

TO: EDAD 538 STUDENTS
FROM: Dean Halverson
Date: December 12, 2007

I would like to take this opportunity to welcome you to EDL 538, Principal as Instructional Leader. Today, more than ever before, successful administrators must organize and maintain effective schools that serve the needs of all students and also insure that all teachers are improving their instructional skills. It is my earnest desire to offer practical applications to a course that is an essential part of your graduate experience. Although we will touch on all of the course outcomes, the major focus of the course will be on working with marginal teachers and providing leadership for the change process.

We will be utilizing Western Online for sending information to other class participants, the posting of power point presentations, weekly discussion boards and other forms of communication.

The syllabus is posted on the department website (<http://www.wiu.edu/edl/msed.html>) Be sure to read the syllabus—there are **assignments due on the first day of class and discussion board questions to respond to prior to the first day of class**. There are also other items that you should bring to the first class.

We will be meeting in the Quad Cities in room B19. Class sessions will be on January 19-20, February 2, and February 23-24. Please note that there will not be a class session on February 3. Therefore there will be additional assignments and discussion questions on Western Online

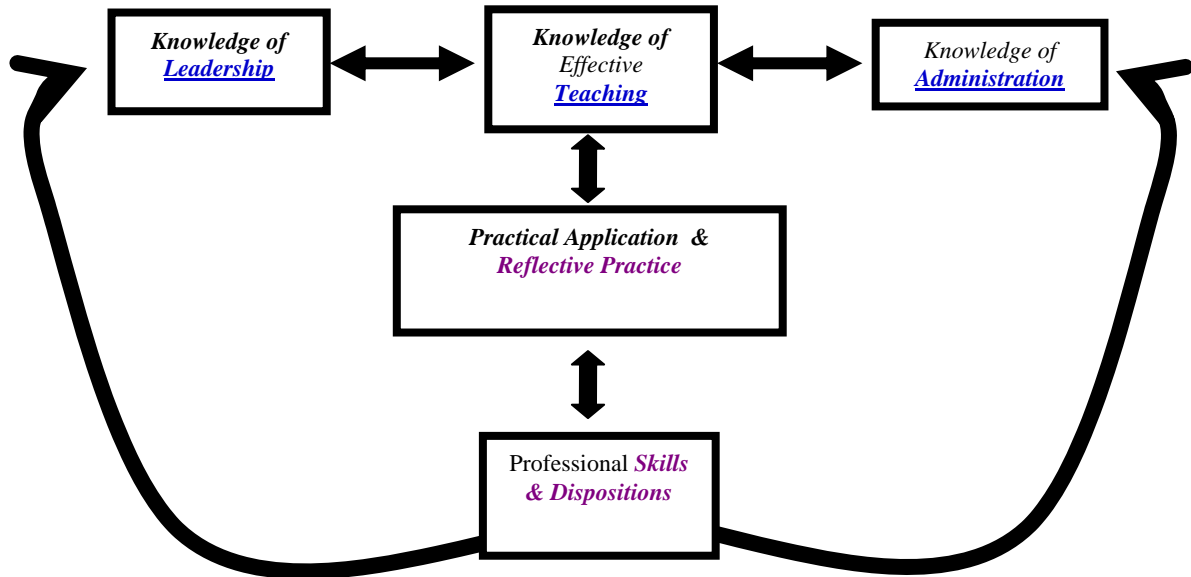
I look forward to working with all of you again. If you have questions, please e-mail (dl-halverson@wiu.edu) or call me at 309/762-9481 ext 285(work) or 563-370-8788 (cell-the best way to make contact).

Dean Halverson

EDL 538

Principal as the Instructional Leader

Western Illinois University
Quad Cities Campus
Spring 2008



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Class Meetings: Quad Cities Campus Room B19

January 19-20

February 2

February 23-24

TEXT: The required text for this program is:

Marzano, R., Waters, T. & McNulty, B. (2005). School leadership that works. Alexandria, VA: ASCD. (This book is available from the WIU Bookstore, ASCD, or other vendors such as Amazon.

For the first weekend we will also use the following texts that were required for 560.

Danielson, C. (1996). Enhancing professional practice. Alexandria, VA: ASCD.

Danielson, C., & McGreal, T. (2000). Teacher evaluation to enhance professional practice. Alexandria, VA: ASCD.

