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Graduate Programs—COURSE CHANGE REQUEST

DEPARTMENT NAME: EDUCATIONAL LEADERSHIP	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: EDS 6050	CURRENT COURSE TITLE: INSTRUCTIONAL LEADERSHIP

CHANGE(S) REQUESTED

<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE CREDITS FROM _____ TO: _____</p> <p>CHANGE GRADING FROM _____ TO: _____</p> <p>CHANGE PREREQUISITES TO: _____</p> <p>CHANGE MINIMUM GRADE TO: _____</p> <p>CHANGE COREQUISITES TO: _____</p> <p>CHANGE OTHER REGISTRATION CONTROLS TO: _____</p> <p>OTHER _____</p>	<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE PREFIX FROM _____ TO: _____</p> <p>CHANGE COURSE NO. FROM _____ TO: _____</p> <p>X CHANGE TITLE TO: INSTRUCTIONAL LEADERSHIP 1: ROLE OF THE LEADER IN CONTINUOUS SCHOOL IMPROVEMENT</p> <p>X CHANGE DESCRIPTION TO: 3 semester hours. This course focuses on the role of the instructional leader in continuous whole school improvement to meet state and national requirements; to develop objectives for implementing, assessing and revising a school improvement plan; and to monitor its ongoing progress and attainment of its goals.</p>
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CHANGES TO BE EFFECTIVE (TERM): FALL 2009

Attach syllabus for **ANY** changes to current course information.

Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s).
 YES _____ NO _____ X _____

Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each. Comments are attached.

TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

Faculty Contact, Email, Complete Phone Number: Dr. Robert E. Shockley, shockley@fau.edu, 297-3551

SIGNATURES

SUPPORTING MATERIALS

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Syllabus—must include all criteria as detailed in UGPC Guidelines.</p> <p>Go to: http://graduate.fau.edu/gpc/ to access Guidelines and to download this form.</p> <p>Written Consent—required from all departments affected.</p>
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Email this form and syllabus to sfulks@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.



Department of Educational Leadership

COURSE NUMBER: EDS 6050

**COURSE TITLE: INSTRUCTIONAL LEADERSHIP 1:
ROLE OF THE LEADER IN CONTINUOUS SCHOOL IMPROVEMENT**

INSTRUCTOR AND E-MAIL:

CATALOG DESCRIPTION: 3 semester hours.

This course focuses on the **role of the instructional leader in continuous whole school improvement** to meet state and national requirements; to develop objectives for implementing, assessing and revising a school improvement plan; and to monitor its ongoing progress and attainment of its goals.

ABOUT THIS COURSE: This course focuses on the **role of the instructional leader in continuous whole school improvement** to meet state and national requirements; to develop objectives for implementing, assessing and revising a school improvement plan; to monitor its ongoing progress and attainment of its goals; to create and sustain a learning culture that fosters whole school teacher growth and development; to influence positive student learning outcomes for all students; and to use research-based organizational leadership knowledge, skills, dispositions, and practices that foster continuous improvement and learning through team-based learning and data-informed decision making. Furthermore, this course looks at the role of the instructional leader in sustaining a community of learners around values of social justice, democratic community, and ongoing school improvement to discuss and critique practices that support these areas, or not, and prepare students now and for the future.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker, the student will make informed decisions that reflect on past actions and underlying assumptions, will exhibit ethical behavior, and will provide evidence of being a capable professional by practicing the knowledge, skills, and dispositions that demonstrate clearly: (a) the relationship of leadership and organizational research-based practices highly correlated with raising student achievement; (b) the identification of underlying values to create and sustain a positive learning culture for all students that will lead to increases in student achievement; (c) the importance of why an instructional leader must be a role model in creating and sustaining an ethically and socially just learning culture where resources are distributed fairly for all students to learn and diversity is respected; (d) the importance of using data-informed decision-making in planning for instructional improvement of all students; and (e) the critical role of creating a culture of trust that links shared leadership and shared accountability to decision making through the design, identification, and use of multiple measures and ongoing assessments that faculty has access for making school improvement decisions in their evaluation of programs for students.

REQUIRED TEXTS:

Hoy, A. & Hoy W. (2009). *Instructional leadership: A research-based guide to learning in schools* (3rd ed.). Boston, MA: Allyn & Bacon, an imprint of Pearson.

Rutherford, P. (2005). *Leading the learning: A field guide for supervision & evaluation*. Alexandria, VA: Just ASK Publications.

Waters, T., & Cameron, G. (2006). *The balanced leadership framework: Connecting vision with action*. Denver, CO: Mid-continent Research for Education and Learning. http://www.mcrel.org/pdf/leadershiporganizationdevelopment/4005IR_BL_Framework.pdf

REQUIRED READINGS FROM WILLIAM CECIL GOLDEN SCHOOL LEADERSHIP PROGRAM:

Please register to use the Florida School Leaders Learning Library: The William Cecil Golden School Leadership Development Program. This site includes many articles and simulations for you to use to gain information for this course.

<http://www.floridaschoolleaders.org>

[William Cecil Golden Online Program](#)

Below are course resources identified to assist you in achieving the course's objectives. The first thing you should do is to go online and [take the pretest for the standard of Instructional Leadership and the pretest for the standard Learning, Accountability, and Assessment](#). These two standards are central to this course.

You should already have an individual Professional Development Plan you are working on as part of the William Cecil Golden online program. ***Ensure that all of the following documents have been completed and retained in your portfolio for your internship documentation.***

- Aligning Classroom Assessment with High Stakes Testing
- Building Instructional Leadership Teams: The Mission of the Principal as Instructional Leader
- Creating a Learning Community
- Data Analysis for Instructional Leaders
- Data Analysis: A Comprehensive Overview of the Process
- FCIM Online Support Tool
- Peer Coaching
- Student Achievement Data: The Basics , Copyright © 2006 [Florida Department of Education](#)

REQUIRED READINGS:

Acker-Hocevar, M., Cruz-Janzen, M.I., Wilson, C.L., Schoon, P., & Walker, D. (2006/2005). The need to reestablish schools as dynamic positive human energy systems that are non-linear and self-organizing: The learning partnership tree. *International Learning Journal*, 12(10), 255-26

Dagget, W. (2005). *Achieving academic excellence through rigor and relevance*. International Center for Leadership in Education. Retrieved December 12, 2007 from http://www.daggett.com/pdf/Academic_Excellence.pdf

- Daggett, W. (2005). *Preparing Students for Their Future*. Presented at Model Schools Conference. Retrieved December 12, 2007 from http://www.leadered.com/white_papers.html
- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4(3), 221-239.
- Jerald, C. (2006). School culture: The hidden curriculum. *Issue Brief*, The Center for Comprehensive School Reform & Improvement. Washington, DC. http://www.centerforsri.org/files/Center_IB_Dec06_C.pdf
- Knapp, M., Swinnerton, J., Copland, M. & al. (2006). *Data-informed leadership in education*. Center for the Study of Teaching and Policy: University of Washington. Retrieved December 11, 2007, from <http://depts.washington.edu/ctpmail/PDFs/DataInformed-Nov1.pdf>
- Leithwood, K., Seashore, L., Anderson, S. & Wahlstrom, K. (2004). *How leadership influences learning*. Learning from Leadership Project, Wallace Foundation. <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/EducationLeadership/HowLeadershipInfluencesStudentLearning.htm>
- Wilson, C.L., Walker, D., Cruz-Janzen, M.I., Acker-Hocevar, M., & Schoon, P. (2006/2005). A systems alignment model for examining school practices that sustain standards-based reforms in high poverty and English language learner schools. *International Learning Journal*, 12(7), 303-311.

