COLORADO STATE UNIVERSITY
— GLOBAL —

EDL500: STRATEGIC LEADERSHIP

Credit Hours: 3

Contact Hours: This is an 8-week, 3-credit course. All courses in the principal licensure concentration (EDL500,520, 530, 540, 550, 560, and OTL568) will include internship activities specifically related to course content. The Colorado principal license requirement for internships is 300 hours. Therefore, you can expect to spend a minimum of six hours per week in internship activities as outlined in the Internship Guidebook. This requirement is in addition to the hours required to participate in this online course, i.e., completing readings, discussion boards, formative assessment exercises, and Critical Thinking Assignments.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course examines the goals and objectives for individuals and groups to shape school culture, climate, and values. Students learn to facilitate the development of a shared strategic vision and prioritize the student and staff needs of a school within the community and district contexts. Recommended Prior Course: None

Course Overview:

EDL500 Strategic Leadership examines the goals and objectives for individual leaders and groups of collaborators to shape culture, initiate change, and develop shared values. Through prescribed assignments, students will learn the Colorado planning process, which is a state of the art, transferable, and proven practice to assure systemic changes necessary to improve student achievement. Students will learn to implement a shared and strategic plan and prioritize the student and staff needs of a school within community and district contexts. Students will implement and formally lead a collaboratively designed strategic change initiative with key stakeholders (i.e., students, faculty, parents, and community). The context and "classroom" for this authentic and strategic area of leadership study will be the district in which the student is currently working in concert with a mentor principal. Also, note that the Colorado principal license requirement for internships is 300 hours. Therefore, you can expect to spend a minimum of six hours per week on internship activities. This requirement is in addition to the hours required to participate in this online course, i.e., completing readings, discussion boards, formative assessment exercises, and Critical Thinking Assignments.

Course Learning Outcomes:

1. Create a collaborative vision and mission among all stakeholders.
2. Design measurable goals and actions aligned with a strategic plan.
3. Apply evidence-based results to drive key decisions.
4. Integrate a continuous improvement process by applying an evidence-based leadership framework.
5. Integrate change theory among all stakeholders.

Principal Standard Alignment

Principal Quality Standards	
Standard I: Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.	**Assignment Implementation Evidence Examples**
ELEMENT A: Vision, Mission, Strategic Plan Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.	Examples of artifacts that may be used as evidence of assignment implementation 1. Student perceptions 2. Parent/guardian perceptions 3. Stakeholder perceptions 4. Perceptions of other administrators 1. about the principal's professional 2. performance 5. Evidence of team development 6. Communications plans 7. Unified Improvement Plan 8. Teacher Turnover Rates 9. Supervisor feedback 3. 10. School vision, mission, and goals
ELEMENT B: Student Outcomes Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.	
ELEMENT C: Manage Systems Principals establish and effectively manage systems that ensure high-quality staff.	
ELEMENT D: Manage Resources Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.	
ELEMENT E: Communicate with Stakeholders Principals facilitate the design and use of a variety of communication strategies with all stakeholders.	
Standard II: Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.	
ELEMENT B: Orderly and Safe Environment Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.	

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Bambrick-Santoyo, P. (2018). *Leverage leadership: A practical guide to building exceptional schools* . San Francisco, CA: Jossey-Bass

Hord, S. M., & Roussin, J. L. (2013). *Implementing change through learning: Concerns-based concepts, tools, and strategies for guiding change*. Thousand Oaks, CA: Corwin. ISBN-13: 9781452234120

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.

- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.

- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.

- **Critical Thinking:** Assignments are due on Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Required Readings

- Colorado State University-Global Campus. (2018). Principal Licensure Internship Guidebook [Booklet]. Greenwood Village, CO.
- Turnbull, B. J., Anderson, L. M., Riley, D. L., MacFarlane, J. R., & Aladjem, D. K. (2016). The principal pipeline initiative in action. Building a Stronger Principalship: Volume 5. Policy Studies Associates, Inc. Retrieved from https://www.wallacefoundation.org/knowledge-center/Documents/Building-a-Stronger-Principalship-Vol-5-The-Principal-Pipeline-Initiative-in-Action.pdf.