On the first day of class you will be required to purchase a set of handouts. I will bring the packets to class. The packets will cost about \$10

CATALOG DESCRIPTION: (Three semester hours) Emphasis is placed on enabling leaders to generate the tools to assist teachers in improving instruction. Topics include research on effective instruction, conferencing skills, evaluation of lesson plans and instructional materials, and formative and summative evaluation of teaching. Students will demonstrate competence by applying a research-based model to assess instructional artifacts and evaluate instruction. **PREREQUISITE:** Twenty (20) semester hours of graduate coursework in educational administration, including EDAD 500, 505, 517, and 560 or equivalent courses.

COURSE OUTCOMES

Course Outcomes and Student Performance Requirements

1. The student frames, analyzes and resolves problems using appropriate problem-solving techniques and decision-making skills.	Students will analyze various scenarios and develop plans to address the identified problems.
2. The student has knowledge and understanding of student growth and development.	Students utilize their knowledge and understanding of student growth and development as they develop improvement plans for themselves and for other hypothetical teachers.
3. The student understands principles of effective instruction and best practices.	Students will apply their understanding of effective instruction and best practices as they develop improvement plans for marginal teachers.
4. The student is familiar with adult learning and professional development models.	Students will incorporate adult learning concepts in their plan and presentation for a specific change at a school site.

5. Understands classroom management	Students will incorporate classroom management techniques in the professional development plans developed for marginal teachers.
6. Identifies needs for professional development, incorporates adult learning strategies and assessments in the formation of self-development plans for staff.	Students will develop a self-improvement plan for themselves based on data collected from a survey from the National Association of Secondary School Principals.
7. The student applies effective job-analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.	Students will assess marginal teachers via scenarios and video lessons and develop professional development plans for three different teachers.
8. Understands the purpose of education and the role of leadership in modern society.	Students will read books on leadership by various authors and present that information to the class. In groups students will create a list of leadership characteristics necessary to provide leadership for learning.
9. Recognizes various ethical frameworks and perspectives on ethics	Students will read, discuss, and reflect on the AASA Code of Ethics. Students will utilize this knowledge as they analyze scenarios from classrooms.
10. Is aware of the professional code of ethics	Students will read, discuss, and reflect on the AASA Code of Ethics. Students will utilize this knowledge as they analyze scenarios from classrooms.
11. Understands models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.	Students will be presented with information on change, research information on change, and develop a presentation on the change process as it relates to an identified problem in their work place.

NACTE Assessments—see information at the end of the syllabus

Week One Assignment

Leadership

1. Read a book on leadership (not the Marzano book)—see the list below of books that students in previous classes have read. Prepare a summary of the book as a front and back “one-pager”. The emphasis should be on leadership principles.
2. Present a “review” on the book you read. You will utilize your “one-pager” for your presentation so bring at least 25 copies. Your goal is to convince other people in the class that they should read the book.
3. Read Chapter 10 in the book, Teacher Evaluation to Enhance Professional Practice and do one of the following:
 - a. Respond to the discussion board question related to this chapter on Western Online. The posting should be completed prior to the first class meeting on January 19. (Western Online will “open” on January 9.)
 - b. Bring typed reactions to the chapter. This should not be a summary of the chapter, but rather your reactions to what was in the chapter. Think in terms of 1 to 2 pages for the chapter.)
4. Read Chapter 6 in the Enhancing Professional Practice book and do one of the following:
 - a. Respond to the discussion board question related to this chapter on Western Online. The posting should be completed prior to the first class meeting on January 19. (Western Online will “open” on January 9.)
 - b. Bring typed reactions to the chapter. This should not be a summary of the chapter, but rather your reactions to what was in the chapter. Think in terms of 1 to 2 pages for the chapter.)

Listed below are a variety of “easy reads” on leadership. You may pick one of these titles or another title of your choice.