REQUIRED WEBSITES:

- Center on Education Policy (2007). *Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era* <http://www.cepdc.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=212&documentFormatId=3735>
- Florida Department of Education
Florida A++ Implementation <http://www.fldoe.org/APlusPlus/>
Sunshine State Standards: Curriculum, K-12 <http://www.fldoe.org/bii/curriculum/sss/>
- Florida Department of Education Bureau of School Improvement (2008). *Dart2008 Model Planning & evaluating your school improvement process: Technical assistance document-A manual to assist with the planning, development and writing of a School Improvement Plan*. http://www.flbsi.org/word/DART_2008_7-11.doc
- The Forum for Education & Democracy (2008). *Democracy at risk: The need for a new*

Federal policy in education. (Released April 23, 2008).
http://www.forumforeducation.org/upload_files/files/FED_ReportRevised415.pdf

Mid-continent Research for Education and Learning (McREL).
Keys to Learning <http://www.mcrel.org/keystolearning>

National Center for Education Evaluation & Regional Assistance (2008).
Turning around chronically low-performing schools
<http://ies.ed.gov/ncee/wwc/practiceguides/>

National Center on Education and the Economy (December, 2006).
The Report of the New Commission on the Skills of the American Workforce: Tough choices or tough times.
<http://www.skillscommission.org/executive.htm> [Executive Summary]
<http://wdr.doleta.gov/opr/fulltext/00-wes.pdf> [Full text]

Partnership for 21st Century Learning (2007) <http://www.21stcenturyskills.org>

RECOMMENDED WEBSITES

American Psychological Association **APA STYLE WEBSITES:**

<http://www.apastyle.org/fifthchanges.html>
<http://www.wisc.edu/writing/Handbook/DocAPA.html>
<http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apamenu.htm>

Annenberg Institute for School Reform:

Closing the Achievement Gap: How schools are making it happen
http://www.annenberginstitute.org/challenge/pubs/cj/gap_cj.htm
Tools for school improvement planning
<http://www.annenberginstitute.org/tools/index.php>

ASK Education newsletter for principals: *Just for the Asking* [free]
www.askeducation.com [selected newsletters for principals]

Association for Supervision and Curriculum Development

ASCD homepage for articles [publications, Educational Leadership, archives]
ASCD SmartBrief- free sign up <http://www.smartbrief.com/ascd/>

Center for Public Education (2005). *Research review: High performing, high poverty schools.*

http://www.centerforpubliceducation.org/site/c.kjJXJ5MPIwE/b.1534275/k.ECEF/Research_review_Highperforming_highpoverty_schools.htm

Council of Chief State School Officers

Interstate School Leaders Licensure Consortium: Standards for School Leaders
http://www.ccsso.org/Projects/state_action_for_education_leadership/isllc_standards/6649.cfm

Education Standards <http://www.Edstandards.org>

ELL/ESL Resources:

Activities for ESL students <http://a4esl.org/>
 Everything ESL net www.everythingsl.net
 Multicultural & ESOL Program Services Education www.broward.k12.fl.us/esol

Exceptional Students (ESE):

Council for Exceptional Students www.cec.sped.org
 Florida Department of Education: Bureau of Exceptional Education and Student Services www.fldoe.org/ese/
 Florida Teaching resources for ESE www.cpt.fsu.edu/ese/cs/mod/altcurr.html
 LD Online www.ldonline.com
 Neag Center for Gifted Education and Talent Development
<http://www.gifted.uconn.edu/>
 TAG -- Council for Exceptional Children <http://www.cectag.org/>

Florida Department of Education

Florida Comprehensive Assessment Test (FCAT)
<http://fcats.fldoe.org/>
 Florida Principal Competencies-Florida Educational Leadership Exam (FELE).
<http://www.fldoe.org/asp/fele/>
 Instructional Strategies for a 21st Century Applied Technology Classroom
<http://www.fldoe.org/workforce/pdf/apx4.pdf>

Florida School Districts [in our area]

Broward County School District www.browardschools.com
 Miami Dade County School District www.dadeschools.net
 Palm Beach County School District www.palmbeach.k12.fl.us

Instructional Design Models http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html

Mid-continent Research for Education and Learning (McREL).

Keys to Learning: Using the standards to improve curriculum & instruction

<http://www.mcrel.org/keystolearning>

Leadership (2007) <http://www.mcrel.org/newsroom/hottopicLeadership.asp>

National Center for Culturally Responsive Education Systems

<http://nccrest.org/>

National Center for Educational Statistics

National Assessment of Educational Programs (NAEP). Nation's Report Card.

<http://www.nces.ed.gov/nationsreportcard/about/>

Trends in International Mathematics and Science Study (TIMSS)

<http://nces.ed.gov/timss>

No Child Left Behind (NCLB).

<http://www.ed.gov/nclb/landing.jhtml>

North Central Regional Education Laboratory, *All students reaching the top: strategies for closing academic achievement gaps* <http://www.ncrel.org/gap/studies/thetop.htm>

Critical Issue: *Building a Collective Vision*

<http://www.ncrel.org/sdrs/areas/issues/educatrs/leadshp/le100.htm>

Reading websites:

Florida Center for Reading Research www.fcrr.org

Just Read Florida <http://www.justreadflorida.com/>

Reading Quest <http://www.readingquest.org/strat/abc.html>

Reeves. D. (2003). High performance in high poverty schools: 90/90/90 and beyond.

<http://www.sabine.k12.la.us/online/leadershipacademy/high%20performance%2090%2090%20and%20beyond.pdf>

Response to Intervention (2006).

<http://www.nasde.org/documents/RtIANAdministratorsPerspective1-06.pdf>

RECOMMENDED READINGS

- Bottoms, G. (2001). *What school principals need to know about curriculum and instruction*. The Wallace Foundation. Retrieved December 11, 2007, from <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/EducationLeadership/WhatSchoolPrincipalsNeedtoKnow.htm?byrb=1>
- Datnow, A. Park, V. & Wohlstetter, P. (2007). Achieving with data: How high-performing school systems use data to improve instruction for elementary students. New Schools Venture Fund. Retrieved December 11, 2007, from <http://www.newschools.org/about/publications/achieving-with-data>
- Hargreaves, A. and Fink, D. (2004). The seven principles of sustainable leadership. *Educational Leadership*, 61(7), 9-13.
- Howard, G. (2007). As diversity grows, so must we. *Educational Leadership*, 64(6), 16-22.
- Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for Alexandria, VA*: Association for Supervision & Curriculum Development.
- Marzano, R. (2003). *What works in schools: Translating research into action*. Virginia: Association for Supervision and Curriculum Development.
- McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision & Curriculum Development.
- McTigue, J. & Thomas, R. (2003). Backward design for forward action. *Educational Leadership*, 60(5), 50-55.
- Petrides, L. & Nodine, T (2005). *Anatomy of school system improvement Performance-driven practices in urban school districts*. New Schools Venture Fund. Retrieved December 11, 2007, from http://www.newschools.org/files/District_Performance_Practices.pdf
- Tschannen-Moran, M. & Hoy, W. (2000). A multidisciplinary analysis of the nature, meaning and measurement of trust. *Review of Educational Research*, 70(4), 547-593.

