

Syllabus

Course Overview

In this course, you will have the opportunity to immerse yourself in the area of school improvement by gathering and utilizing various sources of data at the classroom and school level. You will have an opportunity to interact with educational stakeholders to gain meaningful insights that will be used to complete the Instructional Leadership Project. Because reflection is an integral part of an educator's professional growth and development, you will also be provided with numerous opportunities to engage in meaningful reflection to connect what you have learned to your future role as a school leader.

Field Experiences

You will be required to complete 25 hours of fieldwork to complete this course successfully. The fieldwork provides you with field-based opportunities to observe and participate in learning experiences that strengthen your understanding of course content. You are required to develop a school culture improvement plan and conduct an observation and evaluation process for two classroom teachers. The field experiences for this course include the following:

- Unit 6, School Culture Improvement Plan: This activity requires that you meet with a principal to discuss the School Culture Improvement Plan assignment, including the Diversity and Equity Survey and School Culture Improvement Plan Guide, and to gain permission to administer the survey to teachers. You will disseminate the Diversity and Equity Survey and tally the responses to develop a summary of the results to measure the school's current culture. You will share the results with the principal. Based on the results of the survey, you will work with colleagues to develop a plan to improve the school culture in general or to improve a specific school program that is currently negatively impacting the school's culture. This field experience will take a minimum of 15 hours.
- Unit 8, Observation and Evaluation Process: This activity requires that you meet with a principal of a school to discuss the Observation and Evaluation Process activity and what is required, obtain permission to work with two teachers to complete a pre-conference, observation, and post-conference for each teacher. This field experience will take a minimum of 10 hours.

Proficiency on the Instructional Leadership Project

Important note: The Instructional Leadership Project is an assessment that measures the your proficiency related to select specialization outcomes and the Educational Leadership Constituent Council (ELCC) standards. It is imperative that candidates demonstrate their proficiency on this project to successfully complete this course. As such, you will need to score at least 80 percent on the Instructional Leadership Project. If you score anything below an 80, you will be required to revise the final project until the scores is at least 80 percent or above. Candidates who score below 80 percent on the Instructional Leadership Project will receive an incomplete (I) for the course until the final project has been revised to meet the minimum requirement. It is important for candidates to understand that an incomplete in this course may impact their ability to enroll next quarter if future courses have this course as a prerequisite. Thus, candidates who have to revise the final project will need to do so as soon as possible to avoid hindering their progress in the program.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Utilize data to identify strategies for the improvement of teaching and learning.
- 2 Analyze classroom, department, grade level, and school data.
- 3 Use data to inform decisions for school improvement.
- 4 Use technologies that support teaching and learning within a school environment to analyze data.
- 5 Demonstrate leadership in interactions with students, teachers, families, colleagues, and communities.
- 6 Demonstrate collaboration in interactions with students, teachers, families, colleagues, and communities.
- 7 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the education professions.

Course Prerequisites

Prerequisite(s): ED5007, ED5320. May be taken concurrently with ED7823.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Course Pack

These required readings are in a digital course pack on the VitalSource platform, available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools.

Bernhardt, V. L. (2013). From compliance to commitment: The continuous school improvement framework. In *Data analysis for continuous school improvement* (3rd ed., pp. 11–27). New York, NY: Routledge.

Book

Gall, M. D., & Acheson, K. A. (2011). *Clinical supervision and teacher development* (6th ed.). Hoboken, NJ: Wiley. ISBN: 9780470386248.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Cletus, R. B. (2001). [A 4-step process for identifying and reshaping school culture](#). *Principal Leadership*, 1(8), 48–51.
- Thornton, H. (2006). [Dispositions in action: Do dispositions make a difference in practice?](#) *Teacher Education Quarterly*, 33(2), 53–68.
- Williamson, R., & Blackburn, B. R. (2009). [A school culture audit](#). *Principal Leadership*, 10(2), 60–62.
- Wren, D. J. (1999). [School culture: Exploring the hidden curriculum](#). *Adolescence*, 34(135), 593–596.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Cohen, J., Cardillo, R., & Pickeral, T. (2011). [Creating a climate of respect](#). *Educational Leadership*, 69(1).
- National Policy Board for Educational Administration (NPBEA). (2011). [Educational leadership program standards: 2011 ELCC building level](#). Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](#) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (2013). [Summary of the HIPAA Privacy Rule](#). Retrieved from <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Projects

Project >> Instructional Leadership Project

Project Overview

In the Instructional Leadership Project, you will demonstrate your understanding of key principles related to instructional leadership by applying building level leadership skills related to a positive school culture, effective instructional programs, best practice, professional growth plans, integrity, fairness, and ethical behavior.