Recommended Readings

- Bierly, C. & Smith, A. (2018). Teach to lead: A distributed leadership model builds stronger schools. Independent School, 77(3). 45–49.

Discussion (25 points)

Critical Thinking: (65 points)

Getting Started with your Internship

Your assignment this week has two parts:

Part One:

Turn in all the required internship paperwork

Intern:

- Intern application

- FERPA/Release of Student Records and consent

Mentor:

- Mentor application
- W-9

You and your mentor are to complete, sign, and date these documents. Then, scan and email them to your instructor. Your instructor will serve as your internship coordinator for this course and the remaining courses in the program.

Part Two:

Complete a one- to two-page reflection paper about your understanding of the internship requirements. Address the following in your response:

- What paperwork must be submitted at the beginning of your internship?
- How has CSU-Global aligned the expectation of proficiency in each Colorado Effective Educator/Principal Standard with the CSU-Global Principal Licensure Program?
- How many hours are you expected to complete for your internship in each course? How many total internship hours are required?
- What artifacts are required to be submitted for each course to demonstrate progress in your internship?
- Describe challenges you anticipate in completing these hours, and how you will overcome these challenges.

Ensure your work is well-written, organized, and adheres to CSU-Global APA and writing guidelines. Remember to add a CSU-Global formatted title page and APA formatted reference page (if sources are cited) to your final Portfolio Project assignments. Use the CSU-Global Guide to Writing and APA.to assist you.

Review Module 1 Critical Thinking Rubric for full details on how you will be graded on this assignment.

Internship Reminder: Don't forget to take some time to sit down with your mentor, review the standards in this syllabus and the Disposition document (See "Course Information," and "Principal Internship Resources"), and work to identify your 1 standards-based and 1 disposition-focused goal.

Portfolio Project Reminder

Each weekly Critical Thinking Assignment builds toward your final Portfolio Project. Consider looking ahead to each weekly assignment and read the entire Portfolio Project description on Module 8: Portfolio Project page. Begin preparing now for developing your strategic change plan. If you have any questions, reach out to your course instructor right away!

Module 2

Required Readings

- Chapter 1 in *Implementing Change Through Learning.*
- Chapter 1 in *Leverage Leadership: A Practical Guide to Building Exceptional Schools.*

- Bierly, C., & Smith, A. (2018). Teach to Lead: A distributed leadership model builds stronger schools. *Independent School*, *77*(3), 45–49.
- Colorado Department of Education. (2018). *Unified improvement plan online system user guide*. Retrieved from http://www.cde.state.co.us/uip/uip_online_system_handbook_2018-19
- National Highway Institute. (n.d). *Principles of adult learning and instructional systems design.* Retrieved from https://www.nhi.fhwa.dot.gov/downloads/freebies/172/PR%20Pre-course%20Reading%20Assignment.pdf
- Pages 1-7 in *Unified Improvement Plan Online System User guide.* Colorado Department of Education. Retrieved from http://www.cde.state.co.us/uip/uip_online_system_handbook_2018-19
- Vincent-Lancrin, S. (2016). Innovation, skills, and adult learning: Two or three things we know about them. *European Journal of Education, 51*(2), 146-153.

Recommended Readings

- Cox, E. (2015). Coaching and adult learning: Theory and practice. *New Directions for Adult & Continuing Education, 2015*(148), 27-38.
- Consider bookmarking this Educational Reform Glossary to make sure that you have a clear understanding of terms used in school leadership and reform - Retrieved from http://edglossary.org/glossary/a/
- Williams, H. S., & Johnson, T. L. (2013). Strategic leadership in schools. *Education*, *133*(3). 350-355.