TABLE OF GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

C-F/NCATE	=	Conceptual Framework ¹ / National Council for Accreditation of Teacher Education ²
FPLS	=	Florida Principal Leadership Standards (2005).
ISLLC	=	Interstate School Leaders Licensure Consortium (1996) ³
FELE	=	Competencies and Skills in the Florida Educational Leadership

¹ The Conceptual Framework is subsumed within the Description of the course and the identification of the competencies and skills to be taught and assessed in the course.

² According to NCATE, the conceptual framework is knowledge based (through course content) and students develop capacity to become informed, capable, reflective and ethical decision makers. The competencies and skills are assessed as part of the overall assessment system for the college and the program.

³ The ISLLC Standards are currently under revision; the revised standards are not currently available.

A. Florida Principal Leadership Domains, Standards, and Descriptions related to Course Development:****highly related*****somewhat related and implied within the course content**

This course focuses primarily on the domain of **Instructional Leadership to address Instructional Leadership and Learning, Accountability, and Assessment standards.**

Decision Making Strategies, Ethical Leadership, and Vision standards underpin the success of the Instructional Leader in improving the school and using data-informed decision-making. Data Making Strategies (the standard) are critical to the effectiveness of the school leader in whole school improvement. Ethical leadership and Vision guide the knowledge, skills, and values of the leader and are essential to the success of the school improvement process, although not the direct focus of this course. Community and Stakeholder Partnerships and Diversity Standard must also be taken into account as the Instructional Leader builds on the social, cultural, and political capital of the community and school to plan for needed school improvements. This standard is fully addressed in the Community Partnerships and Diversity course. These three standards (Ethical Leadership, Community and Stakeholder Partnerships and Diversity, and Vision) are marked with a single asterisk to show their relevance to the overall success of the instructional leader.

B. Description of the Standards:****Instructional Leadership**

High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

****Learning, Accountability, and Assessment**

High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

****Decision Making Strategies**

High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

***Ethical Leadership**

High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

***Community and Stakeholder Partnerships**

High Performing Leaders collaborate with families, business, and community members, respond

⁴ Demonstration of the FELE competencies and skills is required for successful completion of the course.

to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

**Diversity*

High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

**Vision*

High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

C. Florida Domains and Competencies and Skills Aligned to the Florida Educational Leadership Exam (FELE)

Domain: Instructional Leadership

1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process

- 1.1. Given a scenario, assess the curriculum and school-wide professional development needs of an instructional program.
- 1.2. Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan.
- 1.3. Given a school data set, determine an appropriate instructional improvement strategy.
- 1.4. Identify functions and implications of various curriculum designs.

2. Knowledge of instructional leadership standard as related to research-based best practices

- 2.5. Identify scientifically based research applications to effective teaching and learning methods.
- 2.6. Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement.

15. Knowledge of learning, accountability and assessment standard as related to measurement of effective student performance

- 15.1. Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement.
- 15.2. Given a scenario, determine aspects of adequate progress of the lowest 25% in reading and mathematics at the school level.
- 15.3. Given school data sets with differing accountability designations compare and contrast multiple measures of data to analyze school needs.
- 15.4. Given school data, analyze or develop a plan to address statewide requirements for student assessment (e.g. FCAT science, reading, math, writing)
- 15.5. Given school data, analyze or develop a plan to address national requirements for student assessment (e.g. NCLB science, reading, math, writing)

16. Knowledge of learning, accountability and assessment standard as related to assessment instruments and their applications

- 16.1. Given a scenario, identify the appropriate type of formal assessment instrument (e.g., norm referenced, criterion referenced) to determine student strengths and needs.
- 16.2. Given a scenario, identify the appropriate informal assessment instrument (e.g., observations, checklists, inventories, interviews) to determine student strengths and needs.

17. Knowledge of learning, accountability and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement

- 17.1. Given a data set of reading test results for ESE or ESOL students, identify diagnostic tools appropriate for assessing student learning needs.
- 17.2. Given a data set of reading test results for ESE or ESOL students, identify appropriate instructional strategies to improve student performance in reading.

COURSE OBJECTIVES:

1. To gain knowledge, skills, and dispositions that positively impact student achievement and create the necessary conditions for building school capacity for ongoing school improvement and school-wide learning
2. To apply research from instructional and organizational leadership to **continuously** plan, improve, revise, and sustain the school's learning capacity for ongoing and continuous school improvement planning and decision making as related to measurement of effective student performance.
3. To apply research from instructional leadership to build collaborative teams that have access to data, study their practices, and use student assessments to make decisions for ongoing school improvements and engage in reflective applications.
4. To practice data informed decision making to continuously assess and benchmark improvements against various criteria regarding school improvements and meeting state and national requirements.
5. To gain knowledge about how to create and sustain a positive overall learning environment for *all* students to be successful today and in the future.
6. To apply knowledge of various curriculum designs and frameworks to assess their impact on student learning and school improvement.
7. To practice using data from different types of formal and informal assessments to inform the school's decision making related to assessment instruments and their applications to diagnostic tools used to assess, identify, and apply instructional improvement

ALIGNMENT TABLE OF COURSE OBJECTIVES TO STANDARDS

Course Objectives	Standard Sources and Competencies and Skills
Role of the Leader for Continuous School Improvement	
1. To gain knowledge, skills, and dispositions that positively impact student achievement and create the necessary conditions for building school capacity for ongoing school improvement, planning, and school-wide learning.	<p>(FPLS) Instructional Leadership** and Vision*.</p> <p>(ISLLC) Standards 2 and 3.</p> <p>FELE: Domain Instructional Leadership: 1.1.4, 2.2.5, 2.2.6.</p>
2. To apply research from instructional and organizational leadership to continuously plan, improve, revise, and sustain the school's learning capacity for ongoing and continuous school improvement planning and decision making as related to measurement of effective student performance.	<p>(FPLS) Learning, Accountability and Assessment** and Decision Making Strategies**.</p> <p>(ISLLC) Standards 1 and 3.</p> <p>FELE: Domain Instructional Leadership: 1.1.2, 1.1.3, 15.15.1, 15.15.2, 15.15.3, 15.15.4, and 15.15.5.</p>
3. To apply research from instructional leadership to build collaborative teams that have access to data, study their practices, and use student assessments to make decisions for ongoing school improvements and engage in reflective applications.	<p>(FPLS) Instructional Leadership**, Learning, Accountability and Assessment**, Decision Making Strategies**, and Ethical Leadership*.</p> <p>(ISLLC) Standards 1 and 3.</p> <p>FELE: Domain Instructional Leadership: 1.1.2, 1.1.3, 2.2.5, 2.2.6, 15.15.1, 15.15.2, 15.15.3, 15.15.4, 15.15.5, 17.17.1, and 17.17.2.</p>

