

# FLORIDA ATLANTIC UNIVERSITY™

UGPC APPROVAL \_\_\_\_\_  
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 MISC \_\_\_\_\_

DEPARTMENT NAME: EDUCATIONAL LEADERSHIP

COLLEGE OF: EDUCATION

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX EDS COURSE NUMBER 6052 LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

**EFFECTIVE DATE**

(first term course will be offered)

FALL 2009

COMPLETE COURSE TITLE : **INSTRUCTIONAL LEADERSHIP II:  
 ROLE OF THE LEADER IN IMPROVEMENT OF STUDENT LEARNING**

CREDITS: 3

**TEXTBOOK INFORMATION:** Hoy, A. & Hoy W. (2009). *Instructional leadership: A research-based guide to learning in schools* (3<sup>rd</sup> ed.). Boston, MA: Allyn & Bacon, an imprint of Pearson.  
 Rutherford, P. (2008). *Instruction for all students*, 2<sup>nd</sup> edition. Alexandria, VA: Just ASK Pubs.  
 Rutherford, P. (2005). *Leading the learning: A field guide for supervision & evaluation*. Alexandria, VA: Just ASK Publications.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL \_\_\_\_\_ SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:** 3 semester hours. The focus of the course is on the instructional leader's role in improvement of student learning and meeting students' needs through professional development growth plans, supervision, and evaluation of teachers to improve classroom performance and student learning.

**PREREQUISITES W/MINIMUM GRADE:\***

EDS 6050 - INSTRUCTIONAL  
 LEADERSHIP 1

**COREQUISITES:**

NONE

**OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):**

MAJOR - EDUCATIONAL LEADERS  
 LEVEL - GRADUATE

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

\*DEFAULT MINIMUM GRADE IS D-.

**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:**

DOCTORATE IN EDUCATION OR RELATED FIELD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. Comments are attached

Dr. Robert E. Shockley, [shockley@fau.edu](mailto:shockley@fau.edu), 297-3551

Faculty Contact, Email, Complete Phone Number

**SIGNATURES**

**SUPPORTING MATERIALS**

**Approved by:**

Department Chair: \_\_\_\_\_

College Curriculum Chair: \_\_\_\_\_

College Dean: \_\_\_\_\_

UGPC Chair: \_\_\_\_\_

Dean of the Graduate College: \_\_\_\_\_

**Date:**

\_\_\_\_\_  
 \_\_\_\_\_  
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**Syllabus**—must include all details as shown in the UGPC Guidelines.

**Written Consent**—required from all departments affected.

Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

Email this form and syllabus to [sfulks@fau.edu](mailto:sfulks@fau.edu) and [eqirjo@fau.edu](mailto: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 6052

**COURSE TITLE: INSTRUCTIONAL LEADERSHIP II:  
ROLE OF THE LEADER IN IMPROVEMENT OF STUDENT LEARNING**

**PREREQUISITE:** Students must first successfully complete EDS 6050: Instructional Leadership I

**CATALOG DESCRIPTION:** 3 semester hours. The focus of the course is on the instructional leader's role in improvement of student learning and meeting students' needs through professional development growth plans, supervision, and evaluation of teachers to improve classroom performance and student learning.

**ABOUT THIS COURSE:** The focus of the course is on the instructional leader's role in improvement of student learning and meeting students' needs through professional development growth plans, supervision, and evaluation of teachers to improve classroom performance and student learning, through the examination, application, and evaluation of best practices related to student learning, especially in the area of reading and other foundational skills. Students identify strategies for improving student achievement and evaluate instructional objectives for meeting varying levels of learning. Appropriate instructional adaptations/modifications for students with special needs are assessed along with delivery methods and performance assessment procedures for compliance with Florida Statutes governing the School Community Professional Development Act.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

*As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by documenting and presenting knowledge, skills, and dispositions that demonstrate clearly (a) an effective instructional program, which applies research best practices to student learning, especially in the area of reading and other foundational skills; (b) comprehensive professional growth plans for the improvement of student learning; (c) the engagement and reflection of teachers in the ongoing study of their practices in relation to best practices and data-informed decision making; and (d) the knowledge of human resource development in regard to recruitment, selection, induction, and retention of staff, appropriate performance assessment procedures, and ethical practices.*

**REQUIRED TEXTS:**

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

Rutherford, P. (2008). *Instruction for all students*, 2<sup>nd</sup> edition. Alexandria, VA: Just ASK Publications.

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

**REQUIRED READINGS:**

Bottoms, G. (2001). *What school principals need to know about curriculum and instruction*. The Wallace Foundation. Retrieved May 11, 2008, from <http://www.wallacefoundation.org/NR/rdonlyres/D1C36BFF-6464-4F89-B3D7-F0E8D00EF06D/0/WhatSchoolPrincipalsNeedtoKnow.pdf>

Cervone, L. & Martinez-Miller, P. (2007). Classroom walkthroughs as a catalyst for school improvement. *Leadership Compass* (4). National Association of Elementary School Principals.

Glanz, J. (2007). On vulnerability and transformative leadership: an imperative for leaders of supervision. *International Journal of Leadership in Education*, 10 (2), 115-135.

Goldring, E., Porter, A., Murphy, J., Elliott, S. & Cravens X. (2007). *Assessing learning-centered leadership: Connections to research, professional standards, and current practices*. The Wallace Foundation and Vanderbilt University. Retrieved February, 2008 from <http://www.wallacefoundation.org/NR/rdonlyres/2D4629AE-6592-4FDD-9206-D23A2B19EAC5/0/AssessingLearningCenteredLeadership.pdf>

Marshall, K. (2008). Is supervising the heck out of teachers the answer? *Education Week*, 27 (36), 23-25.

Nelson, N. (2006). Overcoming the income gap. *ASCD Infobrief*, Fall 47.

Protheroe, N. (2001). Improving teaching and learning with data-based decisions: Asking the right questions and acting on the answers. *ERS Spectrum*. Alexandria, VA: Education Research Service. Retrieved December 11, 2007, from [www.ers.org/spectrum/sum01a.htm](http://www.ers.org/spectrum/sum01a.htm)

Richardson, J. (2008). Student achievement scores prove professional learning merit. *Journal of Staff Development*. Vol. 29, No. 1. Winter 2008

**REQUIRED READINGS FROM WILLIAM CECIL GOLDEN SCHOOL LEADERSHIP PROGRAM:**

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 and meet course requirements.