Discussion (25 points) *Your submission should address Standard 1, Element a.*

Critical Thinking: (75 points) *Your submission should address Standard 1, Element a.*

Identification of a Priority Improvement Challenge or Innovation

Overview

You will be developing a strategic plan that is aligned with the Colorado Unified Improvement Plan over the duration of this course. Over the duration of this course, using the following template:

https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A4cdfb32d-1a63-4ada-ae6b-47963ec073

Gather and Organize Data. Prioritize performance challenges from the school's current improvement plan (Module 2)

1. Performance Challenge or Innovation. Identify the challenge or innovation you will focus on. (Module 2)
2. Current Performance. Describe current situation. (Module 3)
3. Significant Trends (Module 3)
4. Root Causes (Module 3)
5. Performance Targets (Module 3)
6. Implementer Concerns (Module 4)

7. Implementation Benchmarks (Mod 4)
8. Interim Measures (Mod 4)

During the final week of the course, you will present your work as a comprehensive strategic change plan.

Use either the Colorado Unified Improvement Plan for ideas, or use improvement plan guidelines from your state or country. Note:You can modify and change the format of your plan as you progress through the modules; however, the requirements listed in the weekly critical thinking assignment need to be included. The format in which you present the required information is your choice.

This Week's Assignment

This week, collaborate with your principal mentor to identify a data-driven challenge or innovation from the current school improvement plan that is focused on student achievement and that *you* can lead *during this course*. As the course is only eight weeks long, pick a manageable challenge or innovation for that time frame.

The requirements for *this* assignment include the following.

Collaborate with your principal mentor to:

- Review the current school improvement plan together
- Determine what continues to be a challenge or priority, with a focus on student achievement
- Look specifically at your special populations; do you see trends in the achievement of CLD, SPED, or 504 students?
- Locate the school/district vision and mission
- Align the school/district vision and mission with the challenge and/or innovation you have identified

Present your findings in the **first and second sections** of the plan titled *Gather and Organize Data* and *Performance Challenge or Innovation*.

Each week you will add to this document and turn in the entire plan. As you address of each of these topics within your strategic change plan, be thorough. Ensure your writing adheres to the standards set forth in the CSU-Global Guide to Writing and APA.

Review the Module 2 Critical Thinking Rubric for full details on how you will be graded on this assignment.

Portfolio Project Reminder

Each weekly Critical Thinking Assignment builds toward your final Portfolio Project. Consider looking ahead to each weekly assignment and read the entire Portfolio Project description on the Module 8: Portfolio Project page. Begin preparing now for developing your strategic change plan. If you have any questions, reach out to your course instructor right away!

<u>Module 3</u>

Required Readings

- Chapter 2 in *Implementing Change Through Learning*
- Chapter 1 in *Leverage Leadership*
- Hall, G. E., & Hord, S. M. (n.d.). *12 Principles of change*. Retrieved from http://iowaascd.org/files/8813/2648/6245/12_principles_of_change_copy.pdf
- Marsh, J. A., & Farrell, C. C. (2014). How leaders can support teachers with data-driven decision making: A framework for understanding capacity building. *Educational Management Administration & Leadership, 43*(2), 269–289. Retrieved from https://doi-org.csuglobal.idm.oclc.org/10.1177/1741143214537229
- Pages 8-16 in Unified Improvement Plan Online System User guide. Colorado Department of Education. Retrieved from http://www.cde.state.co.us/uip/uip_online_system_handbook_2018-19

Required Readings

- Pautz, S., & Sadera, W. A. (2017). Leadership practice in a one-to-one computing initiative: Principals' experiences in a technology driven, second-order change. *Computers in the Schools*, *34*(1/2), 45–59.
- The Wallace Foundation. (n.d.). Successful school and district leadership that influences student learning. Retrieved from http://www.wallacefoundation.org/Pages/successful-school-and-district-leadership-how-leadership-influences-student-learning.aspx

Discussion (25 points) *Your submission should address Standard 1, Element b.*

Critical Thinking: (65 points) *Your submission should address Standard 1, Elements a and b.*

Improvement Planning

In Module 2 you collaborated with your principal mentor to identify a data-driven priority improvement challenge or innovation within the current school improvement plan that is focused on student achievement that you can lead during this course.