<p>4. To practice data informed decision making to continuously assess and benchmark improvements against various criteria regarding school improvements and meeting state and national requirements.</p>	<p>(FPLS) Instructional Leadership**, Learning, Accountability and Assessment**, Decision Making Strategies**, and Ethical Leadership*. (ISLLC) Standards 1, 2, and 3. FELE: Domain Instructional Leadership: 1.1.2, 15.15.1, 15.15.2, 15.15.3, 15.15.4,15.15.5</p>
<p>5. To gain knowledge about how to create and sustain a positive overall learning environment for all students to be successful today and in the future.</p>	<p>(FPLS) Instructional Leadership**, Learning, Accountability and Assessment**, Decision Making Strategies**, Ethical Leadership*, Vision*, and Diversity*. (ISLLC) Standards 5 and 6. FELE: Domain Instructional Leadership: 17.17.1, and 17.17.2.</p>
<p>6. To apply knowledge of various curriculum designs and frameworks to assess their impact on student learning and school improvement.</p>	<p>(FPLS) Instructional Leadership** (ISLLC) Standards 1 and 2. FELE: Domain Instructional Leadership: 1.1.4</p>
<p>7. To practice using data from different types of formal and informal assessments to inform the school's decision making related to assessment instruments and their applications to diagnostic tools used to assess, identify, and apply instructional improvement.</p>	<p>(FPLS) Learning, Accountability and Assessment**, Decision Making Strategies**, Human Resource Development**. (ISLLC) Standards 2 and 3. FELE: Domain Instructional Leadership: 16.16.1, 16,16,2, 17.17.1, and 17.17.2. Domain Operational Leadership 8.8.1</p>

CONTENT OUTLINE: Fast-Track Weekend Model**All assignments are to be done prior to class for the week specified.**

Session/ Date	Topics and Activities	Assigned Readings & Other Assignments
<p>SESSIONS 1,2,3</p> <p>Instructional Leadership and the Role of the Leader in Continuous School Improvement</p>	<p>Overview</p> <p>Overview of course and requirements Syllabus, Competency Assessments, Blackboard</p> <p>Determine prior knowledge about instructional leadership</p> <p>Discussion and applications of IL leadership and its relationship to student achievement</p> <ul style="list-style-type: none"> • What is instructional leadership and what does the research say about what a leader must know, do, and value to be effective? • Compare and contrast the three instructional leadership frameworks developed by Waters & Cameron; Hallinger; and by Leithwood. • How does the Florida model of principal standards, competencies, and skills fit with the above three frameworks? • What is the relationship between instructional leadership and student achievement according to the three frameworks and the Florida model of standards , competencies and skills? • What is the impact of NCLB on school leadership? • What are key assumptions of School Improvement planning? How do these assumptions influence the role of the leader? <p>IL Concept Map PowerPoint [PP]</p>	<p><i>Assigned readings are expected to be read prior to the session.</i></p> <p><i>Class one work is based on the expectation that assignments have been completed.</i></p> <p><i>Required readings will be provided on Blackboard</i></p> <p>William Cecil Golden website: http://www.floridaschoolleaders.org</p> <p>Complete the following for your portfolio:</p> <p>Take the Pretest on Instructional Leadership Standard and Learning, Accountability, and Assessment Standard.</p> <p>Review and complete:</p> <ul style="list-style-type: none"> -Data Analysis for Instructional Leaders -Data Analysis: A Comprehensive Overview of the Process --Student Achievement Data: The Basics <p>Required Readings & Websites</p> <p>Hoy [Chapter 1] Introduction to teaching and learning</p> <p>Waters, T., & Cameron, G. (2006). <i>The balanced leadership framework: Connecting vision with action.</i> Denver, CO: Mid-continent Research for Education and Learning. [We will draw on this framework throughout the course]. http://www.mcrel.org/pdf/leadershiporganizationdevelopment/4005IR_BL_Framework.pdf</p> <p>Leithwood, K., Seashore, L.,</p>

	<p>Team activity with school data to identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan</p> <p>Class Activity “The Way We Do Business Around Here in a Standards-Based Environment” (Rutherford Tool 11a-11d)</p> <p>Overview of Competency Assessment I: Planning and improvement of assessment of learning...with examples</p> <p>Ticket to Leave-Synthesis of learning</p>	<p>Anderson, S. & Wahlstrom, K. (2004). <i>How leadership influences learning</i>. Learning from Leadership Project, Wallace Foundation. http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/EducationLeadership/HowLeadershipInfluencesStudentLearning.htm</p> <p>[We will draw on this framework throughout the course.]</p> <p>Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. <i>Leadership and Policy in Schools</i>, 4(3), 221-239.(see Blackboard)</p> <p>[We will draw on this framework throughout the course.]</p> <p>Rutherford, <i>Leading the Learning</i>, pp., 1-9</p> <p>Florida Principal Leadership Standards, Competencies, and Skills (see Blackboard)</p> <p>Center on Education Policy (2007). <i>Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era</i> http://www.cepd.org/document/docWindow.cfm?function=document.viewDocument&documentid=212&documentFormatId=3735</p> <p>Mid-continent Research for Education and Learning (McREL). <i>Keys to Learning</i> http://www.mcrel.org/keystolearning</p> <p>Preparation for Class Ticket to Leave Synthesis of key concepts: Four questions will relate to content from this class, including connections to required readings and websites</p> <p>Ex: <i>Relate learning from today to</i></p>
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		<p><i>what you see in your school and write a reflection of something you would do differently as an Instructional Leader, based on the research.</i></p>
<p>SESSIONS 4,5,6</p> <p>Data-Informed Decision Making</p> <p>Different Types of Data for Use in School Planning, Improvement and Teacher Growth and Development</p>	<p>Overview:</p> <p>Discussion and applications of IL leadership and its relationship to effective use of data for improving student achievement</p> <ul style="list-style-type: none"> • What is data-informed decision making? • How can data-informed decision making influence school improvement? • Why is ongoing continuous improvement critical to raising student achievement? • What are the differences between criterion and norm-referenced tests? • What are different types of data sources you can collect and analyze to make school-wide improvements and promote teacher growth and development? • Why is developing instructional teams to make data-informed decision making critical to the whole school improvement process? <p>Review your role as an Instructional Leader in providing feedback on data collected for continuous school improvement that you can use to feed forward (make recommendations for future improvements) to and to provide feedback on present practices..</p> <p>How will you use reflective practice in conjunction with data-informed decision making?</p> <p>How does standards-based reform impact school organization, planning for improvement and assisting teachers to grow professionally?</p>	<p>Assigned readings for sessions 1 &2 are expected to be completed prior to session 2.</p> <p>Cecil Golden web site: http://www.floridaschoolleaders.org Complete the following for your portfolio: -Building Instructional Leadership Teams: The Mission of the Principal as Instructional Leader -Peer Coaching</p> <p><u>Required Readings & Websites</u></p> <p>Rutherford, Part III, pp. 129-176, <i>Using Multiple Methods of Data Collection</i>. And Part IV, pp. 177-218, <i>Providing Growth Producing Feedback</i>.</p> <p>Hoy & Hoy, Chapter 8 (pp. 271-316) Teaching (6) and Assessing Student Learning (8)</p> <p>Knapp, M., Swinnerton, J., Copland, M. & al. (2006). <i>Data-informed leadership in education</i>. Center for the Study of Teaching and Policy: University of Washington. http://depts.washington.edu/ctpmail/PDFs/DataInformed-Nov1.pdf</p> <p>Wilson, C.L., Walker, D., Cruz-Janzen, M.I., Acker-Hocevar, M., & Schoon, P. (2006/2005). A systems alignment model for examining school practices that sustain standards-based reforms in high poverty and English language learner schools. <i>International Learning</i></p>