<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.***

- Improving Practice in Literacy (k-6)
- Principal's Role in Improving Reading and Literacy
- Student Improvement Data: The Basics
- Reading to Inquire and Learn in Math: An Administrator's Guide to Content Area
- Reading in Math Content Area
- Science: An Administrator's Guide to Content Reading What to Expect in a Science Classroom
- High Quality Teaching and Learning in the Science Classroom: What the Administrator Needs to Know
- Arts in Education 7-12
- Arts in Education K-6
- Classroom-Walk-Through
- Classroom-Walk-Through for Florida Reading K-3
- Classroom Walk-Throughs: Key Questions and Answers
- Promising Practices

**REQUIRED WEBSITES:**

Curriculum Portal, Marzano Nine High Yield Strategies

<http://staff.fcps.net/DCombs/Marzano%20Brain%20Research.htm>

Florida Center for Reading Research [www.fcrr.org](http://www.fcrr.org)

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](http://www.flbsi.org/word/DART_2008_7-11.doc)

Florida Department of Education Division of Educator Quality

<http://www.fldoe.org/dpe/>

Florida's Professional Development System Protocol

<http://www.teachinflorida.com/ProfessionalDevelopment/ProtocolStandards/tabid/66/Default.aspx>

Professional Development Standards  
<http://www.fldoe.org/profdev/pdstandards.asp>  
District Professional Development Systems/Statutes  
<http://www.fldoe.org/profdev/cklist.asp>

Florida Department of Education Instructional Strategies for a 21st Century Applied  
Technology Classroom <http://www.fldoe.org/workforce/pdf/apx4.pdf>

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

Reeves. D. (2003). *High performance in high poverty schools: 90/90/90 and beyond*.  
Retrieved January, 2008 from  
<http://www.sabine.k12.la.us/online/leadershipacademy/high%20performance%2090%2090%2090%20and%20beyond.pdf>

Response to Intervention (2006).  
<http://www.nasdse.org/documents/RtIAnAdministratorsPerspective1-06.pdf>

Thomas B. Fordham Institute (2008). *High-Achieving students in the era of NCLB*.  
June 25, 2008. [http://www.edexcellence.net/doc/20080618\\_high\\_achievers.pdf](http://www.edexcellence.net/doc/20080618_high_achievers.pdf)

## **RECOMMENDED READINGS**

- Acheson, K. A., & Gall, M. D. (1997). *Techniques in the clinical supervision of teachers: Pre-service and in-service applications* (4<sup>th</sup> ed.). White Plains, NY: Longman Publishers.
- Danielson, C. (2001). New trends in teacher evaluation. *Educational Leadership*, 58 (5), 12-15.
- Howard, B. & McColskey, W. (2001). Evaluating experienced teachers. *Educational Leadership*, 58 (5), 48-51.
- Iwanicki, E. (2001). Focusing teacher evaluations on student learning. *Educational Leadership*, 58 (5), 57-59.
- Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision & Curriculum Development.
- McTigue, J. & Thomas, R. (2003). Backward design for forward action. *Educational Leadership*, 60(5), 50-55.
- Mills, M. (2003). Curriculum mapping as professional development. *Curriculum Technology Quarterly*, 12(3).
- Platt, A., Tripp, C, et al. (2000). *The skillful leader: Confronting mediocre teaching*. Acton, MA: Research for Better Teaching.

- Stiggins, R. (2007). Assessment through the student's eye. *Educational Leadership*, 64 (8), 22-26.
- Tucker, P. (2001). Helping struggling teachers. *Educational Leadership*, 58 (5), 52-55.
- Willis, S. & Mann, L. (2000). Differentiating instruction: Finding manageable ways to meet individual needs. *ASCD Curriculum Update*. Winter, 1-8.

### RECOMMENDED WEBSITES

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](http://www.annenberginstitute.org/challenge/pubs/cj/gap_cj.htm)

ASK Education newsletter for principals: *Just for the Asking* [free]

[www.askeducation.com](http://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 on Education Policy (2007). *Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era*

<http://www.cepcdc.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=212&documentFormatId=3557>

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/>

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](http://www.ccsso.org/Projects/state_action_for_education_leadership/isllc_standards/6649.cfm)

### ELL/ESL Resources:

Activities for ESL students <http://a4esl.org/>

Everything ESL net [www.everythingsl.net](http://www.everythingsl.net)

Multicultural & ESOL Program Services Education [www.broward.k12.fl.us/esol](http://www.broward.k12.fl.us/esol)

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

### ELL/ESL Resources:

Activities for ESL students <http://a4esl.org/>

Everything ESL net [www.everythingsl.net](http://www.everythingsl.net)

Multicultural & ESOL Program Services Education [www.broward.k12.fl.us/esol](http://www.broward.k12.fl.us/esol)

### Exceptional Students (ESE):

Council for Exceptional Students [www.cec.sped.org](http://www.cec.sped.org)

Florida Department of Education: Bureau of Exceptional Education and Student Services [www.fldoe.org/ese/](http://www.fldoe.org/ese/)

Florida Teaching resources for ESE [www.cpt.fsu.edu/ese/cs/mod/altcurr.html](http://www.cpt.fsu.edu/ese/cs/mod/altcurr.html)

Individuals with Disabilities Act 2004 <http://idea.ed.gov>

LD Online [www.ldonline.com](http://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://fcat.fldoe.org/>  
Florida Principal Competencies-Florida Educational Leadership Exam (FELE).  
<http://www.fldoe.org/asp/fele/>
- Florida School Districts [in our area]  
Broward County School District [www.browardschools.com](http://www.browardschools.com)  
Miami Dade County School District [www.dadeschools.net](http://www.dadeschools.net)  
Palm Beach County School District [www.palmbeach.k12.fl.us](http://www.palmbeach.k12.fl.us)
- National Education Technology Plan  
<http://www.ed.gov/about/offices/list/os/technology/plan/2004/site/edlite-default.html>
- North Central Regional Education Lab (NCREL) *Six Essential Conditions for Effective Technology Use*  
<http://www.ncrel.org/engauge/framework/sitemap.htm>
- No Child Left Behind (NCLB).  
<http://www.ed.gov/nclb/landing.jhtml>
- North Central Regional Education Laboratory (2004). *All students reaching the top: Strategies for closing academic achievement gaps*  
<http://www.ncrel.org/gap/studies/thetop.htm>