- Lincoln On Leadership by Donald L. Phillips
- Be Quick-But Don’t Hurry! by Andrew Hill with John Wooden
- Leading With The Heart by Mike Krzyzewski
- The Heart of a Leader by Ken Blanchard
- Leadership and the One Minute Manager by Ken Blanchard
- Whale Done by Ken Blanchard, et al
- Fish by Lundin, Paul, and Christenson
- Cigars, Whiskey, and Winning: Leadership Lessons from U.S. Grant by Al Kaltrnan
- Good to Great by Jim Collins (Good book, but not an easy read)
- The 21 Indisputable Qualities of a Leader by John Maxwell
- The 21 Irrefutable Laws of Leadership by John Maxwell
- If You Don’t Feed The Teachers, They Eat The Students by Neila Connors
- First Break All The Rules by Marcus Buckingham
- Winning Everyday by Lou Holtz
- Leadership by Rudolph Giuliani
- The Winner Within by Pat Riley

- Practical Modern Basketball by John Wooden
- If Aristotle Ran General Motors by Tom Morris
- What It Takes to be #1 by Vince Lombardi
- Finding the Winning Edge by Bill Walsh

Bring to the first Class

- Copy of your district’s plan for improvement for marginal teachers/teachers.
- The results of your Myers Briggs
- Ideas for areas of change that you would like for your school. The change should be somewhat controversial and it should be one that would impact all or nearly all of the teachers in the building.

Week Two Assignment

1. School Leadership That Works (This is an additional assignment for no class July 15)

Read chapter 4, pages 41-64 in the Marzano’s book, School Leadership that Works.

- Make a chart of the key responsibilities from the book with a short explanation of each one.
- Make another column and for each responsibility provide two or more examples of how that concept would look in a school setting based on what is facilitated by the principal. (You should be specific as to the applications in memos, faculty meetings, interactions with others, etc.) If the first list states that the leader utilizes collaboration, then the second list could give specific examples of how this would “look” in a school setting.
- Make another column for concepts from the leadership book you read. Match those concepts/practices with those that the Marzano book identified as essential. Your challenge is to find as many correlations as possible. Some of the concepts/practices from the book may match with more than one from the Marzano book.
- You should bring one copy of this assignment to turn in and have a copy for sharing with other members of your group.
- Scoring criteria for this assignment are listed later in the syllabus.
- Suggested format for this assignment

Responsibilities (Marzano)	Explanation of responsibility	Responsibility in a school setting	Concept from book read for #1 above
Collaboration		1. School improvement team plans staff meetings 2. Teachers’ opinions are solicited regarding curricular decisions	

2. Change Process Paper

Prepare a paper on the change process. The paper should include information on the change process (not a specific change) and also include significant information from the book, School Leadership That Works, (chapter 5) regarding change. The paper should be 3-5 pages long (New York Times or Arial, 12 point font, standard one inch margins, and APA format) plus a bibliography that includes a minimum of 3 sources and at least 5 if you are working for an A. The sources should be cited in the body of your paper and in the bibliography at the end. The scoring criteria are toward the end of the syllabus. (See listing of useful web sites in the Course Content section of Western Online. You should bring one copy of this assignment to turn in and a copy for sharing with your group.

Week Three Assignment

1. **Walk Through Supervision (This is an additional assignment for no class on February 3)**

You are to spend at least 30 minutes on two different days doing walk-through supervision. At the conclusion of each day you are to write a summary that includes information on the number and variety of rooms you visited and a reflection on what you learned from the experience. I suggest you utilize a format that does not include taking notes, but you may utilize whatever format you desire. We will talk more about this during class on the 2nd weekend.

2. **Change Process Presentation**

You are to utilize a multimedia presentation to demonstrate how you would implement a specific change at your school. (The multimedia could be PowerPoint.) Using change process information, adult learning theory and effective leadership principles, the presentation will explain the specifics of how the change would be facilitated. (Previous individuals have looked at areas like block scheduling, multi-age grouping, middle school concept, balanced literacy, RTI, drug testing, differentiated instruction, student led conferences, 4 day school week, PLC, restructuring the senior year, etc.) The area you select should be one that impacts nearly all the teachers in your building and one that would be considered controversial (a second order change) by many of the teachers. (You will need to have instructor approval of your topic.) At least 5 different resources should be cited in the presentation and on a bibliography page at the end of the PowerPoint. The scoring criteria are listed toward the end of the syllabus.

Your “audience” for this presentation is the school staff or the school board.

Recommended format:

Introduction:	Why is there a need for a change?
The change desired	What do you want to do differently?
Research:	What research supports the change?
“Selling” the Change	How you plan to “sell” the change to both internal and external audiences?
Implementation Plan	How will you implement the change?
Assessment	How do you plan to assess the on-going success or non-success of the change process and the change itself?
Closure/Summary	

Bibliography

On-Line Components of the Class (This is an additional assignment for no class on Feb. 3)

In addition to the two discussion questions due prior to the first class, you will also participate in 4 different discussions on Western Online.