	<p>How is the standards-based reform model related to data-based decision making?</p> <p>Develop a plan for school improvement that uses multiple data sources for making school improvement decisions.</p> <p>Review Competency Assessment I [School Improvement Plan] and begin to describe how you will develop the evaluation plan of your school using reading test results for ESE and/or ESOL students at a particular grade level. What other data might you gather?</p> <p>Related to Waters & Cameron, what aspects of first-order and second-order change impact school improvement planning?</p> <p>Overview of Competency Assessment II: Improvement of Learning Application</p> <p>Ticket to Leave- Synthesis of learning</p>	<p><i>Journal, 12(7), 303-311.</i></p> <p>Acker-Hocevar, M., Cruz-Janzen, M.I., Wilson, C.L., Schoon, P., & Walker, D. (2006/2005). The need to reestablish schools as dynamic positive human energy systems that are non-linear and self-organizing: The learning partnership tree. <i>International Learning Journal, 12(10), 255-267.</i></p> <p>Florida Department of Education Bureau of School Improvement (2008). <i>Dart2008 Model Planning & evaluating your school improvement process: Technical assistance document-A manual to assist with the planning, development and writing of a School Improvement Plan.</i> http://www.flbsi.org/word/DART_2008_7-11.doc</p> <p>Waters, T., & Cameron, G. (2006). <i>The balanced leadership framework: Connecting vision with action.</i> Denver, CO: Mid-continent Research for Education and Learning. [Focus on First Order and Second Order Change]</p> <p>Preparation for Class Ticket to Leave-Synthesis of key concepts: Four questions will relate to content from this class, including connections to required readings and websites</p>
<p>Sessions 7,8,9</p> <p>Sustaining a Positive overall Learning Environment for all Students to be Successful Today and in the Future</p> <p>Creating Professional</p>	<p><u>Overview:</u></p> <p>Small group sharing of key points from CA1 papers</p> <p>Learning Environment:</p> <p>Why rigor and relevance?</p> <p>How do you prepare students to be critical thinkers, problems solvers, and systems thinkers?</p>	<p>Cecil Golden web site: http://www.floridaschoolleaders.org Complete the following for your portfolio: -High Quality Teaching and Learning in the Science Classroom: What the Administrator Needs to Know -Creating a Learning Community</p> <p>Competency Assessment 1: DUE <i>Assessment of Objectives, Goals and Vision Alignment in a School</i></p>

<p>Learning Communities</p>	<p>SCANS Report and impact of the world today 21st Century Learning Skills</p> <p>How does motivation relate to building positive, personal and collective school efficacy?</p> <p>What specific steps can the leader take to create and sustain a positive overall learning environment for all students to be successful today and in the future?</p> <p>School culture's impact on student achievement</p> <p>Examine issues of diversity related to student achievement</p> <p>Professional Learning Communities</p> <p>What are the artifacts of a professional learning community?</p> <p>How do professional learning communities contribute to student achievement?</p> <p>Video: <i>Principles in action [part I: Professional culture of learning]</i></p> <p>PowerPoint Presentations:</p> <p>Rigor and Relevance</p> <p>Culturally Relevant Pedagogy</p> <p>Collaboration and Collegiality</p> <p>Connections to Competency Assessment II: Improvement of Learning Application</p> <p>Ticket to Leave-Synthesis of learning</p>	<p><i>Improvement Plan</i></p> <p>Required Readings & Websites</p> <p>Rutherford, pp. 111-126—Positive Learning Centered Environments.</p> <p>Hoy & Hoy, Chapter 5, Student Diversity, Chapter 2 Motivation, pp. 145-189; Chapter 9, Assessing and Changing School culture, pp. 317-356.</p> <p>Jerald, C. (2006). School culture: The hidden curriculum. <i>Issue Brief</i>, The Center for Comprehensive School Reform & Improvement. Washington, DC. http://www.centerforcsri.org/files/Cen ter_IB_Dec06_C.pdf</p> <p>Dagget, W. (2005). <i>Achieving academic excellence through rigor and relevance</i>. International Center for Leadership in Education. http://www.daggett.com/pdf/Academic_Excellence.pdf</p> <p>Daggett, W. (2005). <i>Preparing Students for Their Future</i>. Presented at Model Schools Conference. Retrieved December 12, 2007 from http://www.leadered.com/white_papers.html<i>The Report of the New Commission on the Skills of the American Workforce: Tough choices or tough times.</i> http://www.skillscommission.org/executive.htm [Executive Summary] http://wdr.doleta.gov/opr/fulltext/00-wes.pdf [Full text]</p> <p>Partnership for 21st Century Learning (2007) http://www.21stcenturyskills.org</p> <p>Preparation for Class Ticket to Leave-</p> <p>Think about: <i>How do you as an Instructional Leader prepare students</i></p>
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		<i>for the future and create a learning environment that promotes the success of all students</i>
Session/ Date	Topics and Activities	Assigned Readings and Other Assignments
<p>Sessions 10,11,12</p> <p>Learning, Accountability And Assessment Related to Effective Student Performance</p>	<p><u>Overview:</u></p> <p>Accountability related to school improvement</p> <ul style="list-style-type: none"> • What are the criteria for meeting annual yearly progress? For meeting criteria for a passing grade with the state grading system? • Why is school improvement of the lowest 25% in reading and math important for school improvement? • How can you use school data to develop a plan to address statewide requirements for student assessment in school improvement for one area such as reading, math, writing, or science? • How can you use school data to develop a plan to address national requirements for student assessment (e.g., NCLB science, reading, math and/or writing?) <p>Work in pairs to compare and contrast two schools with different accountability measures and review school data to analyze school needs for improvement</p> <p>Discuss successful strategies for turning around chronically low performing schools</p> <p>Hoy & Hoy, Discussion of OCDQ-RE, pp. 360-361</p> <p>Connections to CA2: Improvement of Learning Application</p> <p>Ticket to Leave- Synthesis of learning</p>	<p>William Cecil Golden web site: http://www.floridaschoolleaders.org</p> <p>Complete for your portfolio -FCIM Online Support Tool</p> <p><u>Required Readings & Websites</u></p> <p>Rutherford, Notes and tools for data driven discussions of teaching and learning</p> <p>Florida Department of Education Florida A++ Implementation http://www.fldoe.org/APlusPlus/</p> <p>Florida Department of Education Bureau of School Improvement (2008). <i>Dart2008 Model Planning & evaluating your school improvement process: Technical assistance document-A manual to assist with the planning, development and writing of a School Improvement Plan.</i> http://www.flbsi.org/word/DART_2008_7-11.doc</p> <p>National Center for Education Evaluation & Regional Assistance (2008). <i>Turning around chronically low-performing schools</i> http://ies.ed.gov/ncee/wwc/practiceguides/</p> <p>Preparation for Class Ticket to Leave related to assignments</p> <p>Hoy & Hoy, OCDQ-RE, pp. 360-361: <i>Complete related to your own school and for your own information</i></p>