For this assignment, you are going to add the following four sections to your strategic change plan around the challenge or innovation that you identified in Module 2. Your plan must include the following section headers and the information described in the level 1 sub-bullet. The level 2 sub-bullet indicates tools that might prove helpful in the completion of these sections of your strategic change plan (but you are not required to use or incorporate them in your plan).

Current Performance

- Describe the current performance for the challenge or innovation that you identified in Module 2.
- Present a summary of the data used to review performance in table format.
- Data tools that might be helpful - http://www.cde.state.co.us/uip/accessingdata_tools and Chapter 2 handouts from the course text Hord & Roussin (2013).

Significant Trends

- Graph the data to "visualize" trends and patterns.

- Developing Trend Statement Examples
  http://www.cde.state.co.us/sites/default/files/documents/uip/downloads/dataanalysisi_traini
  ngmaterials/developingtrendstatementsexamples.pdf

Root Causes

- After analyzing the current performance and trends, identify the root causes as statements that describe the deepest underlying cause, or causes, of performance challenges
- Root Cause Analysis
  https://www.google.com/url?q=http://www.cde.state.co.us/uip/rootcauseanalysis&sa=D&ust=
  1545448115369000&usg=AFQjCNEbbD1w-CgRG0wN4G41R0OcghDOmw

Performance Targets

- Select ideal performance targets as the goal for student achievement if the change plan is successful.
- Performance target tools that might be helpful
  http://www.cde.state.co.us/uip/targetsettingformword

Address each of these areas within the strategic change plan you began in Module 2. Ensure your writing adheres to the standards set forth in the *CSU-Global Guide to Writing and APA*.

 NOTE: This document should not be in essay format but instead in the improvement plan format you began in Module 2.

Review the Module 3 Critical Thinking Rubric for full details on how you will be graded on this assignment.

Module 4

Required Readings

- Chapter 4 in *Implementing Change Through Learning*
- Chapter 6 in *Leverage Leadership*
- American Institutes for Research. (n.d.). Stages of concern. *American Institutes for Research*. Retrieved from https://www.sedl.org/cbam/stages_of_concern.html
- Anderson, M. (2017). Transformational Leadership in Education: A Review of Existing Literature. *International Social Science Review*, *93*(1), 1–13.

Recommended Readings

- Lochner, B., Conrad, R.M., & Graham, E. (2015). Secondary teachers' concerns in adopting learning management systems: A U.S. perspective. Techtrends: Linking Research & Practice to Improve Learning, 59(5), 62-70.

Discussion (25 points) *Your submission should address Standard 1, Element b.*

Critical Thinking: (75 points)

Your submission should address Standard 1, Element b, d and e.

Assessing Change

Your strategic change plan currently includes:

1. Gather and Organize Data (Module 2)
2. Performance Challenge or Innovation (Module 2)
3. Current Performance (Module 3)
4. Significant Trends (Module 3)
5. Root Causes (Module 3)
6. Performance Targets (Module 3)

For this week's assignment, add the following sections to your strategic change plan. Your plan must include these section headers and the information described below.

Implementer Concerns

- Refer to the Stages of Concern information presented in the Module 4 interactive lecture as you complete this section of the plan
- Express the concerns for the challenge or innovation that you identified in Module 2.
- Integrate them into the template you used in Modules 2 and 3.
- Assess the concerns of at least one implementer of the change or innovation that you are leading.
- Plot or graph the results.
- Interpret the supports needed to address the Stages of Concern and describe how you will support them in moving to full implementation.

Implementation Benchmarks

- After setting performance targets, determine implementation benchmarks.
- Tools that might be helpful
    - Action Planning Overview https://www.cde.state.co.us/uip/actionplanning
    - Unified Improvement Plan Online System User guide. Colorado Department of Education. Retrieved from http://www.cde.state.co.us/uip/uip_online_system_handbook_2018-19

Interim Measures

- After setting performance targets, determine interim measures.
- Tools that might be helpful
    - Action Planning Overview https://www.cde.state.co.us/uip/actionplanning
    - Unified Improvement Plan https://www.cde.state.co.us/uip/20142015uiphandboo

Each section of your strategic change plan should be thorough and comprehensive. Ensure your writing adheres to the standards set forth in the *CSU-Global Guide to Writing and APA.*

NOTE: Remember that this document should not be in essay format.