Mid Term and Final Exams

The mid term will consist of developing an Assistance Plan for a teacher. The final will include the analysis of a scenario and one or two short answer questions. More information on the final will be provided during the first and second weekends of class.

Grading Procedures

Assignments	Points
Week 1-One-pager and book presentation	19
Week 2-Paper on the change process	35
Week 2 Leadership Chart	30
Week 3-Presentation	50
Participation in on-line discussion board 6 x 10	60
Mid-Term exam	26
Final exam	40
Total	260

A grade = approximately 92 –100, or wherever the “break” is between 90 and 94

B grade = approximately 82-91, or wherever the “break” is between 80 and 85

Scoring Criteria for “One-pager”

Criteria	Points Possible	Points Earned
Use of at least 4 the following: White spaces Visuals Blocked stories/articles Use of bullets or numbering for lists Bolded sentences or statements Break up of long blocks of text	4	
Attractive and appealing to the “30 second” reader	4	
Accurate and complete presentation of concepts and ideas of the discipline plan	6	
Grammar, punctuation, spelling, etc.	5 (-1 per error)	
TOTAL POINTS	19	

Scoring Criteria for Change Paper

Criteria	Possible Points	Points Earned
Issue clearly defined	10	
Research to support issue	5	
Strong sense of unity, clarity, and coherence	5	
Grammatically correct sentences with mature vocabulary	5	
Correct spelling and punctuation (-1 or each error)	5	
APA format utilized	5	
Total Points	35	

Scoring Criteria for Leadership Assignment

Criteria	Points Possible	Points Earned
Comprehensive list of leadership traits from the book with explanations for each trait	6	
Clear explanations for how each trait would “look-like” in a school setting as related to the role of the principal	12	
Clear explanation of the correlations of the traits from the book with the traits listed in the School Leadership book by Marzano	6	
Grammar, punctuation, spelling, etc.	6 (-1 per error)	
TOTAL POINTS	30	

Rubric Scale for Presentation

Criteria	1	2	3	4	5
Established the need for the change (x2)	The need for change is not clear and there is no data	The need for change is not clear and supported by only one data source	The need for change is vague and supported by only two data sources	The need for change is clearly presented and supported by at least three data sources	The need for change is clearly presented and supported by at least four data sources
Research supporting the change (x2)	There are research sources to support the initiative	The initiative is supported by one research source	The initiative is supported by one or two research sources	The initiative is supported by three research sources	The initiative is supported by four research sources
Realistic implementation plan	Incorporate 1 of the following: <ul style="list-style-type: none"> realistic time line addresses both internal & external audiences recognizes differences in the level of acceptance of new ideas and concepts addresses the people who are reluctant to change recognizes essential characteristics of the change process 	Incorporates 2 of the following: <ul style="list-style-type: none"> realistic time line addresses both internal & external audiences recognizes differences in the level of acceptance of new ideas and concepts addresses the people who are reluctant to change recognizes essential characteristics of the change process 	Incorporates 3 of the following: <ul style="list-style-type: none"> realistic time line addresses both internal & external audiences recognizes differences in the level of acceptance of new ideas and concepts addresses the people who are reluctant to change recognizes essential characteristics of the change process 	Incorporates 4 of the following: <ul style="list-style-type: none"> realistic time line addresses both internal & external audiences recognizes differences in the level of acceptance of new ideas and concepts addresses the people who are reluctant to change recognizes essential characteristics of the change process 	Incorporates 5 of the following: <ul style="list-style-type: none"> realistic time line addresses both internal & external audiences recognizes differences in the level of acceptance of new ideas and concepts addresses the people who are reluctant to change recognizes essential characteristics of the change process
Criteria	1	2	3	4	5
Creative and interesting presentation	Incorporates none of the following: <ul style="list-style-type: none"> a strong positive feeling about topic during the entire presentation excellent, logical organization and clarity of purpose sparks interest and discussion in 	Incorporates 1 or 2 of the following: <ul style="list-style-type: none"> a strong positive feeling about topic during the entire presentation excellent, logical organization and clarity of purpose sparks interest and discussion in 	Incorporates 3 of the following: <ul style="list-style-type: none"> a strong positive feeling about topic during the entire presentation excellent, logical organization and clarity of purpose sparks interest and discussion in 	Incorporates 4 of the following: <ul style="list-style-type: none"> a strong positive feeling about topic during the entire presentation excellent, logical organization and clarity of purpose sparks interest and discussion in 	Incorporates 5 of the following: <ul style="list-style-type: none"> a strong positive feeling about topic during the entire presentation excellent, logical organization and clarity of purpose sparks interest and discussion in