The project addresses Educational Leadership Constituencies Council (ELCC) Standards 2 and 5.

The two course project components are submitted as assignments in Units 6 and 8, to provide the opportunity to receive and incorporate suggestions for improvement from your instructor for the final submission of your Instructional Leadership Project in Unit 10.

Unit 6: School Culture Improvement Plan

In this component of the project, you will demonstrate your ability to develop a plan to improve a school program and culture by incorporating cultural competence in the development of programs, curriculum, and instructional practices based on your analysis of staff member responses to statements on the Diversity and Equity Survey. The survey is designed to help you better understand current practices in your school related to the diversity (language, disability, gender, race, or socioeconomic status) of the school community.

Unit 8: Observation and Evaluation Process

This component of the project documents your understanding of key principles related to instructional leadership by applying skills related to effective instructional programs, best practice, professional growth plans, integrity, fairness, and ethical behaviors.

You will work with your school principal to identify two teachers of varying levels of skill, whose instruction you will observe. You will conduct pre-observation conferences, observe, collect and analyze data on instructional process, evaluate the teachers' performances, and conduct post-observation conferences with concern for integrity, fairness, and ethics.

Unit 10: Instructional Leadership Project

Using supervising faculty-internship instructor feedback, you are encouraged to make improvements to your School Culture Improvement Plan and Observation and Evaluation Process assignments in preparation for submitting your complete Instructional Leadership Project in Unit 10.

You will submit both components in the assignment area, indicating changes and enhancements you have made to your original submissions using the highlighting feature, Track Changes, or some other method. Also, inform the instructor of new content with a note in the Comments field in the assignment area.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA (6th Edition) style and formatting.
- **Number of resources:** Minimum of 5 resources.
- **Length of paper:** 6–8 typed double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Unit 1 >> The Role of Clinical Supervision in the School Improvement Context

Introduction

Schools need highly capable and effective leaders that exhibit professional dispositions. In this course, you will have the opportunity to work with a campus principal, also known as the instructional leader, on various school improvement projects. This course is designed to provide extensive opportunities to synthesize and apply knowledge gained during your Capella course work. This is your opportunity to practice in school environments and develop the skills identified as necessary to be an effective instructional leader.

Learning Activities

u01s1 - Studies

Readings

Use your *Clinical Supervision and Teacher Development* text to read:

- Chapter 1, "The Nature of Clinical Supervision," pages 3–28. This chapter discusses the connection between teacher performance in the classroom and dispositions with regard to impacting pedagogy and student learning.

Use your *Data Analysis for Continuous School Improvement* coursepack to read:

- Chapter 1, "From Compliance to Commitment: Using Data for Continuous School Improvement," pages 1–10. Chapter one describes the framework for continuous school improvement and comprehensive data analysis.

Use the Capella University library and the Internet to read:

- Thornton's 2006 article, "[Dispositions in Action: Do Dispositions Make a Difference in Practice?](#)" from *Teacher Education Quarterly*, volume 33, issue 2, pages 53–68. This article states that teacher knowledge and skills are not enough to impact pedagogy and student learning. However, teacher dispositions also define teacher performance in the classroom.
- Read the [Educational Leadership Program Standards: 2011 ELCC Building Level](#). These standards provide insights into the knowledge, skills, and dispositions that school leaders need to be effective in a P–12 educational setting and serve as the foundation of the leadership program.

u01s2 - Professional Education Unit Dispositions

As a learner in an education program at Capella University, you are expected to develop the professional attitudes, values, and beliefs that support student learning and development. You are also expected to demonstrate these professional dispositions in your interactions with students, families, colleagues, and communities. As you may recall from previous courses in your master's program, dispositions are attitudes, beliefs, and expectations.