**Reading websites:**

- Florida Center for Reading Research [www.fcrr.org](http://www.fcrr.org)  
Principal's Action Plan Outline for Building a Successful School-Wide Intervention Program (PDF)  
[Intensive Reading Interventions For Struggling Readers In Early Elementary School: A Principal's Guide \(PDF\)](#)
- International Reading Association [www.reading.org](http://www.reading.org)  
IRA Position Papers  
What is Evidence Based Reading Instruction?  
Phonemic Awareness and the Teaching of Reading  
The Role of Phonics in Reading Instruction  
Focus on Reading Comprehension: IRA Programs and Resources  
Strategies for Addressing Comprehension Difficulties
- Reading Quest <http://www.readingquest.org/strat/abc.html>
- Wisconsin Center of Education Research. Web Alignment Tool  
<http://wat.wceruw.org/index.aspx>

**AUDIO/VISUAL TECHNOLOGY:**

- Computer: Blackboard Distance Learning (blackboard.fau.edu Do not type www. Follow links for Login)
- Computer: APA Style web sites (<http://www.wisc.edu/writing/Handbook/DocAPA.html>;  
<http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apamenu.htm>  
<http://www.apastyle.org/fifthchanges.html>)

Computer: E-mail, PowerPoint Presentations, Word processing

CD-ROM's, DVD, Overhead projector, Computer Projector, VCR

**TABLE OF GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

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C-F/NCATE	=	Conceptual Framework <sup>1</sup> / National Council for Accreditation of Teacher Education <sup>2</sup>
FPLS	=	Florida Principal Leadership Standards (2005).
ISLLC	=	Interstate School Leaders Licensure Consortium (1996) <sup>3</sup>
FELE	=	Competencies and Skills in the Florida Educational Leadership Exam (FELE) 5 <sup>th</sup> ed., (2007). <sup>4</sup>

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**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** application of best practices to improve student learning in the classroom, especially in the area of reading and other foundational skills. The domain of Operational Leadership regarding the standard of Human Resource Development is also important to this course for developing teachers and ensuring that Florida Statutes are adhered to. Ethical leadership, decision making strategies, and diversity standards are essential in regard to how the leader works to improve instructional strategies for all students and how the leader works with teachers on their continued growth and development.

**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.

**\*\*Human Resource Development**

High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

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<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> The ISLLC Standards are currently under revision; the revised standards that are not currently available.

<sup>4</sup> Demonstration of the FELE competencies and skills is required for successful completion of the course.



*\*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.

*\*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.

**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**

1.5. Given grade level data on reading, identify strategies to align curriculum, instruction, and assessment.

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

2.1. Given school-based student assessment data on reading performance, identify research-based reading instruction to improve student achievement.

2.2. Given school-based student assessment data on reading performance, identify instructional strategies to facilitate students' phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout the content areas.

2.3. Given a scenario, which may include data, identify programs or initiatives that are research-based to integrate reading, writing, and mathematics across all subject areas to increase student achievement.

2.4. Given a description of recurring problems in student performance in a content area, select strategies for engaging teachers in ongoing study of current best practices.

2.7. Identify instructional delivery methods that enhance student learning and achievement.

**4. Knowledge of instructional leadership standard as related to instructional design, teaching and learning**

- 4.1. Given taxonomy of learning, identify instructional objectives to facilitate varying levels of learning.
- 4.2. Identify age-appropriate learning strategies based on principles of human growth and development.
- 4.3. Identify practices for evaluating the appropriateness of instructional strategies.
- 4.4. Identify practices for evaluating the appropriateness of instructional materials.

**5. Knowledge of instructional leadership standard as related to instructional program for students with special needs**

- 5.1. Given student special needs characteristics in a specific classroom and walk-through observation notes, identify an appropriate instructional adaptation/modification to provide for students with special needs in that classroom.
- 5.2. Given an IEP, determine whether or not provisions made are adequate to meet student needs.

**DOMAIN: OPERATIONAL LEADERSHIP**

**Human Resource Development**

**3. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff**

- 3.1. Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation.
- 3.2. Given an out-of-field teacher report, identify various methods for acquiring Florida Teacher Certification (e.g., highly qualified teachers, critical shortage, special needs).

**4. Knowledge of human resource development standard as related to performance assessment procedures**

- 4.1. Given an instructional assessment instrument, determine compliance with Florida Statutes and State Board regulations for employee evaluation (i.e., management of students, maintenance of discipline, knowledge of subject matter, pay for performance, use of technology, criteria for continuous improvement).
- 4.3. Given an individual professional development plan, determine compliance with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher).

**8. Knowledge of human resource development standard as related to data analysis**

- 8.1. Given school or classroom data, analyze teacher performance over time.

**COURSE OBJECTIVES:**

1. To gain knowledge, skills, and dispositions to positively impact the achievement of all students through the identification of specific instructional strategies to meet students' learning needs across content areas.
2. To identify, apply, and integrate research-based and best practices to improve reading, writing, mathematics, science and other content areas to enhance student achievement.
3. To use student assessment data on reading performance to identify research-based reading instructional strategies that facilitate students' phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout content areas to improve student achievement.
4. To examine current best practices and apply strategies to address identified problems in student performance in content areas.
5. To identify instructional delivery methods to enhance student learning and achievement.
6. To use a taxonomy of learning to identify instructional objectives to facilitate varying levels of learning and age-appropriate learning strategies based on principles of human growth and development.
7. To identify practices for evaluating the appropriateness of instructional strategies and the appropriateness of instructional materials.
8. To identify appropriate instructional adaptations/modifications for students with special needs in the classroom and whether IEP provisions are adequate to meet the student needs.
9. To acquire knowledge related to recruitment, selection, induction, and retention of staff and determine compliance with Florida Statutes and No Child Left Behind legislation.
10. To acquire knowledge related to performance assessment procedures in order to comply with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher).
11. To apply supervision and evaluation to promote effective teaching for student achievement.
12. To collect a variety of data (including walk-throughs, student achievement data, observation data, etc.) to analyze teacher performance and provide feedback to teachers and patterns over time.