		<p><i>to contribute to a general class discussion</i></p> <p>Apply resources to your CA2 Improvement of Learning data analysis</p>
<p>Sessions 13,14,15</p> <p>Leadership in Different Types of Schools</p>	<p>Overview:</p> <p>Sharing in small groups of key points from CA2</p> <p>How does the role of the instructional leader differ in the elementary, middle, and high school?</p> <p>What key factors are critical for leadership in high poverty schools?</p> <p>What leadership factors are critical for leadership in schools that are highly diverse?</p> <p>PP on Effective Schools (Review of Previous Research—the Legacy of the Past Synthesizing the Research and Applying it--</p> <p>What is the ideal school? What are your values? What is the role of democratic decision making?</p> <p>How do you educate faculty to work with students who may have different backgrounds than they do? What do you do to build community? How do you ensure ongoing school improvement?</p> <p>Synthesizing what you have learned. What is your understanding of instructional leadership? Answer 'want to knows' about instructional leadership from class one.</p> <p>Ticket to leave: Key concept or idea you will apply from the course about the role of the leader in continuous school improvement</p>	<p>Competency Assessment 1: DUE Improvement of Learning Application: Skills for Planning and Improvement of Assessment of Learning</p> <p>Revisiting the frameworks:</p> <p>Waters, T., & Cameron, G. (2006). <i>The balanced leadership framework: Connecting vision with action.</i> Denver, CO: Mid-continent Research for Education and Learning.</p> <p>http://www.mcrel.org/pdf/leadershiporganizationdevelopment/4005IR_BL_Framework.pdf</p> <p>Leithwood, K., Seashore, L., Anderson, S. & Wahlstrom, K. (2004). <i>How leadership influences learning.</i> Learning from Leadership Project, Wallace Foundation. http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/EducationLeadership/HowLeadershipInfluencesStudentLearning.htm</p> <p>Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. <i>Leadership and Policy in Schools</i>, 4(3), 221-239.(see Blackboard)</p>

TEACHING METHODOLOGIES:

Critical perspectives and constructivist learning methods will guide the instructor in facilitating discussions to examine issues from multiple perspectives, build on previous learning, and question underlying assumptions you hold. The foundational belief for this course is that an instructional leader must be cognizant of social justice issues and work to close the achievement gap. The school is the arena to address and change inequities, discriminations, and injustices that may be practiced in the larger society and have become part of the school culture through the acceptance of these practices without critically reflecting on their effects. Data-based decision making itself is not the answer to addressing these issues of the achievement gap. Rather, it must be practiced within a framework of ethical, reflective decision making that engenders school improvement, equity of opportunities, and a fair distribution of resources.

ASSESSMENT PROCEDURES:

A competency-based assessment is a required student performance to demonstrate proficiency of one of the Florida Educational Leadership Standards. These competency-based assessments are embedded in selected courses in Florida Atlantic University's Educational Leadership professional preparation program. NCATE requires that colleges of education students demonstrate the knowledge, skills and dispositions necessary to meet professional state and institutional standards. Consequently, the performance of students in regard to these competency-based assessments is used as documentation of student competence for the Florida Educational Leadership Standards.

This course has two competency-based assessments embedded in the syllabi. All sections and instructors of this course will be assessing student proficiency on the competency-based assessments, utilizing a common rubric.

All students will be assessed on the basis of a three point evaluation rubric: "Exceeds Expectations," "Meets Expectations" and "Does Not Meet Expectations." In order to successfully complete a program of study, all students must meet or exceed expectations on all competency-based assessments. Consequently, the Department of Educational Leadership requires that students must "Meet" or "Exceed" expectations on all competency-based assessments in order to pass this course.

If a student fails to "Meet" or "Exceed" expectations on all competency-based assessments assigned to this course, it is the policy of the Department of Educational Leadership that the student will receive an "Incomplete" grade for the course and will be given a period of time established by the instructor, consistent with department and university policy, to demonstrate proficiency on the competency-based assessment to the instructor. When proficiency is demonstrated the grade of "Incomplete" will be changed to a grade consistent with the criteria delineated in this syllabus. Each professor will have the discretion to determine the amount of time that will be allowed for the incomplete to be made up, as long as the time period is no more than four weeks.

COMPETENCY-BASED ASSESSMENTS FOR EDS6050: INSTRUCTIONAL LEADERSHIP: ROLE OF THE LEADER IN CONTINUOUS SCHOOL IMPROVEMENT

COMPETENCY-BASED ASSESSMENT#1 : ASSESSMENT ON THE OBJECTIVES, GOALS AND VISION ALIGNMENT IN A SCHOOL IMPROVEMENT PLAN

Conceptual Framework: As a reflective decision-maker, the student will make informed decisions that reflect on past actions and underlying assumptions, will exhibit ethical behavior, and will provide evidence of being a capable professional by practicing the knowledge, skills, and dispositions that demonstrate clearly: (a) the relationship of leadership and organizational research-based practices highly correlated with raising student achievement; (b) the identification of underlying values to create and sustain a positive learning culture for all students that will lead to increases in student achievement; (c) the importance of why an instructional leader must be a role model in creating and sustaining an ethically and socially just learning culture where resources are distributed fairly for all students to learn and diversity is respected; (d) the importance of using data-informed decision-making in planning for instructional improvement of all students; and (e) the critical role of creating a culture of trust that links shared leadership and shared accountability to decision making through the design, identification, and use of multiple measures and ongoing assessments that faculty has access for making school improvement decisions in their evaluation of programs for students.

Standard:

High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

Indicator:

Describes How Instructional Objectives, Curricular Goals And The Shared Vision Relate To Each Other in a School Improvement Plan.

Assessment:

Student will use information from a School Improvement Plan [on a school district website] related to the school's vision, goals, and instructional objectives; and will in writing explain and assess critically the relationship and alignment among all three levels.

COMPETENCY-BASED ASSESSMENT#I RUBRIC

ASSESSMENT ON THE OBJECTIVES, GOALS AND VISION ALIGNMENT IN A SCHOOL IMPROVEMENT PLAN

Points are listed for each level of performance. Performance totals may include different levels of performance for components; but Exceeds Expectation level can only be met if all components meet criteria for Exceeds Expectations.