The professional education unit (PEU) dispositions include the following:

1. Is committed to fairness.
2. Is committed to personal and professional conduct that is both ethical and respectful of the rights of others.
3. Believes that all children can learn at high levels.
4. Persists in helping students from diverse populations achieve success by applying different approaches until they achieve that success.
5. Is willing to explore and use technology in the classroom.
6. Recognizes when one's own dispositions may need to be adjusted.
7. Is committed to reflective practice, professional development, and lifelong learning.

In Unit 9 of this course, you will use the Learner Self-Assessment of Professional Dispositions document to rate yourself on each disposition. You will indicate the level that you believe best describes you and provide a rationale for the score you assigned to each disposition. Your instructor will also rate you on the professional dispositions at the level that best describes you, based on courseroom interactions with the instructor and other learners, discussion responses, and assignment submissions.

Be sure to keep in mind the professional dispositions that you need to exhibit and cultivate throughout the course. Your instructor will be assessing your dispositions and rating them at the end of the course.

Course Resources

Learner Self-Assessment of Professional Dispositions [DOC]

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Education Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - School Characteristics

One of the main objectives of this course is to utilize numerous data sources to bring about lasting improvements in a school. Think about the school that you will use to complete course activities. What are the characteristics of this school? In your response to this question, you will need to include the following information:

- School demographics (grades, enrollment by grade and gender, mobility rate, and percentage of low SES, sped, ELL/ESL, dyslexia, and talented and gifted).
- Type of setting (rural, urban, suburban).
- Type of school (traditional school system, parochial, charter, online).
- Personnel info (the number and positions of the administrators, faculty [by grade level or subject], and support staff).
- Historical information (how long school has been open; information about the community that supports the school, including major industries, et cetera).
- Types of programs offered (IB, AP, AVID, dual credit, et cetera).
- Positive achievement associated with the school.
- The major challenges facing the school (consider the following: student achievement, graduation rates, discipline and safety issues, community support, et cetera)

To obtain this information, you should consider looking on the school's Web site and reviewing pertinent school documents. If needed, you should also speak with a school administrator or staff member that has access to this information.

Response Guidelines

Read the posts of your peers and respond to at least one other learner. Outline additional steps or comment on the effectiveness of those described, drawing from your own experience. When responding, seek clarification, share your personal experiences that relate to your peer's experiences, and provide feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Teacher Supervision

Reflect on your experiences with traditional supervision of teachers. Then, compare and contrast, in written form, traditional supervision of teachers with clinical supervision of teachers, as described in Chapter 1 of the your *Clinical Supervision and Teacher Development* text.

Response Guidelines

Read the posts of your peers and respond to at least one other learner. When responding, seek clarification, share your personal experiences that relate to your peer's experiences, and provide feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Effective Teaching for School Improvement Efforts

Introduction

This unit provides you with an opportunity to enhance your knowledge of using data to inform instructional decisions by learning to identify effective teaching practices to impact school improvement efforts. You will also conduct a school culture assessment that will help you develop a school culture improvement plan.

Learning Activities

u02s1 - Studies

Readings

Use your *Clinical Supervision and Teacher Development* text to read:

- Chapter 4, "Using Clinical Supervision to Promote Effective Teaching," pages 69–99. This chapter explores the characteristics of effective teaching according to causal-comparative or correlational research. It encourages learners to develop their own definitions of effective teaching by drawing on the body of research. It also recommends that supervisors and teachers make use of the growing body of knowledge of research to improve teaching and learning in schools.

Use your *Data Analysis for Continuous School Improvement* coursepack to read:

- Chapter 2, "The Continuous School Improvement Framework," pages 11–27. This chapter describes the continuous school improvement framework as a process of improving schools on an ongoing basis through the following cycle: plan, implement, evaluate, and improve.

Use the Capella Library to read:

- Wren's 1999 article, "[School Culture: Exploring the Hidden Curriculum](#)," from *Adolescence*, volume 34, issue 135, pages 593–596. This article invites teachers and school personnel to acquire a detailed, nuanced perspective of school culture by exploring the concept of hidden curriculum.

u02s2 - Preparation for the School Culture Improvement Plan

The School Culture Improvement Plan component of your Instructional Leadership Project will be submitted as an assignment in Unit 6. It provides you an opportunity to demonstrate your understanding of key principles related to instructional leadership by applying skills related to a positive school

culture. To complete this assignment, you must conduct and analyze a survey completed by teachers (and educational assistants or paraprofessionals, if approved by your principal) at your school.