13. To determine if Professional Development Plans promote teacher growth and development and are in compliance with State Statutes.

14. To use school or classroom data to analyze teacher performance over time.

**ALIGNMENT TABLE OF COURSE OBJECTIVES TO STANDARDS ETC.**

Course Objectives	Standard Sources and Competencies and Skills
1. To gain knowledge, skills, and dispositions to positively impact the achievement of all students through the identification of specific instructional strategies to meet students’ learning needs across content areas	(FPLS) Instructional Leadership**Decision Making Strategies* (ISLLC) Standard 2 FELE: Domain Instructional Leadership: 1,1.5, 2.2.1, 2.2.2, 2.2.3, and 2.2.7
2. To identify, apply, and integrate research-based and best practices to improve reading, writing, mathematics, science and other content areas to enhance student achievement.	(FPLS) Instructional Leadership**Decision Making Strategies* (ISLLC) Standards. 2 FELE: Domain Instructional Leadership: 2.2.2, 2.2.3, 2.2.4
3. To use student assessment data on reading performance to identify research-based reading instructional strategies that facilitate students’ phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout content areas to improve student achievement.	(FPLS) Instructional Leadership**Decision Making Strategies* (ISLLC) Standard 2. FELE: Domain Instructional Leadership: 2.2.2
4. To examine current best practices and apply strategies to address identified problems in student performance in content areas.	(FPLS) Instructional Leadership**Decision Making Strategies* (ISLLC) Standard 2. FELE: Domain Instructional Leadership: 2.2.1, 2.2.2, 2.2.4
5. To identify instructional delivery methods to enhance student learning and achievement.	(FPLS) Instructional Leadership**Decision Making Strategies* (ISLLC) Standard 2 FELE: Domain Instructional Leadership: 2.2.7

<p>6. To use a taxonomy of learning to identify instructional objectives to facilitate varying levels of learning and age-appropriate learning strategies based on principles of human growth and development.</p>	<p>(FPLS) Instructional Leadership**Decision Making Strategies* (ISLLC) Standard 2 FELE: Domain Instructional Leadership: 4.4.1, 4,4,2</p>
<p>7. To identify practices for evaluating the appropriateness of instructional strategies and the appropriateness of instructional materials.</p>	<p>(FPLS) Instructional Leadership**Decision Making Strategies* (ISLLC) Standard 2 FELE: Domain Instructional Leadership: 4.4.3, 4.4.4 Domain Operational Leadership 8.8.1</p>
<p>8. To identify appropriate instructional adaptations/modifications for students with special needs in the classroom and whether IEP provisions are adequate to meet the student needs</p>	<p>(FPLS) Instructional Leadership**Decision Making Strategies* (ISLLC) Standard 2 FELE: Domain Instructional Leadership 5.5.1 and 5.5.2</p>
<p>9. To acquire knowledge related to recruitment, selection, induction, and retention of staff and determine compliance with Florida Statutes and No Child Left Behind legislation.</p>	<p>(FPLS) Human Resource Development** Decision Making Strategies* Diversity* (ISLLC) Standard 6 FELE: Domain Operational Leadership 3.3.1 and 3.3.2</p>
<p>10. To acquire knowledge related to performance assessment procedures in order to comply with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher).</p>	<p>(FPLS) Human Resource Development** Decision Making Strategies* Learning, Accountability and Assessment* Diversity* (ISLLC) Standard 6. FELE: Domain Operational Leadership 4.4.3</p>

<p>11. To apply supervision and evaluation to promote effective teaching for student achievement.</p>	<p>(FPLS) Human Resource Development** Decision Making Strategies* Learning, Accountability and Assessment* Ethical Leadership* and Diversity* (ISLLC) Standard 6 FELE: Domain Instructional Leadership: 1.1.5, 2.2.1, 2.2.3, 2.2.4, 2.2.7, 4.4.1, 4.4.2, 4.4.3, and 5.5.1.</p>
<p>12. To collect a variety of data (including walk-throughs, student achievement data, observation data, etc.) to analyze teacher performance and provide feedback to teachers and patterns over time.</p>	<p>(FPLS) Human Resource Development** Decision Making Strategies* Learning, Accountability and Assessment* (ISLLC) Standards 2 FELE: Domain Operational Leadership 8.8.1</p>
<p>13. To determine if Professional Development Plans promote teacher growth and development and are in compliance with State Statutes.</p>	<p>(FPLS) Human Resource Development** (ISLLC) Standards 6 FELE: Domain Operational Leadership 4.4.3</p>
<p>14. To use school or classroom data to analyze teacher performance over time.</p>	<p>(FPLS) Human Resource Development** (ISLLC) Standards 2 FELE: Domain Operational Leadership 8.8.1</p>

**SAMPLE CONTENT OUTLINE: Fast-Track Five Saturday Model**

The first week sets the broad parameters for the course and draws on knowledge of effective instructional strategies in different content areas, the role of professional development, the importance of teacher supervision and evaluation to improve classroom instruction, and the necessity to adhere to Florida statutes in hiring, developing, and assessing teachers' performance over time.

The broad framework consists of:

- I. Instructional leadership to promote student achievement: Instructional strategies, instructional materials, a variety of data sources
- II. Effective practices for student achievement: Best Practices in reading and other content areas, and ESE, ELL

- III. Professional Development Practices for ongoing learning, including research-based practices and professional development plans
- IV. Supervision and evaluation of teachers to promote student achievement
- V. Processes for hiring, developing and evaluating teachers, considering legal aspects.

