COURSE DESCRIPTION:

This module is designed to develop the knowledge, skills, behaviors, and beliefs that administrators (principals, assistant principals, department heads, curriculum coordinators) must possess to ensure high performing schools and departments. Instructional leaders have a critical role in creating a school culture that places teaching and learning at the center of the work and places instruction and student learning at the center of one’s leadership. The module will increase participants understanding of current theory and research about effective teaching practice while emphasizing how this understanding shapes our work as instructional leaders. In addition, participants’ will develop their ability to make data-driven decisions to improve student learning and increase program effectiveness. The Instructional Leadership for Learning module focuses on the following subject matter knowledge and skills:

SUBJECT MATTER KNOWLEDGE:

1. The concept of Professional Learning Communities is a highly effective way to frame educators’ work, ensuring that teaching and learning are the essential foci of teachers and administrators.

2. The framework of Professional Learning Communities, which is structured around three overarching themes, encompasses numerous concepts and theories essential to one’s knowledge base for school improvement and increased student achievement. These themes are:

   - Learning
   - Collaboration
   - Results

Within the Learning component participants will develop their knowledge of the following concepts and deepen their understanding of how they are interconnected in their impact on student learning:
● Aligned, current (CCSS) curriculum
● Best practices in teaching
● Standards-based education and backwards planning
● Effective lesson design and the impact of each element in the lesson
● Mastery Objectives – What should students know and be able to do
● Learning styles and brain-based learning
● Assessment Practices

Within the **Collaboration** component participants will explore:

● Coherent, integrated and focused goals at the district, school and individual level.
● The importance of professional development as an ongoing support for teachers’ continuous growth and a mechanism to build shared responsibility for student learning.
● Strategies by which instructional leaders can facilitate structured time for teachers to work together collegially to improve student learning outcomes.
● Effective practices for supervision and evaluation and the importance of developing a collaborative culture that honors trust, feedback and reflection for continuous improvement as measured by relevant data and shared accountability.

Within the **Results** component participants will delve into the following:

● Balanced Assessment Practices, including formative and summative assessments.
● Data-analysis as a foundation for re-teaching, extending learning and monitoring student progress toward expressed learning outcomes.
● Assessing impact - How students know and we as teachers and leaders know that learning has occurred
● Systemic monitoring of the effectiveness of programs and practices

3. Important regulations and requirements for which school-based administrators are responsible will be presented and participants will determine ways to integrate and use these requirements to advance their vision for instructional leadership.

**PROFESSIONAL STANDARDS & INDICATORS FOR ADMINISTRATIVE LEADERSHIP:**

The following Professional Standards for Administrative Leadership are developed throughout this module:

1a. Goals: Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and
district; understands the school committee role in approval of district goals and objectives.

1b. Aligned Curriculum: Ensures the implementation of an effective curriculum that is aligned to state curriculum frameworks.

1c. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

1d. Assessment: Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.

1e. Evaluation: Provides effective supervision and evaluation in alignment and accordance with state regulations and contract provisions.

1f. Data-Informed Decision-Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.

1k. Professional Development: Understands the adult learning needs of staff and creates a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job-embedded, and aligned with school and district goals.

1l. Program Evaluation: Systematically monitors, evaluates and makes needed changes to curriculum, instruction, and programs to assess their effectiveness in meeting school and district goals.

LEARNING OUTCOMES:

Participants will:

Demonstrate a comprehensive understanding of the research on and practice of learning by:

- Analyzing and understanding how learning theories explain and can direct our practices
- Setting and holding high expectations and communicating clear standards for all students
- Understanding the current scientifically-based theories on effective pedagogical approaches
Demonstrate ability to use data-based approaches to effective curriculum, instruction, and assessment by:

- Exploring models of curriculum and unit design, backward design process, essential questions, jigsaw, Socratic method, cooperative learning
- Examining scientifically research-based practices in instructional strategies and how they can best match curriculum delivery
- Learning and utilizing authentic assessment practices (formative and summative) and tools (rubrics)
- Articulating the relationship among various assessment results (standardized, MCAS, individual), and performance assessments
- Reviewing and analyzing student work and teacher performance

Demonstrate the ability to plan for curriculum improvement by:

- Understanding the content of the MA Curriculum Frameworks 2011 (incorporating the CCSS) and the implications for their implementation at the state, local, and classroom levels
- Examining standards-based approaches to curriculum, instruction, and assessment
- Analyzing the theoretical basis for standards-based curriculum, instruction, and assessment.
- Identifying various approaches to designing and implementing standards-based programs.
- Utilizing knowledge of appropriate learning standards in the Common Core State Standards for vertically and horizontally aligning and improving school and classroom curriculum.
- Creating organizational structures to facilitate curriculum improvement activities.
- Building and sustaining professional learning communities to foster collaboration on curriculum, assessment and instructional practice.