Make an appointment now to meet with your principal and site supervisor coach to discuss this Unit 6 assignment, because you must gain the approval of your principal to complete this assignment. Before meeting with a principal, carefully read the contents of the Diversity and Equity Survey and School Culture Improvement Plan Guide, and print copies for the meeting. Then, go over both the survey and the directions in the guide during the meeting with the principal. Seek approval to conduct the survey and to meet with colleagues to develop an improvement plan related to responses on the survey.

You will disseminate the Diversity and Equity Survey and tally the responses to develop a summary of the results to measure the school's current culture. The survey addresses the diversity of students (language, ethnicity, disability, gender, race, and special education services) and their school experiences, to better understand current practices in your school. Based on the results of the survey, you will develop a plan to improve school culture in general or to improve a specific school program that is currently negatively impacting your school's culture.

To prepare for the completion of the Unit 6 assignment, distribute the Diversity and Equity Survey to the faculty and educational assistants by Unit 4, and carefully follow the instructions provided in the School Culture Improvement Plan Guide. In addition, review the School Culture Improvement Plan Template for an overview of the contents of the improvement plan that you will develop.

Course Resources

Diversity and Equity Survey [DOCX]

School Culture Improvement Plan Guide

School Culture Improvement Plan Template [DOC]

u02d1 - School Culture Reflection

Based on your readings and experiences, reflect on what you have learned about school cultures. What constitutes school culture, and how would you describe the culture of your school? Provide a rationale for the description you provided.

Response Guidelines

Read the posts of your peers and respond to at least one other learner. When responding, seek clarification, share your personal experiences that relate to your peer's experiences, and provide feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Interpersonal Communication Skills and Teacher Observations and Conferencing

Introduction

Instructional leaders must be able to use effective interpersonal communication skills in the implementation of clinical supervision in schools. Developing skills to supervise and coach effective teachers, less effective teachers, and ineffective teachers is critical to make certain that all learners are provided with effective instruction to impact student achievement.

Learning Activities

u03s1 - Studies

Readings

Use your *Clinical Supervision and Teacher Development* text to read:

- Chapter 7, "Interpersonal Communication in Clinical Supervision," pages 127–137. This chapter provides communication techniques to facilitate the two conference phases of clinical supervision, which are the planning conference and the feedback conference. These two phases involve face-to-face interactions between the supervisor and the teacher.
- Chapter 8, "The Planning Conference," pages 138–148. The planning conference provides an opportunity for the teacher and supervisor to partner in identifying the teacher's concerns about the teaching and learning process and translate them into observable behavior. It also allows them to come to a consensus as to what data should be gathered during the teacher observation. This chapter presents techniques to ensure a successful planning conference.
- Chapter 9, "The Feedback Conference," pages 149–156. This chapter provides an overview of the feedback conference. During the feedback conference the teacher and supervisor review the accuracy of the observable data and note significant trends and patterns of teacher instructional behaviors and how they impact student learning. Then, the supervisor and teacher plan for future lessons including the use of instructional strategies to impact student achievement.

u03s2 - Preparation for the Observation and Evaluation Process

Multimedia

Read the [Beginning Teacher Classroom Observations Guide \[PDF\]](#) before viewing the video clips for important information about the observation process.

The following video clips present classroom observation for a clinical supervision experience that includes a pre-observation conference and a post-observation conference. You will notice that the Danielson Framework (studied in ED5501), is used in the middle school teacher's post-observation conference.

- Click **Elementary School Teacher Observation Case Study** to view the video.
- Click **Middle School Teacher Observation Case Study** to view the video.

These video clips present classroom observations of beginning teachers. Watch two of the videos to gain experience viewing a grade level above or below the grade levels at your school. In these videos, you will see ineffective instructional strategies and classroom management techniques that should be shared and addressed with the teacher during the post-observation conference. In these clips, no pre-observation or post-observation conferences are provided.

View any two of the following:

- Click **Beginning Teacher Classroom Observation: Elementary School** to view the video.
- Click **Beginning Teacher Classroom Observation: Middle School** to view the video.
- Click **Beginning Teacher Classroom Observation: High School** to view the video.