	EXCEEDS EXPECTATIONS 25-24 Points	MEETS EXPECTATIONS 23 - 13 POINTS	DOES NOT MEET EXPECTATIONS 12 or Fewer Points
I. Explanation of Vision, curricular goals, instructional	A. There is a clear explanation of the meaning of each of the three variables of <i>vision, curricular goals and instructional objectives.</i>	A. There is an acceptable explanation of the meaning of each of the three variables of <i>vision, curricular goals and instructional</i>	A. There is an incomplete explanation of the three variables of vision, curricular goals and

<p>objectives</p>	<p>B. There is a clear and meaningful description of the <u>ideal</u> relationship among the three variables. C. There are 3 or more relevant references used for citations that support explanation and analysis.</p> <p>5-4 points</p>	<p><i>objectives</i>. B. There is a clear description of the ideal relationship among the three variables. C. There are two or more relevant references used for citations that support explanation and analysis.</p> <p>3-2 points</p>	<p>instructional objectives. B. There is an incomplete description of the ideal relationship among the variables. References do not support statements.</p> <p>1-0 points</p>
<p>II. Analysis of Alignment in School Improvement Plan [SIP]</p>	<p>A. Critical assessment analyzes the extent of the alignment/misalignment among the three variables in the SIP: <i>vision, curricular goals and instructional objectives</i> B. Analysis includes 5 or more key examples of alignment and misalignment, based on ideal relationship among the variables: <i>vision, curricular goals and instructional objectives</i>. C. There are five or more key suggestions for improvement.</p> <p>6-5 points</p>	<p>A. Acceptable assessment analyzes the extent of the alignment & misalignment among the three variables in the SIP B. Analysis includes 4 or more relevant examples of alignment and misalignment, <i>vision, curricular goals and instructional objectives</i> C. C. There are four or more key suggestions for improvement.</p> <p>4-3 points</p>	<p>A. Incomplete assessment that analyzes alignment & misalignment among the three variables in the SIP. B. Analysis does not include relevant examples of alignment and misalignment. C. There are few meaningful suggestions for improvement.</p> <p>2-0 points</p>
<p>III. Leadership of the Change Process</p>	<p>A. Translates the recommendations for improvement into a meaningful plan with strategies for effective implementation. B. Demonstrates clear understanding and provides a detailed description of the first and second order change processes that need to take place for effective</p>	<p>A. Translates the recommendations for improvement into an acceptable plan with strategies for effective implementation. B. Demonstrates adequate understanding and provides a satisfactory description of the first and second order change processes that need to take place for effective</p>	<p>A. Translates the recommendations for improvement into ineffective implementation plan and strategies. B. Demonstrates some understanding and provides a sketchy description of first and second order change processes that need to take place to</p>

	implementation of the plan. 12-11 points	implementation of the plan. 10-7 points	implement the plan. 6-0 points
IV. Citations and Writing *FL DOE Bureau of School Improvement (2008). <i>Planning & evaluating your school improvement process</i> : http://www.flbsi.org/word/DART_2008_7-11.doc	A. Clear introduction and conclusion provided B. The FL DOE SIP tool is used as a reference* C. Accurate APA format for citations and references; all and only references cited in the paper are listed. D. No errors in spelling, grammar, punctuation. E. Times New Roman 12, rubric headings used 2 points	A. Introduction and conclusion provided B. The FL DOE SIP tool is used as a reference* C. Minor errors in APA format ; references cited are listed. D. Few errors in spelling, grammar, punctuation. E. Times New Roman 12, rubric headings used 1 point	A. Lacks introduction and/or conclusion B. The FL DOE SIP tool is not used as a reference* C. Many errors in APA format, spelling, grammar, punctuation and paper set up D. Few references are cited. 0 points

COMPETENCY-BASED ASSESSMENT #2:**IMPROVEMENT OF LEARNING APPLICATION: SKILLS FOR PLANNING AND IMPROVEMENT OF ASSESSMENT OF LEARNING**

Conceptual Framework: As a reflective decision-maker, the student will make informed decisions that reflect on past actions and underlying assumptions, will exhibit ethical behavior, and will provide evidence of being a capable professional by practicing the knowledge, skills, and dispositions that demonstrate clearly: (a) the relationship of leadership and organizational research-based practices highly correlated with raising student achievement; (b) the identification of underlying values to create and sustain a positive learning culture for all students that will lead to increases in student achievement; (c) the importance of why an instructional leader must be a role model in creating and sustaining an ethically and socially just learning culture where resources are distributed fairly for all students to learn and diversity is respected; (d) the importance of using data-informed decision-making in planning for instructional improvement of all students; and (e) the critical role of creating a culture of trust that links shared leadership and shared accountability to decision making through the design, identification, and use of multiple measures and ongoing assessments that faculty has access for making school improvement decisions in their evaluation of programs for students.

Corresponding FAU COE Behavioral Indicators for Competency-based assessment #1:

1.2: Interprets data from various informal and standardized assessment procedures; 2.2: Demonstrates the ability to communicate effectively verbally and in writing; 4.2: Demonstrates and models the use of higher-order thinking skills; 6.2: Adheres to relevant and professional Codes of Ethics; 8.1: Demonstrates subject matter knowledge; 8.2: Communicates knowledge of subject matter by using the materials and technologies of the field; 11.1: Communicates and

cooperates with colleagues and communities; 12.1: Uses instructional and other electronic tools to gather information.

Standard: High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

Indicators: Has Identified Skills Necessary For The Planning And Implementation Of Improvements Of Student Learning

Uses data as a component of planning for instructional improvement.

Assessment: IMPROVEMENT OF LEARNING APPLICATION: SKILLS FOR PLANNING AND IMPROVEMENT OF ASSESSMENT OF LEARNING
Students will detail a written process to analyze data that notes broad trends in the achievement data in reading or another content area; identifies all the areas that seem significant for grade level or subject area instructional improvement; corroborates areas identified with other data sources that might further validate targeted areas for improvement; and determines what types of professional support may be needed for improvement of learning.

Student will, through the use of data, demonstrate in writing how they could use data from their organization to plan and implement improvement of learning.

**COMPENTENCY ASSESSMENT 2 RUBRIC:
IMPROVEMENT OF LEARNING APPLICATION: SKILLS FOR PLANNING AND
IMPROVEMENT OF ASSESSMENT OF LEARNING-**

Points are listed for each level of performance. Performance totals may include different levels of performance for components; but Exceeds Expectation level can only be met if all components meet criteria for Exceeds Expectations.

	EXCEEDS EXPECTATIONS 25 -24 POINTS	MEETS EXPECTATIONS 24 – 13 POINTS	DOES NOT MEET EXPECTATIONS 12 or Fewer Points
I. ANALYSIS OF DATA	A. Provides a clear context for the data, including a description of the school and student group tested. Makes a connection to the SIP from CA1. B. Clearly describes significant trends related to student achievement at all levels and in specific skill	A. Provides a context for the data, including a description of the school and student group tested. Makes a connection to the SIP from CA1. B. Describes significant trends related to student achievement, using the	A. Does not provide a context for the data or connections to the SIP. B. Does not identify critical areas for improvement based on data