Review the Module 4 Critical Thinking Rubric for full details on how you will be graded on this assignment.

Internship Reminder: Be sure to check in with your Internship Coordinator to provide an update and discuss any questions you or your mentor have. Type or upload a reflection on your progress toward the 2 goals you identified during Week 1.

Module 5

Required Readings

- Chapter 4 in *Leverage Leadership* and accompanying video selections (CD-ROM) when prompted in the reading. The video clips are outlined here:
  o Clip 20
  o Clip 21
  o Clip 22
  o Clip 23
  o Clip 24
  o Clip 25
  o Clip 26
- Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved from https://cft.vanderbilt.edu/understanding-by-design/
- Learning Forward. (2018). High-quality curricula and team-based professional learning: A perfect partnership for equity. Retrieved from https://learningforward.org/wp-content/uploads/2018/05/curriculaPLequity.pdf

Recommended Readings

- Fernandes, J., Costa, R., & Peres, P. (2016). Putting order into our universe: The concept of *blended learning*—A methodology within the concept-based terminology framework. *Education Sciences, 6*(15), 1-13. Retrieved from http://files.eric.ed.gov/fulltext/EJ1116879.pdf
- Kuo, Y., Belland, B.R., Schroder, K.E.E. & Walker, A.E. (2014). K-12 teachers' perceptions of and their satisfaction with interaction type in blended learning environments. *Distance Education, 35*(3), 360-381.

Discussion (25 points)

Your submission should address Standard 1, Element a.

Critical Thinking: (65 points)

Your submission should address Standard 1, Element b and c.

Supporting Change Through Blended Professional Learning

In previous modules you have analyzed student learning, assessed teachers' concerns and readiness for change, and created an action plan for key stakeholders to implement the improvement strategies around the program, process, or performance innovation that you identified in Module 2.

For this week's assignment, use the data that you have gathered and analyzed in your strategic change plan to date, draft a multi-tiered blended learning design template that supports teachers in implementing the improvement strategies from the action plan.

Address all items in a professional learning design template:

- List performance targets (Module 3).
- Present a visual summary of teacher concerns (Module 4).
- Create policies, guidelines, and/or expectations for teachers during the professional learning (e.g., how often meet in small groups, access online resources, implementation of new practices, etc.).
- List objectives directly aligned to performance targets and teacher concerns.
- Identify the classroom based performance implementation of new practice, program, or process assignment that will be expected of teachers at the end of the training.
- Identify the professional learning events that will support teachers in successfully implementing the new innovation (e.g., meeting to cover certain content, video to model the new practice, or online content with scaffolded lessons). Identify learning events as online or face-to-face.

NOTE: for the purposes of this course, at least some aspects have to be developed online.

- Online professional learning content must be developed in an LMS and include the following elements:
    - Introduction/Overview
    - Objectives
- Be sure to answer these questions as you think about what you want them to learn and be able to do at the end of the professional learning:
    - Is it actionable?
    - Is it assessable?
    - Is it feasible?
- Instruction, including multimedia and interactivity (which may include things like videos, screencasts, podcasts, infographics, or instructive images)
- Classroom-based performance implementation of new practice, program, or process assignment
- Colleague collaboration ideas for providing feedback to each other on classroom implementation
- Survey of effectiveness of online professional learning structure and content to support implementation of performance target. NOTE:You will need this for your Portfolio Project reflection.

Because you will continue this development in Week 6, these components do not need to be built within the LMS during Week 5. However, each one should be clearly outlined and detailed in your design template to ensure smooth development of the actual materials in Week 6. Ensure your writing adheres to the standards set forth in the *CSU-Global Guide to Writing and APA Requirements*.

Review the Module 5 Critical Thinking Rubric for full details on how you will be graded on this assignment.