Course Resources

Beginning Teacher Classroom Observation: Elementary School

Beginning Teacher Classroom Observation: High School

Beginning Teacher Classroom Observation: Middle School

Elementary School Teacher Observation Case Study

Middle School Teacher Observation Case Study

u03s3 - Preparation for the School Culture Improvement Plan

If you have not already met with your principal to discuss the School Culture Improvement Plan assignment and the Diversity and Equity Survey, you must do so immediately. Once you receive your principal's approval for these activities, you must disseminate, tally, and summarize the results of the Diversity and Equity Survey in preparation for a meeting with colleagues to share the results.

All these activities must be completed before you can begin to write the course project artifact for this assignment. You cannot wait to start this assignment; begin now if you have not already started. You will submit your School Culture Improvement Plan in Unit 6.

Note: Should your principal or superintendent not be able to provide authorization for you to distribute the Diversity and Equity Survey to teachers in your school, you may, with your instructor's permission, proceed with the alternative action noted below:

Speak to 3–5 teacher friends (okay if they work in other schools), contacting them after work hours via phone or personal email, and ask if they would be willing to complete the survey on their own time, not school time. This will enable you to complete the assignment; even though the results will not validly reflect the diversity and equity climate or culture at your school, you will complete the same processes to meet the requirements for this assignment.

If you cannot receive permission from your principal to distribute the Diversity and Equity Survey to teachers in your school, advise your instructor of this issue and request permission to proceed with the alternative approach to this assignment.

Course Resources

School Culture Improvement Plan Guide

School Culture Improvement Plan Template [DOC]

Diversity and Equity Survey [DOCX]

u03d1 - Interpersonal Communication: Reflection

In preparing to conduct your teacher observations, reflect on your readings and studies regarding interpersonal communication and planning and feedback conferences. How you would conference with the teacher from the video, who was experiencing difficulties with the use of ineffective instructional strategies and classroom management techniques, to provide guidance and support? List the specific points you would discuss with the teacher and any resources you would recommend.

Response Guidelines

Read the posts of your peers and respond to the post of at least one other learner. Comment on any differences between your responses. When responding, seek clarification, share your personal experiences that relate to your peers' experiences, and provide feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> Teacher Evaluation

Introduction

The U.S. Department of Education is urging the states' education agencies to develop new teacher evaluation protocols that include not only classroom observations but also student achievement data to assess teacher effectiveness. Principals must develop effective skills in teacher observation, conferencing, and giving feedback to provide teachers with job-embedded professional development to improve instruction. Most states have developed teacher evaluation instruments that school districts must implement for teacher professional development and evaluation. In this unit, you will learn more about teacher evaluations and begin the preparation for the Unit 8 Observation and Evaluation Process assignment.

Learning Activities

u04s1 - Studies

Readings

Use your *Clinical Supervision and Teacher Development* text to read:

- Chapter 10, "Selective Verbatim Transcription," pages 159–177. A teacher's verbal communication patterns have an effect on student learning gains. The clinical supervisor may help teachers improve their instruction by assisting them to analyze their communication patterns from careful observation data. This chapter presents the use of selective verbatim transcription as an observation technique that will assist the supervisor and teacher for this purpose.
- Chapter 11, "Seating Chart Observation Records," pages 178–194. This chapter introduces the use of seating chart observation records (SCORE) to record data. The intent of the SCORE is to condense information about classroom behavior to address teachers concerns, and to record classroom behavior that reflects effective or ineffective teaching and learning instances.
- Chapter 12, "Wide-Lens Techniques," pages 195–212. This chapter describes "wide-lens" techniques as way of recording wide-focus classroom events. It also describes the use of several wide-lens observation techniques that researchers have identified as effective.
- Chapter 13, "Achievement Tests, Checklists, Rating Scales, and Timeline Coding," pages 213–238. In school improvement, there is wide consensus on the use of structured classroom observation instruments to focus on certain elements of the teaching and learning cycle. This chapter presents several observation instruments that may be utilized to impact both teaching and learning in continuous school improvement efforts.

You will be using information from these chapters when you describe the protocols used in your observations of teachers.

u04s2 - Preparation for the Observation and Evaluation Process

The Observation and Evaluation Process component of your Instructional Leadership Project will be submitted in Unit 8. It provides you an opportunity to demonstrate your understanding of key principles related to instructional leadership, by applying skills related to effective instructional programs, best practice, professional growth plans, integrity, fairness, and ethical behaviors.