	<p>areas, using the data presented in the visuals</p> <p>C. Identifies all areas critical to improvement of learning, based on the data presented</p> <p>D. Clearly states relevant conclusions about the data and meaningfully relates to planning and improvement of learning.</p> <p>11 - 10 points</p>	<p>data presented in visuals</p> <p>C. Identifies areas critical to improvement of learning, based on the data</p> <p>D. States conclusions about the data and relates to planning and improvement of learning.</p> <p>9-7 points</p>	<p>C. Conclusions are not relevant for planning and improvement of learning.</p> <p>6-0 points</p>
<p>II. PRESENTATION OF DATA</p> <p><i>*clearly labeled</i> ex: identify source of data, testing year, grades, subject</p>	<p>A. Presents key data clearly in a visual format using 3 or more charts and/or graphs.</p> <p>B. Presents clearly labeled visuals* that are personally developed to clearly demonstrate and support the analysis, trends & conclusions about the data.</p> <p>3 -2 points</p>	<p>A. Presents key data in a visual format using 3 charts and/or graphs.</p> <p>B. Presents labeled visuals that are personally developed to demonstrate and support the analysis, trends & conclusions about the data.</p> <p>1 point</p>	<p>A. Key data not presented in clear visual format.</p> <p>B. Significance of data related to stated analysis, trends & conclusions is not evident.</p> <p>0 points</p>
<p>III. INSTRUCTIONAL IMPROVEMENT</p>	<p>A. Raises six or more pertinent and meaningful questions based on analysis of data concerning trends and targeted areas identified for instructional improvement and shown in the visuals. B. Three or more references are cited</p> <p>4 - 3 points</p>	<p>A. Raises at least five pertinent questions based on analysis of data concerning trends identified for instructional improvement and shown in the visuals.</p> <p>B. Two or more references are cited.</p> <p>2 -1 points</p>	<p>Questions about the data are inappropriate and lack corroboration from data sources. References are not cited.</p> <p>0 points</p>
<p>IV. PROFESSIONAL SUPPORT</p>	<p>A. Provides a meaningful professional support plan that [1] specifically addresses questions previously raised related to student achievement. [2] Includes descriptions of professional development topics and steps that will</p>	<p>A. Provides a professional support plan that [1] addresses questions previously raised related to student achievement. [2] includes professional development topics and steps that address areas</p>	<p>The plan is not relevant for the improvement of instruction for student learning, and/or provides a limited description of topics and steps. References are not</p>

	<p>contribute to instructional improvement for student learning, and [3] steps for continued professional support. B. Three or more references are cited. 5-4 points</p>	<p>that will contribute to instructional improvement for student learning and [3] steps for continued professional support B. Two or more references are cited 3-2 points</p>	<p>cited 1-0 points</p>
<p>V. Citations and Writing</p>	<p>A. Clear introduction and conclusion provided. B. Accurate APA format for citations and references. C. No errors in spelling, grammar, punctuation. D. All and only references cited in the paper are listed. E. Times New Roman 12, rubric headings used 2 points</p>	<p>A. Introduction and conclusion provided. B. Some errors in APA format and in spelling, grammar, punctuation. C. Few errors in spelling, grammar, punctuation. D. References cited are listed. E. Times New Roman 12, rubric headings used 1 point</p>	<p>A. Lacking introduction and/or conclusion. B. Many errors in APA format and in spelling, grammar, punctuation. C. Many errors in spelling, grammar, punctuation and paper set up D. Few references are cited. 0 points</p>

GRADING POINTS FOR THIS COURSE:
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|--|
| <p>1. Two COMPETENCY ASSESSMENTS [CA] = 50 points
 2. Tickets to leave synthesis and demonstration of learning including required readings/websites = 30 points
 3. Class Work = 20 points.
 Participation in class discussions with a critical perspective and evidence of the readings, reflection; Presentations of group projects; Assignments submitted on time</p> |
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Total Points for Course Work = 100

GRADING SCALE:

Scores are cumulative and the grade scale represents percentage of total points earned.

A 93-100	A- 90-92	B+ 87-89
B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69
D 63-66	D- 60-62	F Below 60

FAU GENERAL OVERALL GRADE POINT AVERAGE [GPA]:

A	4.00	B	3.00	C	2.00	D	1.00
A-	3.67	B-	2.67	C-	1.67	D-	0.76
B+	3.33	C+	2.33	D+	1.33	F	0.00

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS HOLIDAYS:

"In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations...to observe religious practices and beliefs with regard to...class attendance, and the scheduling of examinations and work assignments." Please notify professor in advance of intention to participate in religious observation and request an excused absence.

STUDENTS WITH DISABILITIES:

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the

professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance.

Without such letter, the instructor is not obligated to make any accommodations for students.

COMPETENCY-BASED ASSESSMENT: *a student will not pass the course until Competency-based assessments meet or exceed expectations (on a scale of does not meet expectations, meets expectations, and exceeds expectations). Policy states: In order to pass a Competency-based assessment, the student must meet **all** criteria of the assignment categorized as either “Meeting” or “Exceeding” expectations*

HONOR CODE: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf

UNIVERSITY POLICY REGARDING NON-DEGREE CREDITS:

Florida Atlantic University regulations state that ONLY up to one-third of the degree requirements earned as a non-degree-seeking student may be applied to a graduate program. At the master’s level, for example, this translates to 12 transferable credit hours toward the masters’ degree. This means that all students currently taking courses within the Department of Educational Leadership as non-degree students must have applied and been accepted into a masters degree program prior to exceeding the 12 credit hours, or else risk not having additional credit hours accepted for the program. Students who have completed more than 12 credit hours without being accepted into the program will only have their first 12 credit hours counted. Consult graduate catalog for more information about transfer policy.

SUGGESTED RESOURCES:

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A. Books

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continuous improvement. Virginia: Association for Supervision and Curriculum Development.

B. Journal Articles

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Journals:

American Educational Research Journal (AERA)
American School Board Journal
Education Administration Quarterly (EAQ)
Educational Technology
Educational Leadership (ASCD)
Educational Researcher
Educational Technology Research and Development
Evaluation and Program Planning
Evaluation Review
Harvard Educational Review
High School Journal
Instructional Science
Journal of Curriculum and Supervision
Journal of Education
Journal of Educational Research
Journal of Elementary Science Education
Journal of Multilingual and Multicultural Education
Journal of Reading Education
Journal of Research and Development in Education
Journal of Research in Mathematics
Journal of Research in Science Teaching
Journal of Science Education and Technology
Journal of Special Education
Journal of Teacher Education
Language Arts
Mathematics Teacher
Multicultural Review
New Directions for Program Evaluation
Phi Delta Kappan
Reading Research Quarterly
Reading Teacher
Research in Education
Review of Educational Research
School and Society
Schools in the Middle
Social Education
The Social Studies
TESOL Quarterly
Theory and Research in Social Studies

Organizations

American Association of School Administrators	http://www.aasa.org
Association for Supervision and Curriculum Development	http://www.ascd.org
Council for Educational Change	http://www.educationchange.com
International Reading Association	http://www.reading.org
National Association of Elementary School Principals	http://www.naesp.org
National Association of Independent Schools	http://nais.org
National Association of Secondary School Principals	http://www.NASSP.org
National Coalition for Equity in Education	http://www.ncee.education.ucsb.edu
National Council for the Social Studies	http://www.ncss.org
National Council of Teachers of English	http://www.ncte.org
National Council of Teachers of Mathematics	http://www.nctm.org
National Council of Social Studies	http://www.ncss.org
National Science Teachers Association	http://www.nsta.org
National Staff Development Council	www.nsd.org
National Reading Conference	http://www.nrconline.org
National School Boards Association	http://www.nsba.org

Search Engines

Nanyang Technological University Library	http://www.ntu.edu.sg/library/search/tools.htm
Google	www.google.com
Yahoo	www.yahoo.com
Alta Vista	www.altavista.digital.com
Ask	www.ask.com
Excite	http://www.excite.com
HotBot	http://www.hotbot.com
Lycos	http://lycos.com
WiseNut	http://wisanut.com
Good Search	www.goodsearch.com