Required Readings

- Chapter 7 in *Leverage Leadership*

  NOTE: This chapter will help school leaders understand their responsibility to assure teachers have quality meeting opportunities that are purposefully reflective of the school's vision and mission. This chapter also addresses the importance of inviting and sustaining contributions from instructional leaders to whom the principal provides frequent and meaningful feedback.

- Cox, A. (2014). Increasing purposeful communication in the workplace: Two school-district models. *Delta Kappa Gamma Bulletin*, 80(3), 34-38.
- iNACOL. (n.d.). *High quality learning for all: 2019 State and Federal policy priorities*. iNACOL. Vienna,VA. Retrieved from https://www.inacol.org/wp-content/uploads/2018/09/2019-inacol-policy-priorities.pdf

  NOTE: These standards were designed for providing guidance in building quality K12 online courses. However, as a principal it is important that you are familiar with these standards and model them for teachers as you build online professional learning environments. As you read the standards for this work, replace the word student with teacher.

Recommended Readings

- Kao, J. (2017). Education in the age of innovation navigating the waves of Change. *Independent School*, *76*(3), 30–37.

Discussion (25 points) *Your submission should address Standard 1, Element e.*

Critical Thinking: (75 points) *Your submission should address Standard 1, Elements b, c and e.*

Development of Online Professional Learning

In Module 5 you began designing (on paper) blended professional learning opportunities to communicate and provide support, resources, and effective strategies for teachers. Your professional learning opportunities were structured using a multi-tiered approach to managing the strategic change plan.

For this assignment, you are required to complete the development of **at least one online professional learning unit or module within your online course shell or Learning Management System**.

Ensure the development of your site adheres to the standards set forth in the CSU-Global Guide to Writing and APA. To submit this assignment, you will need to provide your EDL500 instructor with access and login information to your LMS course or site. Do this in an MS Word document and upload that document. *Your submission should address Standard 1, Elements b and c.*

NOTE: Design templates are *fluid* documents and can change based on new learnings about the needs of implementers, from new knowledge and skills you have gained, from instructor feedback, etc. Use the template you designed in Module 5, however, as your starting point.

To submit this assignment, you will need to provide your EDL500 instructor with access and login information to your LMS course or site. Do this in an MS Word document and upload that document to the Week 6 Assignments page.

NOTE: If you want your instructor to provide you with *development* support, you should add them as an instructor rather than as a guest user. If you are using the LMS platform that your school or district

uses, you may need to have your LMS administrator help you with giving access to your EDL500 instructor.

If your district policy restricts you from adding an out-of-district participant, please communicate with your professor to find an alternative presentation. One alternative might be to provide screenshots of your presentation.

Reach out to your instructor with any questions.

Review the Module 6 Critical Thinking Rubric for full details on how you will be graded on this assignment.

Module 7

Required Readings

- Chapter 5 *Implementing Change Through Learning*
- Feeney, E. (2014). Design principles for learning to guide teacher walkthroughs. *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 87*(1), 21-29.
- Gillespie, K. (2016). Classroom walkthrough observation: Leading edge instructional leadership. *PERSPECTIVES: A Journal of Research and Opinion About Educational Service Agencies*, 22(4), 1-19. Retrieved from http://www.aesa.us/cms_files/resources/Classroom%20Walkthrough.pdf
- *Unified Improvement Plan Online System User guide.* 16-21.Colorado Department of Education. Retrieved from http://www.cde.state.co.us/uip/uip_online_system_handbook_2018-19

Recommended Readings

- Chapters 2 & 3 in *Leverage Leadership*
- *Cooper, R. (2015). Reimagining classroom walkthroughs [Blog post]. Retrieved from https://www.edutopia.org/blog/reimagining-classroom-walkthroughs-ross-cooper*

Discussion (25 points)*Your submission should address Standard 1, Elements a and b.*

Portfolio Reminder: Your Portfolio Project is due by the end of next week. You have been working on this project systematically throughout the course so you should be in a good place right now. Be in touch with your instructor, though, if you have any questions about what is expected or how to make adjustments to the project components based on the feedback you've received so far. Review the full Portfolio Project description on the Module 8 Portfolio Project page and the grading rubric in the Module 8 Folder.