Take time now to carefully review the contents of the Observation and Evaluation Process Guide and the Observation and Evaluation Process Template to become familiar with details, suggestions, and requirements for your assignment.

Course Resources

Observation and Evaluation Process Guide

Observation and Evaluation Process Template [DOC]

u04d1 - Teacher Observation Preparation

Review the template for your Unit 8 assignment, "Observation and Evaluation Process." As you review it, notice all of the different things you will need to be able to report.

1. Describe your process of preparing to conduct the teacher observations. What critical elements must be in place before the teacher observation is conducted and after it is finalized?
2. What are the "look fors" that you must capture during the observation, in order to measure teacher effectiveness and student success?
3. How will you address section D on the template, which deals with the use of technology?

Response Guidelines

Respond to at least one other learner. When responding, relate your observation to the learner's observation by focusing on what you can glean from one other that will help in future observations.

Graduate Discussion Participation Scoring Guide

Unit 5 >> Developing Cultural Competence

Introduction

Cultural competence can be thought of in terms of the attitudes, actions, practices, and procedures that enable teachers and school leaders to work effectively with all students. As Bennett (1993) explained, cultural competence is a process in which people learn to value and respond to people of all cultures. Principals set the tone and the direction of a school's culture of learning. They must understand their own attitudes and biases regarding cultural competence and racism before assisting staff in examining cultural competence and implementing changes, so that schools are welcoming places for culturally diverse students, and students' differences are understood and valued (National Education Association, 2008). Principals must lead schools in professional development for teachers and other employees, review student achievement data, review student programs and resource allocations, and monitor curricular offerings open to all students in order to know what changes must be made to create a culturally competent school culture with equity for all students.

Many educational researchers and practitioners have studied cultural competence and have published their findings. Many definitions and descriptions exist, but at the heart of all these is the realization that to be culturally competent, one must start with self-assessment and the willingness to grow and change one's own attitudes, biases, and actions. A culturally competent educator knows about students' lives and families, has affirming attitudes about students from diverse backgrounds, understands how different students learn, accepts the responsibility to adapt instructional strategies to challenge students and build on what they already know, and works to bring about change to create schools that are equitable for all students. This same process of self-assessment is required of schools, to change biases and current practices. Each school must critically look at its current procedures, hidden messages and hidden rules, patterns of beliefs and actions, and use of resources. A school, as an organization, must also assess its level of cultural competence and then develop improvement plans to address needed changes.

This is the focus of the School Culture Improvement Plan component of the course project. It will help you gain authentic practice in assessing and then developing an improvement plan for your school.

References

Bennett, M. J. (1993). *Bennett model of cultural competency*. Retrieved from http://www.albany.edu/ssw/efc/pdf/Module%201_Bennett%20Model%20Poster.pdf

National Education Association. (2008). *Promoting educators' cultural competence to better serve culturally diverse students*. Retrieved from http://www.nea.org/assets/docs/PB13_CulturalCompetence08.pdf

Learning Activities

u05s1 - Studies

Readings

Use your *Data Analysis for Continuous School Improvement* coursepack to read:

- Chapter 3, "Who Are We: Demographics Data," pages 28–40. This chapter provides a definition and description of demographic data and how it is utilized in the school improvement process to look for trends to meet the learning needs of the student populations.
- Chapter 4, "How We Do Business: Perceptions Data," pages 41–50. This chapter describes perceptions data and its role in school improvement efforts. In addition, it provides a process to assess perceptions of school climate, culture of the learning organization, and strategies to change perceptions to impact positive continuous school improvement efforts.

Use the Capella University library to read:

- Williamson and Blackburn's 2009 article, "[A School Culture Audit](#)," from *Principal Leadership*, volume 10, issue 2, pages 60–62. This article discusses how principals may conduct a school cultural audit to assess the campus culture. The principal will then utilize the gathered data to develop shared commitment to provide students with quality educational experiences.

u05s2 - Preparation for the School Culture Improvement Plan

By now you should have already met with your principal to discuss the School Culture Improvement Plan assignment and the School Culture Improvement Plan Guide. You should begin preparing your School Culture Improvement Plan to submit in Unit 6. Recall that in the plan you will discuss the plan that you developed including:

- A detailed summary and analysis of the Diversity and Equity Survey data.
- A description of the school program that was selected for improvement and an explanation or rationale for why this school program was chosen, in light of the survey data.
- The details of the plan to improve a specific school program or the general school culture, incorporating cultural competence in the development of a program or curricular and instructional practices.
- Professional development activities that will be included in your plan, specifically addressing cultural competence as one of the professional development areas.