**CONTENT OUTLINE: Fast-Track Weekend Model**

Session/ Date	Topics and Related Activities	Assigned Readings and Other Assignments
<p><b>SESSIONS 1,2,3</b></p> <p><b>Leadership to Promote student achievement</b></p> <p><b>Data for continuous improvement</b></p> <p><b>Instruction to promote achievement</b></p>	<p><b>Leadership for high achievement by all students</b></p> <p>What do you already know about the role of the leader in improvement of student learning?</p> <p>What makes schools effective? Correlates of Effective Schools PP</p> <p>Supporting a climate of high achievement by all Understanding Attribution Theory</p> <p>Exemplary practices for student achievement in 90/90/90 schools and other schools that are effective</p> <p>How do achievement differences impact leadership at the district and school level? Impact of leadership on learning Beat the odds-PP</p> <p>Impact of Schools/Teachers on Achievement PowerPoint [PP]</p> <p>Continuous Improvement Model Florida DOE Bureau of School Florida A++ Implementation <a href="http://www.fldoe.org/APlusPlus/">http://www.fldoe.org/APlusPlus/</a></p> <p><b>Data-informed leadership</b> Using data for school improvement, planning and professional development</p> <p>Building leadership with data teams</p> <p><b>DART Model sharing</b> of information from assignments completed by class members</p>	<p><i>Assigned readings are expected to be read prior to the session. Class one work is based on the expectation that <b>Class One assignments have been completed.</b></i></p> <p><i>Required readings will be provided on Blackboard</i></p> <p><b>William Cecil Golden website:</b> <a href="http://www.floridaschoolleaders.org">http://www.floridaschoolleaders.org</a></p> <p>Complete the following from Cecil Golden for your portfolio:</p> <ul style="list-style-type: none"> <li>-<i>Student Improvement Data: The Basics</i></li> <li>-<i>Improving Practice in Literacy (k-6)</i></li> <li>-<i>Principal’s Role in Improving Reading and Literacy</i></li> </ul> <p><b>Required Readings and Websites</b></p> <p>Apply the <b>DART Model</b> to the following: Florida Department of Education Bureau of School Improvement, Dart2008 Model <a href="http://www.flbsi.org/word/DART_2008_7-11.doc">http://www.flbsi.org/word/DART_2008_7-11.doc</a></p> <p>Review school based data in reading to determine the academic strengths and needs of the students. Locate scientifically based research program[s] and strategies that will align curriculum, instruction and assessment as information for meeting varying levels of learning. Determine appropriate instructional adaptations/modifications for students</p>

	<p>Comparison of data          Examples of instructional adaptations to meet a variety of needs [more next session]          Alignment of curriculum, instruction, assessment</p> <p>Technology integration to promote student achievement</p> <p><b>Overview of Competency Assessment I</b>  <i>Professional Development to increase Technology Integration</i></p> <p><b>Ticket to Leave</b>-Synthesis of key concepts:          Four questions will relate to content from this class, including connections to required readings and websites</p>	<p>with special needs.</p> <p>Assigned Tasks:          1. Use the data from the Dart2008 model and complete pages 23-24, 31, 34-35 in the packet.</p> <p>2. Locate and select scientifically researched based strategies for improvement of learning for students with a variety of needs</p> <p><b>Texts:</b>          Hoy &amp; Hoy, Review Chapter 8 <i>Assessing student learning</i> and Chapter 5 section on <i>Attributions, beliefs, motivation</i></p> <p>Rutherford, Instruction for All Students <i>Meeting needs of diverse learners and Assessment as learning experiences</i> pp. 20-25; <i>The Assessment continuum</i> pp. 150-180; <i>Attribution Theory</i> p253; <i>Integrating technology</i> pp. 133-134</p> <p>Rutherford, Leading the Learning <i>Student achievement data</i>, pp 154-156</p> <p><b>Journals</b>          Nelson, N. Overcoming the income gap.</p> <p>Protheroe, N. Improving teaching and learning with data-based decisions</p> <p><b>Websites</b>          Reeves. D. (2003). <i>High performance in high poverty schools: 90/90/90 and beyond</i>.  <a href="http://www.sabine.k12.la.us/online/leadershipacademy/high%20performance%2090%2090%2090%20and%20beyond.pdf">http://www.sabine.k12.la.us/online/leadershipacademy/high%20performance%2090%2090%2090%20and%20beyond.pdf</a>          Thomas B. Fordham Institute <i>High-Achieving students in the era of NCLB</i>.  <a href="http://www.edexcellence.net/doc/20080618_high_achievers.pdf">http://www.edexcellence.net/doc/20080618_high_achievers.pdf</a></p>
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<p><b>SESSIONS 4,5,6</b></p> <p><b>Research-based practices</b></p> <p><b>Professional Development to promote Learning 1</b></p> <p><b>Professional Development to promote Learning 2</b></p>	<p><b>Importance of Principals’ knowledge of learning and effective teaching practices</b> Learning Taxonomies and instructional strategies</p> <p>Learning Taxonomies Ex: Bloom’s Taxonomy and Webb DOK</p> <p>Use a taxonomy of learning to identify instructional objectives to facilitate varying levels of learning and age-appropriate learning strategies based on principles of human growth and development.</p> <p>Examine current best practices and apply strategies to address identified problems in student performance in content areas.</p> <p>Identify specific instructional strategies to meet students’ learning needs across content areas.</p> <p>Identify instructional delivery methods to enhance student learning and achievement Ex: Marzano’s Nine High Yield Strategies Improving teaching &amp; learning PP</p> <p><b>Professional Development Practices for Ongoing Learning, including professional development plans</b></p> <p>Given a description of recurring problems in student performance in a content area, select strategies for engaging teachers in ongoing study of current best practices.</p> <p>Professional Development Practices for ongoing learning.</p> <p>Professional Development Determining professional needs of staff</p> <p>Professional support plans for improvement of learning</p> <p>Professional learning communities [Ruther p. 10-34] Peer Observation [Ruther p. 39-40] Using meetings for learning [Ruther p.12-13]</p>	<p><b><u>Required readings and websites</u></b></p> <p><b>William Cecil Golden website:</b> <a href="http://www.floridaschoolleaders.org">http://www.floridaschoolleaders.org</a> Complete the following from Cecil Golden for your portfolio:</p> <p><i>-Reading to Inquire and Learn in Math: An Administrator’s Guide to Content Area</i> <i>-Reading in Math Content Area</i></p> <p><b><u>Texts:</u></b> Hoy &amp; Hoy, Chapter 3 <i>Student abilities and challenges</i>; Chapter 4 <i>Learning</i></p> <p>Rutherford, <i>Instruction for All Students Differentiation of instruction</i> overview pp. 195-216; <i>Bloom’s taxonomy and other models</i>, pp. 231-241; <i>Collegial collaboration</i> pp. 267-291; <i>Thinking skills for the 21<sup>st</sup> century</i> pp. 21-248</p> <p>Rutherford, <i>Leading the Learning</i>, pp. 57-61; <i>Professionalism and collegial collaboration</i> pp.122-126</p> <p><b><u>Journals:</u></b> Goldring. <i>Assessing learning-centered leadership: Connections to research, professional standards, and current practices</i> Richardson. <i>Student achievement scores prove professional learning merit.</i></p> <p><b><u>Websites</u></b> Curriculum Portal, Marzano Nine High Yield Strategies <a href="http://staff.fcps.net/DCombs/Marzano%20Brain%20Research.htm">http://staff.fcps.net/DCombs/Marzano%20Brain%20Research.htm</a> Florida Department of Education Division of Educator Quality Professional Development <a href="http://www.fldoe.org/dpe/">http://www.fldoe.org/dpe/</a></p> <p><i>Just for the asking newsletter: Successful cultures for learning (professional learning communities) [May, 2007]</i></p>
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	<p>Action Research [Ruther p. 41-44]</p> <p>Professional development related to school goals for increased student achievement</p> <p>Video: <i>Principles in action: Stories of award-winning professional development</i> [part 2]</p> <p><b>Overview of CA2</b> <i>Recruitment &amp; Retention Human Resource Development Plan</i> [due class 5]</p> <p><b>Class Ticket to Leave</b>-Synthesis of key concepts: Four questions will relate to content from this class, including connections to required readings and websites</p>	<p><a href="http://www.justaskpublications.com/images/stories/ask/pdf/newsletters/jfta/2007/jfta_may_2007.pdf">http://www.justaskpublications.com/images/stories/ask/pdf/newsletters/jfta/2007/jfta_may_2007.pdf</a></p>
<p><b>SESSIONS 7,8,9</b></p> <p><b>Instructional leadership promoting Effective practices for student achievement in reading and other areas</b></p> <p><b>Meeting needs of ESE Students</b></p> <p><b>Meeting needs of ELL students</b></p>	<p><b>Pairs Share key points from CA1</b></p> <p><b>Effective practices for student achievement: Best Practices in reading and other content areas, and ESE, ELL</b></p> <p>Identify research-based reading instructional strategies that facilitate students' phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout content areas to improve student achievement</p> <p>Integrate and apply research-based and best practices to improve reading, writing, mathematics, science and other content areas to enhance student achievement</p> <p>Analysis of student assessment data related to reading performance</p> <p>Strategies for working with ESE students and ELL students</p> <p>Determine appropriate instructional adaptations/modifications for students with special needs in the classroom and whether IEP provisions are adequate to meet the student needs.</p> <p>Differentiated instruction- Strategies to address students' diverse needs, particularly related to ESE and ELL</p>	<p><b>Competency Assessment I due</b></p> <p><b><u>Required readings &amp; websites</u></b></p> <p><b>William Cecil Golden website:</b> <a href="http://www.floridaschoolleaders.org">http://www.floridaschoolleaders.org</a> Complete the following from Cecil Golden for your portfolio:</p> <ul style="list-style-type: none"> <li>-<i>Science: An Administrator's Guide to Content Reading</i> ---</li> <li>-<i>Arts in Education 7-12</i></li> <li>-<i>Arts in Education K-6</i></li> <li>-<i>Promising Practices</i></li> </ul> <p><b><u>Texts:</u></b> Hoy &amp; Hoy, Chapter 6 <i>Teaching</i></p> <p>Rutherford, <i>Instruction for all students Literacy across the curriculum &amp; diverse learners</i> pp14-23 <i>Differentiation of instruction</i> pp. 195-216</p> <p><b><u>Websites</u></b> Response to Intervention (2006). <a href="http://www.nasdse.org/documents/RtIAdministratorPerspective1-06.pdf">http://www.nasdse.org/documents/RtIAdministratorPerspective1-06.pdf</a></p> <p><b><u>Reading websites</u></b> listed, including <i>Just Read Florida, Center for Reading Research, International Reading</i></p>