Readings

- Bierly, C., Doyle, B., & Smith, A. (2014). Transforming schools: How distributed leadership can create more high-performing schools. *Bain and Company Insights*. Retrieved from http://www.bain.com/publications/articles/transforming-schools.aspx
- Creanor, L. (2014). Raising the profile: An institutional case study of embedding scholarship and innovation through distributive leadership. *Innovations in Education and Teaching International, 51*(6), 573-583.

Discussion (25 points)

Goals Reflection & Mentor Evaluation (25 points)

 Please take some time to review the goals you identified at the beginning of the course and discuss your progress with your mentor. Use the same Goal Setting sheet to reflect on your progress. Talk with your mentor about your progress as your mentor completes your evaluation for Standard 1. Upload a screenshot of your initial goal setting (Week 1), and your final goal summary with mentor signature (Week 8). *Your submission should address Standard 1, Elements a, b, c, and d.*

Portfolio Project

Strategic Change Plan and Quality Standard Measurement Plan (350 points)

Your submission should address Standard 1, Elements a, b, c, d and e.

There are two parts to the Portfolio Project. Please see both parts outlined below. Bear in mind that you must submit a single file so plan to combine Parts 1 and 2.

Part 1: Turn in your completed Strategic Change Plan (Modules 1-4). Ensure it is updated to reflect new or changed practices, ideas, and information based on what you learned throughout this course. Topics (headings) to include in the plan are:

1. Gather and Organize Data
2. Performance Challenge or Innovation
3. Current Performance
4. Significant Trends
5. Root Causes
6. Performance Targets
7. Implementer Concerns
8. Implementation Benchmarks
9. Interim Measures

Part 2: Develop a plan for reaching "accomplished" or "exemplary" on the Colorado's Principal Rubric: Quality Standards 1: Principals Demonstrate Strategic Leadership.

Your plan MUST include ideas for accomplishing the following and be supported with research. The CSU- Global Library is a good place to find sources! Format this document in a way that is "at-a-glance" and will support your implementation of these standards in your future work as a school principal (e.g., table with standards on the left and bulleted ideas on the right, etc.) to guide your future practices.

1. School staff will incorporate strategic goals into their instructional plans.
2. School staff and other stakeholders implement strategies to address the school's vision, mission, and strategic goals, including addressing barriers to success.

3. School staff members and other stakeholders conscientiously implement the school plan, collaboratively develop short- and long-term plans to improve student outcomes, and track student progress in meeting those outcomes.
4. School staff members lead school planning and change efforts, including monitoring.
5. School staff members implement approved school change strategies, addressing barriers to positive change.
6. School staff members set challenging student learning goals.
7. School staff members and other stakeholders participate in meaningful school leadership activities.

Ideas for implementation of these seven items must be supported by research with at least one supporting source for each.

Ensure your project is well organized, well written, incorporates all parts as described above, and adheres to citation requirements per the *CSU-Global Guide to Writing and APA.* Submit as a single file.

Review the Portfolio Project Rubric for details on how this assignment will be evaluated.

Internship Reminder: Take some time to talk with your mentor about your goals from Week 1 and the Principal Quality Rubric, focusing on Standard 1. Work with your mentor to complete the assessment for EDL500. Be Sure to check in with your Internship Coordinator as well.

COURSE POLICIES

Course Grading

Grading Scale		
A	95.0 – 100	
A-	90.0 – 94.9	
B+	86.7 – 89.9	
B	83.3 – 86.6	
B-	80.0 – 83.2	
C+	75.0 – 79.9	20% Discussion Participation
C	70.0 – 74.9	45% Critical Thinking Assignments
D	60.0 – 69.9	35% Final Portfolio Project
F	59.9 or below	

For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see CSU-Global Guide to Writing and APA Requirements for a percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on
CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the Student Code of Conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.