Course Resources

School Culture Improvement Plan Guide

School Culture Improvement Plan Template [DOC]

u05d1 - Influences on School Culture

Based on course readings and the information you have gleaned from your work to date, what have you learned about the influences that shape the culture in your school? Has the culture of your school always been the same, or has it changed? If it is the same, provide an explanation for why you believe that. If it has changed, provide pertinent points to explain why it has changed.

Response Guidelines

Read the initial posts of all of your peers, and respond to at least one other learner. Explain how your view of what has shaped the school's culture differs from your peer's, and comment on what new insights you have gathered about school culture.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Reshaping School Culture

Introduction

In order to reshape school culture, the campus principal and staff must gather and analyze perception data from teachers and students. The gathered data must be analyzed and evaluated to conduct a campus school culture self-assessment. Schools often use checklists, questionnaires, and surveys utilizing technology such as software or Internet resources to measure school culture and develop school culture improvement plans to impact student achievement and overall school performance.

Learning Activities

u06s1 - Studies

Readings

Use the Capella University library to read:

- Cletus's 2001 article, "[A 4-Step Process for Identifying and Reshaping School Culture](#)," from *Principal Leadership*, volume 8, pages 48–51. The article describes a four-step process that includes the principal doing an expectations diagnosis in which staff are asked to list the expectations they have of the principal in terms of rules for staff behavior. Then, teachers perform an expectations diagnosis with their students by asking them to list the rules that should be used in the classroom. The principal discovers how the staff responds, and makes the necessary adjustments, and also assesses the school climate and culture.

u06a1 - School Culture Improvement Plan

Assignment Overview

In this assignment, you will demonstrate your ability to develop a plan to improve a school program and culture by incorporating cultural competence in the development of programs, curriculum, and instructional practices based on your analysis of staff member responses to statements on the Diversity and Equity Survey. The survey is designed to help you better understand current practices in your school related to the diversity (language, disability, gender, race, or socioeconomic status) of the school community.

See the School Culture Improvement Plan Guide for a more detailed description of this assignment.

Assignment Instructions

To begin, you shared the Diversity and Equity Survey with the principal and requested permission to disseminate the survey to staff members (teachers and classroom educational assistants). Then, you followed the instructions provided in the School Culture Improvement Plan Guide to prepare for dissemination of the survey to staff members at the school. You should already have the results of the survey. If not, immediately disseminate the survey so you can tally and analyze the responses, and meet with colleagues to develop an improvement plan.

Provide the principal with the results of the Diversity and Equity Survey. During meetings with colleagues, collaboratively select the school program or school culture area that you will develop a plan to improve. Use the articles on cultural competence provided in Unit 5 to assist you in developing your plan to improve a school program or culture area at your school.

Using the School Culture Improvement Plan Template, develop a plan to improve school culture or a school program impacting the school's culture. Include the following in the plan:

- Detailed summary and analysis of the Diversity and Equity Survey data.
- Description of the school program that was selected for improvement and an explanation or rationale for why this school program was chosen, in light of the survey data.
- Details of the plan to improve a specific school program or the general school culture, incorporating cultural competence in the development of a program or curricular and instructional practices.
- Explanation of the professional development activities that will be included in your plan, specifically addressing cultural competence as one of the professional development areas (ELCC 2.1).

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA (6th edition) style and formatting.
- **Length:** 4–6 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Submit your School Culture Improvement Plan in the assignment area. You are encouraged to use the feedback provided by your supervising faculty-internship instructor and site supervisor coach to improve this component of the course project, in preparation for the Unit 10 assignment.

Course Resources

[APA Style and Format](#)

[Introduction to the Writing Center](#)

u06d1 - Diversity and Equity Survey Results

Describe the results of your Diversity and Equity Survey. Then, reflect on your conversations and dialogue with the school principal and staff on the results of the Diversity and Equity Survey. In your response, include the following:

- What program or school culture area needs attention?
- How will you go about developing the improvement plan for the program or school culture need?