	<p>Practice Simulation:  <i>Students will examine the reading practices at their school at a grade level and analyze reading test results. Students will review the teaching strategies employed at the grade level to assess how these strategies match up with best practices for reading. Based on the information and research, students will determine recommendations for improvement.</i></p> <p><b>Class Ticket to Leave</b>-Synthesis of key concepts: Four questions will relate to content from this class, including connections to required readings and websites</p>	<p>Association and .....review ESE and ELL websites</p> <p><b>Assignment:</b>  <u>Read the simulation on the agenda</u> and be prepared with the necessary information to participate. Identify research-based reading instructional strategies that facilitate students' phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout content areas to improve student achievement.  <i>You may bring alternative data if you do not have or wish to use your own school's data</i></p>
<p><b>SESSIONS 10,11,12</b></p> <p><b>Legal aspects related to hiring and development</b></p> <p><b>Legal aspects related to evaluating teachers</b></p> <p><b>Classroom Walk-Through</b></p>	<p><b>Processes for hiring, developing and evaluating teachers, considering legal aspects.</b></p> <p>Legal considerations in hiring, developing (professional development) and evaluating teachers.</p> <p>Professional Development Practices for Ongoing Learning, with a focus on professional development plans [revisited from session 2]</p> <p>Scenarios of what a leader should do under various situations regarding compliance with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher).</p> <p>Analyze sample professional development plans to assist teachers in growth and development over time and practices for evaluating the appropriateness of instructional strategies and instructional materials.</p> <p>Video: <i>Principles in action: Stories of award-winning professional development</i> [part 4]</p>	<p><b>Required Websites and Assignments</b></p> <p><b>William Cecil Golden website:</b>  <a href="http://www.floridaschoolleaders.org">http://www.floridaschoolleaders.org</a>          Complete the following from Cecil Golden for your portfolio</p> <p>-<i>Classroom-Walk-Through for Florida Reading K-3</i>          -<i>Classroom Walk-Throughs: Key Questions and Answers</i></p> <p><b>Text:</b>          Rutherford, Leading the Learning Walk-Throughs pp.148-153</p> <p><b>Journals</b>          Cervone. <i>Classroom walkthroughs as a catalyst for school improvement</i></p> <p><b>Websites</b>          Florida Department of Education Division of Educator Quality  <a href="http://www.fldoe.org/dpe/">http://www.fldoe.org/dpe/</a>          Florida's Professional Development System Protocol  <a href="http://www.teachinflorida.com/ProfessionalDevelopment/ProtocolStandards/tabid/66/Default.aspx">http://www.teachinflorida.com/ProfessionalDevelopment/ProtocolStandards/tabid/66/Default.aspx</a>          Professional Development Standards</p>

