the written report with graphics to LiveText on class date assigned by faculty. Submit a copy to your Leadership E-Portfolio under the appropriate standards.

Assessment: IL 501 KA #1 Diversity Plan of Action Rubric

Key Assignment #2 Leadership Skills for Beginning School Administrators
The Tennessee Instructional Leader Standards (TILS) A, B, and C require school leaders to establish and communicate a clear, compelling vision for continuous improvement, for a culture conducive to teaching and learning, and for professional learning and growth. The International Society for Technology Education (ISTE A) Standards for Administrators state that visionary leaders “inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders”.

Using the standards cited, resolve the following simulation to demonstrate your competency to provide visionary leadership in a school:

You have been appointed principal of a low-performance school (i.e., elementary, middle, or high school--you decide) at the March Board meeting. You are teaching in another school and have limited knowledge of the Low-performance School. Your contract begins on July 1.

1. Create a vision statement for the new school (discuss the collaborative process used to create this vision.)
2. Describe how you will use technology and other means to share the vision to stakeholders and lead change to improve the school.
3. Write a professional mission statement.
4. Identify your beliefs, core values, and guiding principles that were strengths this term and apply each to your new assignment (See the Instructional Leadership Clinical Experience Handbook for guidance.)
5. What needs to be done prior to July 1 (before your contract starts)?
6. What data needs to be collected and analyzed to inform decisions? What technology or electronic program(s) will you use to assist you in this task?
7. What needs to be done between July 1 and August 9 (the day teachers begin)?
8. How will you organize, manage and collaborate to lead the school to meet state requirements?
9. Which stakeholders will you involve? Why?
10. Create an evaluation instrument (to be completed at the end of your first year) to assess your performance. Design at least five major areas of assessment to provide feedback on your performance.

Submit this assignment to LiveText on date assigned by faculty. Submit a copy to your Leadership E-Portfolio under the appropriate standards.
Assessment: IL 501 KA #2 Leadership for beginning School Administrators Rubric

Additional Assignments:

1. Interview – each student will select an administrator (building level or Central Office) to interview. Interview protocol to be provided in class.

2. School Improvement Project – This field-based project will begin with a Needs Assessment of a department, grade level, school or other unit. Based on the evidence collected, each student will develop a school improvement project to address curricular or instructional needs. Time during the course will be devoted to discussing both the content and process, and projects will be presented to the class.

X. Student Community Engagement: A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: http://www.lmunet.edu/student-life/student-service-initiative or contact the Associate Dean of Students, Elise Syoen, at Elise.Syoen@LMUnet.edu

PLAGIARISM
Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual, pp. 174-179.

CERTIFICATION OF AUTHORSHIP. I certify that I am the author of this paper titled ________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student’s Signature________________    Date ______________

(This statement must be included with all written assignments.

XI. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.
TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS)

**Standard A: Instructional Leadership for Continuous Improvement**
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

**Indicators:**
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

**Standard B: Culture for Teaching and Learning**
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

**Indicators:**
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

**Standard C: Professional Learning and Growth**
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

**Indicators:**
1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.

**Standard D: Resource Management**
An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

**Indicators:**
1. Strategically utilizes community resources and partners to support the school’s mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.
1. **Visionary Leadership** - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
   a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
   b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
   c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. **Digital Age Learning Culture** - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
   a. Ensure instructional innovation focused on continuous improvement of digital-age learning
   b. Model and promote the frequent and effective use of technology for learning
   c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
   d. Ensure effective practice in the study of technology and its infusion across the curriculum
   e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. **Excellence in Professional Practice** - Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
   a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
   b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
   c. Promote and model effective communication and collaboration among stakeholders using digital age tools
   d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. **Systemic Improvement** - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
   a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
   b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
   c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
   d. Establish and leverage strategic partnerships to support systemic improvement
   e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. **Digital Citizenship** - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
   a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
   b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
   c. Promote and model responsible social interactions related to the use of technology and information
   d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools
ELCC Standards

1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.
   1.1 Develop a Vision
   1.2 Articulate a Vision
   1.3 Implement a Vision
   1.4 Steward a Vision
   1.5 Promote Community Involvement in the Vision.