Design strategies for facilitating the implementation of curriculum by:

- Designing staff development activities to support content instruction and collaborative work
- Supervising delivery of instruction and providing relevant and timely feedback.
- Exploring announced and unannounced observations as an effective form of supervision.
- Looking at student work, lesson plans and other evidence as elements of effective supervision.
- Developing structures to support data-teams and collaborative learning communities of adults

Assess instruments and procedures for evaluating curriculum by:

- Reviewing processes to assess the quality of the curriculum design.
- Establishing a process to monitor and supervise curriculum implementation.
• Developing procedures to assess student performance, including the use of the MCAS, formative and summative assessments, ACCESS data and integration of the Common Core State Standards and the MA Curriculum Frameworks and other relevant frameworks.

COURSE GOALS AND OBJECTIVES:

1. To develop a conceptual understanding and knowledge of the essential skills and behaviors to be a successful instructional leader.

2. To explore teaching and learning theory and apply this knowledge to effective administrative behaviors including supervision, evaluation, instructional leadership, team development and communication.

3. To examine research and strategies related to holding high expectations for all students.

4. To understand the key elements of curriculum design from vertical and horizontal alignment to standards-based units to effective lesson plan design.

5. To examine best practices in instructional strategies, analyze how they can be best matched to curriculum delivery and develop a plan to narrow the achievement gap.

6. To learn and utilize authentic assessment practices and tools (rubrics), examine relationship among various assessment results (standardized, MCAS, PARCC, individual), and formative, summative and performance assessment.

7. To understand the essential elements of assessment for learning and of programs, and to utilize the data to refine, adjust or extend instructional and programmatic decision-making.

8. To integrate knowledge of effective curriculum, planning, instruction and assessment in the supervision and evaluation of teaching and learning.

9. To recognize and utilize the essence of culture as a highly impactful element influencing learning, including the development of high functioning teams.

10. To evaluate and put into practice what is studied and discussed in class.
REQUIRED TEXT AND/OR COURSE MATERIALS

Required Readings

Texts:


Journal:


Other Readings Selected from the Following:


### Key Outcome Assessments and Artifacts Required from Candidates as Sources of Evidence

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<thead>
<tr>
<th>Assessment</th>
<th>Evidence / Artifact</th>
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<tbody>
<tr>
<td>1. Candidates will write a personal reflection at the conclusion of each class reflecting on how the day’s material will inform their values or work as an instructional leader and how the learning can inform their development of Performance Assessment tasks.</td>
<td>Journal Reflection August 4, 5, 6, 8 and September 6, 2014.</td>
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<td>2. Candidates will write a one to two page reflection to the required text reading – <em>Leverage Leadership</em>. Reflection will be posted to the class website so that classmates can respond.</td>
<td>Text-based Reflections Due: January 9, 2015</td>
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| 3. Candidates will locate and will complete the graphic organizer* for this assignment.  
  - District Improvement Plan  
  - School Improvement Plan  
  - District Professional Development Plan  
  - Individual Professional Development Plan  
  - District Curriculum Accommodation Plan  
  - Building Accommodation Plan  
  - District Report Card  
  - Educational Proficiency Plan  
  - District Technology Plan  
  - Contractual Language Regarding Educator Evaluation  
  - NEASC Report | Evidence of regulatory documents. Due: August 4, 2014 |
| * Appendix A: **In Search of Excellence**                                                                 | |
| 5. **Supporting PALS 2**  
  a. Mapping Teams – map out the types of teacher teams, their membership, and how they are used in the school.  
  b. Research a Topic & Prepare a file of support | Visual Display & Narrative Due: August 7, 2014  
  Due: September 6, 2014 |
ASSESSMENT PRACTICES

Class attendance and participation are required. Assignments are required and must be done in a timely way so as to be ready to used as a part of classroom activity.

- **In Class Discussions (15%)** Students are expected to participate in class discussions. Discussions may center on required readings, session topics/problems, videos, and case studies.

- **Text, Article and Journal Reflections (15%)**: Students are expected to meet rubric criteria.

- **Common Core State Standard Performance Assessment (15%)**: Applying one’s knowledge of the CCSS to assessment

- **Data Analysis and Improvement Planning Performance Assessment (20%)**: Data analysis presentation and written reflection based on assessment results from practicum site

- **Supporting PALS Task 2**

  - **Model & Explanation of Teams**: 10%
    - **Research Support**: (15%): Research a TBA topic that is an essential knowledge, skill or understanding required of all participants in order to succeed in developing effective PALS- Tasks. Topics are to be assigned during the Curriculum, Planning & Assessment Week in August. Participants are to thoroughly research the topic and provide their peers with a 2-3 page summary of the concept describing: What it is? What are the essential elements/components of the concept. Why is it important that I understand this concept as an instructional leader?
COURSE OUTLINE WITH ASSIGNMENT DETAILS AND DUE DATES
Note: Assignments are due in class on the day listed, unless otherwise noted.

Day 1: Introduction: What does it mean to be an instructional leader? Understanding what Grounds Us, Guides Us and Governs Us in our Leadership. Linking our work to the rubric to assess site-based leaders.