	<p>Case Studies: Sharing of data from class assignment: Analysis of Professional Development Plans. Do they promote teacher growth and development; and are they in compliance with State Statutes?</p> <p>Role of the classroom walk-through The Walk-Through as informal assessment [Rutherford 148-153] Learning walks [Rutherford 35-38] Classroom Walk-Throughs PowerPoint</p> <p>Assess performance assessment procedures related to compliance with Florida Statutes governing the School Community Professional Development Act.</p> <p>Review examples of processes for the recruitment, selection, induction, and retention of staff and determine compliance with Florida Statutes and No Child Left Behind legislation.</p> <p><b>Class Ticket to Leave</b>-Synthesis of key concepts: Four questions will relate to content from this class, including connections to required readings and websites</p>	<p><a href="http://www.fldoe.org/profdev/pdstandards.asp">http://www.fldoe.org/profdev/pdstandards.asp</a></p> <p>District Professional Development Systems/Statutes <a href="http://www.fldoe.org/profdev/cklist.asp">http://www.fldoe.org/profdev/cklist.asp</a></p> <p>Educator Recruitment, Development , Retention <a href="http://www.fldoe.org/profdev/inserv.asp">http://www.fldoe.org/profdev/inserv.asp</a></p> <p>Review readings/websites for Session 2 related to professional development, particularly professional development plans</p> <p><b>Assignment:</b> Review your school's School Improvement Plan [SIP] related to Professional Development. Determine compliance with Florida State Statutes. <i>You may select another SIP if you prefer</i></p>
<p><b>SESSIONS 13,14,15</b></p> <p><b>Supervision and evaluation to promote effective teaching</b></p> <p><b>Supervision and evaluation to enhance student achievement</b></p> <p><b>Ideal and</b></p>	<p><b>Small group sharing of key points from CA2</b></p> <p><b>Supervision and evaluation to promote effective teaching to enhance student achievement</b></p> <p>Supervision and Evaluation Comparison between supervision &amp; evaluation</p> <p>Clinical supervision</p> <p>Role of supervision in effective learning environments Supervisory practices to develop teachers' effective instructional practices</p> <p>Formal and informal data about teachers</p>	<p><b>Competency Assessment 2 due</b></p> <p><b><u>Required readings &amp; websites</u></b></p> <p><b><u>Text:</u></b> Rutherford, Leading the Learning pp 35-38, pp. 51-55, 62-74, pp. 148-153 Review Multiple methods of data collection about teacher performance pp. 129-176; Review Growth producing feedback, chapter 4</p> <p><b><u>Journals</u></b> Glanz. <i>On vulnerability and transformative leadership: An imperative for leaders of supervision.</i></p>

<p><b>real supervision practices</b></p>	<p>[Rutherford 131-134]                  Looking at student work                  Collect a variety of data (including walk-throughs, student achievement data, observation data, etc.) to analyze teacher performance over time.</p> <p>Ideal and real supervision practices                  Providing growth-producing feedback</p> <p>Supervision &amp; evaluation differentiated related to performance of teachers, specifically related to instruction</p> <p>Vulnerability and transformative leadership in supervision-Glanz</p> <p>Principal as instructional leader related to improvement of learning for all students</p> <p>The principal as an instructional leader-revisited in context of many other demands of leadership                  The impact of contextual variables on Instructional Leadership</p> <p>Key concepts synthesized about the role of the leader in improvement of student learning- <i>Revisit day one charts</i></p> <p><b>Ticket to leave:</b> An idea or understanding you will <u>apply</u> from the course about the role of the leader in improvement of student learning</p> <p><b>SPOT</b> Evaluation</p>	<p>Marshall. <i>Is supervising the heck out of teachers the answer?</i></p>
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**METHODOLOGIES:**

Critical perspectives and constructivist learning methods will guide the instructor in facilitating discussions that examine issues from multiple perspectives, build on previous learning, and question underlying assumptions about who benefits from the decisions made and who may be hurt or left out of decisions.

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. School becomes an 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 accepting these practices without critical reflection as to 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 the framework of ethical, reflective decision making.

**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 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 ASSESSMENTS****Competency Assessment No. 1: PROFESSIONAL DEVELOPMENT TO INCREASE TECHNOLOGY INTEGRATION**

*C-F: 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: TECHNOLOGY** - High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

**Indicators:** Develop an Effective Teacher Professional Development Plan to Increase Technology Usage.

**Assessment: PROFESSIONAL DEVELOPMENT TO INCREASE TECHNOLOGY INTEGRATION [up to 25 points]**

The student will submit a written plan professional development to integrate technology that will address the following:

1. A guiding philosophy for developing the professional development plan.
2. Identification of specific goals of the plan, including a goal of increased technology usage by teachers and other staff to improve student achievement.
3. Identification of possible programs and activities to meet the stated goals related to improvement of achievement in specific content areas.
3. A proposed schedule of implementation of the program and activities.
4. A description of how the program will be evaluated, particularly related to impact on student achievement.

<p><b>EXCEEDS EXPECTATIONS</b> 25-24 points</p>	<p><b>MEETS EXPECTATIONS</b> 23-14 points</p>	<p><b>DOES NOT MEET EXPECTATIONS</b> 13 points or less</p>
<p>1. Provides a detailed and specific professional development plan that uses technology to effectively promote student achievement, with a proposed, clear timeline for implementation</p> <p>2. Demonstrates relevant and meaningful knowledge of instructional technology and its uses to formulate an effective program to promote student achievement in content areas</p> <p>3. Presents meaningful research of possible programs that could achieve the goals of a technology plan</p>	<p>1. Creates a general outline to implement a professional development plan to increase technology usage to promote student achievement</p> <p>2. Demonstrates a moderate level of knowledge of instructional technology to formulate such a plan</p> <p>3. Presents minimal research of possible programs that could achieve the goals of a technology plan</p>	<p>Fails to present a professional development plan to increase technology usage. Does not sufficiently link the plan of technology to improved student achievement</p> <p>Does not demonstrate the necessary knowledge and/or experience of school technology usage to formulate such a plan</p> <p>Shows no research into possible programs that could achieve the goals of a technology plan.</p>

**Competency Assessment 2:  
RECRUITMENT AND RETENTION/HUMAN RESOURCE DEVELOPMENT  
PLAN [up to 25 points]**

High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff - paid and volunteer.