	<p>topic</p> <ul style="list-style-type: none"> uses creativity in presentation delivery makes a dynamic and compelling argument during closure 	<p>topic</p> <ul style="list-style-type: none"> uses creativity in presentation delivery makes a dynamic and compelling argument during closure 	<p>topic</p> <ul style="list-style-type: none"> uses creativity in presentation delivery makes a dynamic and compelling argument during closure 	<p>topic</p> <ul style="list-style-type: none"> uses creativity in presentation delivery makes a dynamic and compelling argument during closure 	<p>topic</p> <ul style="list-style-type: none"> uses creativity in presentation delivery makes a dynamic and compelling argument during closure
Clarity of message-major points obvious	Audience has no idea what the main points are and what the report is on	Audience has some idea of what the main points and what the report is on	Vaguely explained some points and what the report covered	Satisfactorily explained most of the points and what the report covered	Clearly explained all points and what the report covered
Presentation skills (x2)	<p>Incorporates 1 or 2 of the following</p> <ul style="list-style-type: none"> Established eye consistent eye contact stands straight, looks relaxed & confident appropriate use of gestures grammatically correct language each member of the team participated “equally” within time limits 	<p>Incorporates 3 of the following</p> <ul style="list-style-type: none"> consistent eye contact stands straight, looks relaxed & confident appropriate use of gestures grammatically correct language each member of the team participated “equally” within time limits 	<p>Incorporates 4 of the following</p> <ul style="list-style-type: none"> consistent eye contact stands straight, looks relaxed & confident appropriate use of gestures grammatically correct language each member of the team participated “equally” within time limits 	<p>Incorporates 5 of the following</p> <ul style="list-style-type: none"> consistent eye contact stands straight, looks relaxed & confident appropriate use of gestures grammatically correct language each member of the team participated “equally” within time limits 	<p>Incorporates 6 of the following</p> <ul style="list-style-type: none"> consistent eye contact stands straight, looks relaxed & confident appropriate use of gestures grammatically correct language each member of the team participated “equally” within time limits
Criteria	1	2	3	4	5
Quality of PowerPoint	<p>Incorporates 1 or 2 of the following:</p> <ul style="list-style-type: none"> slides serve as visual summary of findings appropriate number of slides easy to follow format used a different form to communicate to the audience other than screen 	<p>Incorporates 3 or 4 of the following:</p> <ul style="list-style-type: none"> slides serve as visual summary of findings appropriate number of slides easy to follow format used a different form to communicate to the audience other than screen 	<p>Incorporates 5 of the following:</p> <ul style="list-style-type: none"> slides serve as visual summary of findings appropriate number of slides easy to follow format used a different form to communicate to the audience other than screen 	<p>Incorporates 6 of the following:</p> <ul style="list-style-type: none"> slides serve as visual summary of findings appropriate number of slides easy to follow format used a different form to communicate to the audience other than screen 	<p>Incorporates 7 of the following:</p> <ul style="list-style-type: none"> slides serve as visual summary of findings appropriate number of slides easy to follow format used a different form to communicate to the audience other than screen

	<ul style="list-style-type: none"> reading handout was given to each member of the audience to supplement the presentation appropriate amount of material on each slide professional look to slides with appealing graphic theme 	<ul style="list-style-type: none"> reading handout was given to each member of the audience to supplement the presentation appropriate amount of material on each slide professional look to slides with appealing graphic theme 	<ul style="list-style-type: none"> reading handout was given to each member of the audience to supplement the presentation appropriate amount of material on each slide professional look to slides with appealing graphic theme 	<ul style="list-style-type: none"> reading handout was given to each member of the audience to supplement the presentation appropriate amount of material on each slide professional look to slides with appealing graphic theme 	<ul style="list-style-type: none"> reading handout was given to each member of the audience to supplement the presentation appropriate amount of material on each slide professional look to slides with appealing graphic theme
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Attendance Policy

At the 500 level, any student who is absent for more than 50% of a scheduled day of a weekend academy class will be assigned a grade of Incomplete (I) by the instructor and must make up the appropriate day in its entirety the next time the course is offered in order to change the "incomplete" to a letter grade.