2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff
   2.1 Promote Positive School Culture
   2.2 Provide Effective Instructional Program
   2.3 Apply Best Practice to Student Learning
   2.4 Design Comprehensive Professional

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

4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interest and needs, and mobilizing community resources.
   4.1 Collaborates With Community and Other Family Members
   4.2 Respond to Community Interests and Needs
   4.3 Mobilize Community Resources

5.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner.
   5.1 Acts with Integrity
   5.2 Acts Fairly
   5.3 Acts Ethically

6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
   6.1 Understand the Larger Context
   6.2 Respond to the Larger Context
   6.3 Influence the Larger Context

7.0 Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
   7.1 Substantial
   7.2 Sustained
# IL 501 KA #1 Diversity Plan of Action Rubric

by Carter & Moyers School of Education

## IL 501 Diversity Plan of Action

<table>
<thead>
<tr>
<th>Capstone (4.000 pts)</th>
<th>Milestone (3.000 pts)</th>
<th>Milestone (2.000 pts)</th>
<th>Benchmark (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Research Plan</strong>&lt;br&gt;(20.000, 20%)&lt;br&gt;TILS A, C</td>
<td>Includes substantial information that outlines area of focus, accomplishments, goals, origination and transformation of ideas, research impact, and learning outcome(s); and provides clear connection to current educational research.</td>
<td>Adequately includes and develops area of focus, accomplishments, goals, origination and transformation of ideas, research impact, and learning outcome(s).</td>
<td>Incomplete attempt to provide area of focus, accomplishments, goals, origination and transformation of ideas, research impact, and learning outcome(s).</td>
</tr>
<tr>
<td><strong>Recognize diversity throughout the school community</strong>&lt;br&gt;(20.000, 20%)&lt;br&gt;TILS B&lt;br&gt;ELCC 3, 4</td>
<td>Demonstrates a thorough understanding and provides a detailed account of the extent to which a school/class profile based on the NCATE definition, for the school where you are employed, addresses the needs of two of the groups.</td>
<td>Demonstrates a thorough understanding and provides a limited account of the extent to which a school/class profile based on the NCATE definition, for the school where you are employed, addresses the needs of two of the groups.</td>
<td>Demonstrates a superficial understanding and provides a limited account of the extent to which a school/class profile based on the NCATE definition, for the school where you are employed, addresses the needs of two of the groups.</td>
</tr>
<tr>
<td><strong>Ensure diversity is valued throughout the school community</strong>&lt;br&gt;(20.000, 20%)&lt;br&gt;TILS B, C&lt;br&gt;ELCC 4</td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of: a. How your school/class addresses the needs of diverse student populations? b. What have been the results of those efforts? c. What plans are in place to improve service to those groups? d. What would you</td>
<td>Uses appropriate and relevant content to illustrate mastery of: a. How your school/class addresses the needs of diverse student populations? b. What have been the results of those efforts? c. What plans are in place to improve service to those groups? d. What would you</td>
<td>Uses appropriate and relevant content to develop and explore ideas related to: a. How your school/class addresses the needs of diverse student populations? b. What have been the results of those efforts? c. What plans are in place to improve service to those groups? d. What</td>
</tr>
<tr>
<td>Representation</td>
<td>Skillfully converts relevant information into an insightful mathematical forms (charts, graphs, tables) in a way that contributes to a further or deeper understanding.</td>
<td>Competently converts relevant information into an appropriate and desired mathematical forms (charts, graphs, tables).</td>
<td>Completes conversion of information but resulting mathematical forms (charts, graphs, tables) are only partially appropriate or accurate.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Conclusions and related outcomes (implications and consequences)</td>
<td>Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.</td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</td>
</tr>
</tbody>
</table>

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Citations


**IL 501 KA 2 Leadership Skills for Beginning School Administrators**

by Carter & Moyers School of Education

<table>
<thead>
<tr>
<th>Curiosity</th>
<th>Province A (1.000, 20%) TILS A</th>
<th>Province B (3.000 pts)</th>
<th>Province C (2.000 pts)</th>
<th>Province D (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explores a topic in depth yielding a rich awareness and/or little known information indicating intense interest in the subject.</td>
<td>Explores a topic in depth, yielding insight and/or information indicating interest in the subject.</td>
<td>Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.</td>
<td>Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Initiative</th>
<th>Province A (1.000, 20%) ELCC 2.3</th>
<th>Province B (4.000 pts)</th>
<th>Province C (3.000 pts)</th>
<th>Province D (2.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work and identifies opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work.</td>
<td></td>
</tr>
<tr>
<td>Independence (1.000, 20%) TILS A,B ELCC 1</td>
<td>Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.</td>
<td>Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences</td>
<td>Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences</td>
<td>Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently</td>
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</tr>
<tr>
<td>Transfer (1.000, 20%) TILS A,B,C ELCC 3,5</td>
<td>Makes explicit references to previous learning and applies in an innovative (new &amp; creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.</td>
</tr>
<tr>
<td>Reflection (1.000, 20%) TILS A,B,C</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.</td>
</tr>
</tbody>
</table>

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