**Indicators**

*(1) Demonstrates understanding of the processes necessary in the hiring and retention of high quality teachers (2) Connects professional growth plans and development to individual teacher and school learning goals.*

**Assessment:** Given a description of a hypothetical school district with certain student identified demographic characteristics, the student will submit a written plan that includes the following discrete elements:

1. How district needs will be identified
2. District hiring and retention goals.
3. Possible sources of recruitment, both internal and external.
4. Methods and media used in the recruitment process.
5. Identification of possible recruitment incentives.
6. How professional teacher organizations will be included in the recruitment process.
7. How diversity will be instituted, enhanced or maintained both in the recruitment pool and in the teacher population of the district.
8. Identification of specific goals of professional growth plan (PGP),
9. Identification of possible programs and activities to meet the PGP’s stated goals.
10. A proposed implementation schedule of such programs and activities.
11. How such a program will be evaluated.

The plan will be evaluated according to the following criteria:

<b>EXCEEDS EXPECTATIONS</b> 25-24 points	<b>MEETS EXPECTATIONS</b> 23-14 points	<b>DOES NOT MEET EXPECTATIONS</b> 13 points or less
(1) Clearly identifies the district’s hiring and retention needs and goals as well as the process to define them.	(1) Identifies the school or district’s hiring and retention needs and goals but not the clear process to define them.	(1) Does not identify the district’s hiring and retention goals nor the process to define them.
(2) Clearly identifies possible sources of recruitment, both internal and external and demonstrates methods and media used in the recruitment process.	(2) Identifies possible sources of recruitment, both internal and external but does not fully demonstrate methods and media used in the recruitment process.	(2) Does not identify possible sources of recruitment, both internal and external nor demonstrate methods and media used in the recruitment process.
(3) Clearly identifies several specific recruitment incentives.		



<p>(4) Fully demonstrates how professional teacher organizations will be included in the recruitment process.</p> <p>(5) Creates a thorough plan for instituting, enhancing, or maintaining diversity both in the recruitment pool and in the teacher population of the school or district.</p> <p>(6) Creates a meaningful professional growth and development plan (PGP) that completely and specifically connects individual teacher and school learning goals</p> <p>(7) Creates a PGP with a degree of specificity and breadth to allow for immediate implementation</p> <p>(8) Presents a specific and thorough method of evaluation of the plan</p>	<p>(3) Identifies some possible recruitment incentives.</p> <p>(4) To some extent, demonstrates how professional teacher organizations will be included in the recruitment process.</p> <p>(5) Creates an acceptable plan for instituting, enhancing, or maintaining diversity both in the recruitment pool and in the teacher population of the school or district.</p> <p>(6) Creates a generalized plan that connects individual teacher and school learning goals</p> <p>(7) Creates a plan that provides a framework for implementation, but lacks the specificity to allow for immediate action</p> <p>(8) Presents a method of evaluation of the plan</p>	<p>(3) Fails to identify possible recruitment incentives.</p> <p>(4) Does not demonstrate how professional teacher organizations will be included in the recruitment process.</p> <p>(5) Does not create a plan for instituting, enhancing, or maintaining diversity both in the recruitment pool and in the teacher population of the school or district.</p> <p>(6) Does not present a professional growth and development plan that adequately connects individual teacher and school learning goals</p> <p>(7) Does not demonstrate any specificity required for implementation of the plan</p> <p>(8) Does not present any method of evaluation of the plan</p>
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For the above Competency Assessments, students will consult the following Sites, in addition to other references.

Florida Department of Education Division of Educator Quality

<http://www.fldoe.org/dpe/>

Florida's Professional Development System Protocol

<http://www.teachinflorida.com/ProfessionalDevelopment/ProtocolStandards/tabid/66/Default.aspx>

Professional Development Standards

<http://www.fldoe.org/profdev/pdstandards.asp>

District Professional Development Systems/Statutes

<http://www.fldoe.org/profdev/cklist.asp>

**GRADING POINTS FOR THIS COURSE:**

- 1. Two COMPETENCY ASSESSMENTS with a total point value of 50 points**
- 2. Class project-based learning and In-Class assignments , 40 points**

**3. Participation in class discussions and assignments with a critical perspective and evidence of the readings, reflection, and questioning the status quo; assignments submitted on time = 10 points.**

<b>Total Points for Course Work = 100</b>
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**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.

**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.

**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](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf)

**SUGGESTED RESOURCES:**

**BIBLIOGRAPHY:**

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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	<a href="http://www.educationchange.com">http://www.educationchange.com</a>
International Reading Association	<a href="http://www.reading.org">http://www.reading.org</a>
National Association of Elementary School Principals	<a href="http://www.naesp.org">http://www.naesp.org</a>
National Association of Independent Schools	<a href="http://nais.org">http://nais.org</a>
National Association of Secondary School Principals	<a href="http://www.NASSP.org">http://www.NASSP.org</a>
National Coalition for Equity in Education	<a href="http://www.ncee.education.ucsb.edu">http://www.ncee.education.ucsb.edu</a>
National Council for the Social Studies	<a href="http://www.ncss.org">http://www.ncss.org</a>
National Council of Teachers of English	<a href="http://www.ncte.org">http://www.ncte.org</a>
National Council of Teachers of Mathematics	<a href="http://www.nctm.org">http://www.nctm.org</a>
National Council of Social Studies	<a href="http://www.ncss.org">http://www.ncss.org</a>
National Science Teachers Association	<a href="http://www.nsta.org">http://www.nsta.org</a>
National Staff Development Council	<a href="http://www.nsdc.org">www.nsdc.org</a>
National Reading Conference	<a href="http://www.nrconline.org">http://www.nrconline.org</a>
National School Boards Association	<a href="http://www.nsba.org">http://www.nsba.org</a>

### **Search Engines**

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