EDL Incomplete Policy

Incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of "INCOMPLETE" may be given to permit the student more time to complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the Graduate Student's File. A student must satisfy the course requirements during the next semester that the course is taught or (s)he will be awarded a grade based upon the work completed.

The normal grade for the first semester of EDL 555 and EDL 655 is INCOMPLETE because the internship is viewed as a single entity rather than as two separate semesters.

Americans with Disabilities Act

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

WIU Academic Dishonesty Policy

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.

Assessments for NCATE

EDL 538 Criteria for Growth Plan Resource Guide and Developing a Growth Plan

Standard 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 Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2a Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

2.2b Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.

2.2c Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction.

2.3a Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.

2.3b Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.

2.3c Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement

2.4a Candidates design and demonstrate an ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.

2.4b Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult-learning strategies to form comprehensive professional growth plans with teachers and other school personnel

Assignment for Assessing Knowledge

Students will develop a resource guide for the purpose of creating improvement plans for teachers in need of assistance. This guide will include activities/procedures to assist the teacher in learning and practicing the needed skills. It will also include procedures for monitoring the teacher as they implement their plan and procedures for the ongoing assessment of the teacher. You should refer to the rubric as you develop the guide; you are required to meet all items listed in the rubric.

Developing a Resource Guide for Teacher Improvement Plans

Criteria	Meets	Does Not Meet
2.1	The guide incorporates methods and strategies related to effectively addressing diversity issues in the school community	The guide does not incorporate methods and strategies related to effectively addressing diversity issues in the school community.
2.2a	The guide incorporates best practices related to instruction and curriculum materials.	The guide does not incorporate best practices related to instruction and curriculum materials.
2.2b	The guide addresses issues related to differentiated instruction.	The guide does not address issues related to differentiated instruction.
2.2c	The guide addresses appropriate uses of technology that enrich curriculum and instruction	The guide does not address appropriate uses of technology that enrich curriculum and instruction
2.3a	The guide promotes understanding and application of best practices for student learning	The guide does not promote understanding and application of best practices for student learning
2.3b	The guide reflects human development and motivational theories.	The guide does not reflect human development and motivational theories.
2.3c	The guide includes scientifically based research strategies that correlate to improved student achievement	The guide does not include scientifically based research strategies that correlate to improved student achievement
2.4a	The guide is consistent with the vision and goals of the school	The guide is not consistent with the vision and goals of the school
2.4b	The guide is a comprehensive growth plan	The guide is not a comprehensive growth plan.

Assignment for Assessing Application

Using the resource guide, the state standards, and knowledge obtained from a scenario the students will develop an improvement plan for a teacher. The plan will include: the state or district standard(s) that are not being met, the areas of concern, evidence of the concern based on information from the classroom or school, specifics regarding the expected performance level of the teacher, activities and strategies for the teacher to learn the needed skills and knowledge, and procedures that will be utilized to assess and monitor the teacher's progress. You should refer to the rubric as you develop the plan; you are required to meet all items listed in the rubric.

Developing an Individualized Teacher Improvement Plan

Criteria	Meets	Does Not Meet
2,1	The plan incorporates methods and strategies related to effectively addressing diversity issues in the school community.	The plan does not incorporate methods and strategies related to effectively addressing diversity issues in the school community.
2.2a	The plan incorporates best practices related to instruction and curriculum materials.	The plan does not incorporate best practices related to instruction and curriculum materials.
2.2b	The plan addresses issues related to differentiated instruction.	The plan does not address issues related to differentiated instruction.
2.2c	The plan addresses appropriate uses of technology that enrich curriculum and instruction	The plan does not address appropriate uses of technology that enrich curriculum and instruction
2,3a	The plan promotes understanding and application of best practices for student learning.	The plan does not promote understanding and application of best practices for student learning.
2.3b	The plan reflects human development and motivational theories.	The plan does not reflect human development and motivational theories.
2.3c	The plan includes scientifically based research strategies that correlate to improved student achievement.	The plan does not include scientifically based research strategies that correlate to improved student achievement.
2.4a	The plan is consistent with the vision and goals of the school.	The plan is not consistent with the vision and goals of the school.
2.4b	The teacher improvement plan is comprehensive.	The teacher improvement plan is not comprehensive.