Leading teachers to become standards-based instructors, integrated curriculum developers, and implementers of relevant learning theory to enhance student achievement.

Day 2: Unpacking CCSS and exploring effective assessment of learning.

Exploring the connection between assessment driven instruction and effective teaching.

Assignment: CCSS Performance Assessment (to be submitted electronically by August 22, 2014).

Day 3: Determining what effective teaching looks like, assessing impact on learning and examining the role of differentiation, engagement and rigor in narrowing the achievement gap.

Introducing to models of working with others to improve student performance.

Day 4: Developing PLCs, collaborative examination of student work, a culture of continuous professional learning

**Focused Reading:** *Leverage Leadership – Chapter 1, 3, 4*

Day 5: Making data-driven decisions to improve student performance and understanding the importance of a “learning organizations” – their structures, protocols and power to influence the culture of learning.

**Focused Reading:** *Leverage Leadership – Chapter 5, 6, 7*

Day 6: Putting Instructional Leadership into Action – Examining change theory, reflection and strategic action planning.

**Focused Reading:** *Leverage Leadership – Chapter 8, 10, 11, 12*

Day 7: PALS Task 2 Check - In

**Focused Reading:** *Leverage Leadership – Chapter 13, 14*
Assignment: Written response to Bambrick-Santoyo’s *Leverage Leadership*
## Appendix A: IN SEARCH OF EXCELLENCE

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<thead>
<tr>
<th>DOCUMENT</th>
<th>EXISTING</th>
<th>USED</th>
<th>EXPLANATION: Was it easy to find? Did you know it existed? Had you ever read it? Does it drive the district/school?</th>
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<td>■ District Improvement Plan</td>
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During class, we have taken some time to unpack the MA Curriculum Frameworks (2011) (which incorporate the CCSS), understand the instructional shifts necessitated by the new frameworks, and consider how to assess the standards, both formatively and summatively.

In this assignment, you will apply what we have learned to an analysis of the prototype assessment tasks released by PARCC.

Assignment:
Using the Anchor Standards for Writing (grades 6-12) and the Anchor Standards for Reading (grades 6-12) as your reference point, compare and contrast the two assessment tasks below, specifically analyzing which standards are being assessed in each task. Use this comparison to discuss the shifts reflected in the new standards and the implications for you as an instructional leader as you talk with teachers about these changes. What questions would you like teachers to consider as they plan for instruction and design and analyze assessments? How does the transition to the new standards influence the work that you would like to see in PLCs?

Assessment Task 1: Grade 7 long-composition writing prompt from the 2012 MCAS

Imagine that for one day you could trade places with anyone you choose. The person could be real or imaginary, from the past or from the present. In a well-developed composition, identify the person you would want to trade places with, explain why you would like to trade places with this person, and describe how your day would be different as this person.

Assessment Task 2: PARCC Prototype: Grade 7 Prose-Constructed Response: Research Simulation Task

Step 1: Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.

Step 2: You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart’s Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery. Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.
Data-driven instruction is the philosophy that schools should constantly focus on one simple question: are our students learning? Data-driven schools use data to turn school focus from “what was taught” to “what was learned.”

In Massachusetts, at the start of every year, school administrators analyze the results of the previous spring’s MCAS. Clearly, this type of “end-of-year” analysis alone is insufficient to creating an environment in which data-driven instruction is the norm. However, leaders do use this state-level assessment data to:

- Identify program strengths and weaknesses, particularly by looking at trends over time
- Identify areas where the school/district’s curriculum may not be appropriately aligned to state standards.
- Assess the impact of the prior year’s school improvement plan or intervention strategies.
- Identify the learning needs of specific groups of students and/or individual students
- Identify needed instructional changes or interventions.

Based on this analysis, instructional leaders make recommendations for change. These recommended action steps often form the basis for the school improvement plan, the year’s professional development goals, the focus for teachers’ work in PLCs, and/or the allocation of resources.

For an instructional leader, the challenge is multifaceted and involves:

- Making sense of the data
- Making decisions based on the data
- Communicating the “story” of the data to stakeholders
- Helping teachers to make the connection between this “high-level” data and the on-going work in a data-driven culture.

Part 1:
Examine the data for either ELA, Math or Science for your practicum site for the last 3 years, with a particular focus on the most recent data. Create a presentation (PowerPoint, Prezzi, etc.) for the faculty or a department in which you frame the “story” the data tells, show the faculty data points that are particularly salient, assess the impact of the prior year’s work, articulate and prioritize goals for improvement (in both the aggregate and for subgroups), and communicate a focus for teacher’s work in PLCs during the upcoming year.

Part 2:
In a 3-5 page paper, discuss how as an instructional leader you would bridge the high-level data you presented to the faculty/department with the on-going work of teachers in PLCs and your work with teachers as a supervisor/evaluator. Be sure to draw on course texts, activities, and discussions.