Response Guidelines

Read the initial posts of your peers and respond to at least one other learner. Compare and contrast the findings of your Diversity and Equity Survey to those of your peer.

Unit 7 >> Instructional Leadership: Observation and Evaluation Process

Introduction

As instructional leaders, developing the skills to supervise effective teachers, marginally effective teachers, and ineffective teachers is vital to provide all students with strong instruction to meet their learning needs. The observation and evaluation processes and procedures that you have experienced during the course activities provided valuable practice that will be further refined through your journey as an instructional leader or principal. The Observation and Evaluation Process assignment that you will complete in Unit 8 represents the culmination of the overall involvement in all the states of a clinical experience for teacher evaluation.

Learning Activities

u07s1 - Studies

Review the template you will use in Unit 8 to report on your completed teacher observations. Take time to investigate or to review the topics and theories listed in Section E of the template:

- Collaborative Work with Teachers.
- Applying Best Practices for Student Learning.
- Human Development Theories.
- Proven Learning Practices.
- Motivational Theories.
- Diversity in the Learning Process.
- Research to Promote an Environment for Improved Student Achievement.

u07s2 - Preparation for the Observation and Evaluation Process

You will submit the Observation and Evaluation Process component of your Instructional Leadership Project in Unit 8. This provides you an opportunity to demonstrate your understanding of key principles related to instructional leadership, by applying skills related to effective instructional programs, best practice, professional growth plans, integrity, fairness, and ethical behaviors.

For this assignment, you worked with the principal to identify two teachers with varying degrees of skill levels. You have observed and conferenced with them to learn, perform, and practice the process for improvement of instruction.

For the Observation and Evaluation Process assignment, you are expected to write a memo report to your principal summarizing the teacher evaluation process used with the selected teachers. Use the Observation and Evaluation Process Template to develop the memo report. Prior to completing the assignment, review the contents of the Observation and Evaluation Process Guide to become familiar with the information you are required to include for this assignment.

Course Resources

Observation and Evaluation Process Guide

Observation and Evaluation Process Template [DOC]

u07d1 - Instructional Delivery Improvement

Summarize what you learned during your pre-conferences, observations, and post-conferences with the two teachers to improve instructional delivery in the classroom. Include any challenges you encountered during any of the three processes and how you overcame the challenge.

Response Guidelines

Read the posts of your peers and respond to at least one other learner. Outline additional steps or comment on the effectiveness of those described, drawing from your own experience. When responding, seek clarification, share your personal experiences that relate to your peer's experiences, and provide feedback. Respond to at least one learner, comparing your perspective with theirs regarding the teacher observation process through clinical supervision.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Developing a Culture of Learning

Introduction

Developing a culture of learning is critical for school leaders. There are numerous steps involved in this process. It is important to use multiple measures of data, that includes student achievement and perception data, to rate the culture of learning at the school level. The instructional leadership at the school should collaboratively develop the vision necessary to set the stage for the focus on instruction and learning, but without a master schedule that supports and drives the school's vision, academic priorities will not be accomplished. The master schedule drives the culture of learning at a school. The school principal as the instructional leader must be mindful of the hidden curricula and messages that may exist in the master schedule, because these can undermine the school's vision and become a barrier in the school improvement effort. The 21st-century principal is charged with ensuring that the school supports a culture of learning.

Learning Activities

u08s1 - Studies

Review the template you will use in Unit 8 to report on your completed teacher observations. Take time to consider the national professional standards you will be using as you conduct your teacher observations. Refer to section F on the template that states (in part), "Working with the observed teachers and the principal, develop a comprehensive growth plan for each teacher to increase the capacity of each teacher that reflects national professional standards."

u08a1 - Observation and Evaluation Process

Assignment Overview

The Instructional Leadership: Observation and Evaluation Process assignment documents your understanding of key principles related to instructional leadership by applying skills related to effective instructional programs, best practice, professional growth plans, integrity, fairness, and ethical behaviors. You have worked with the principal to identify two teachers of varying degrees of skill levels, whose instruction you have observed. You conducted pre-observation conferences, observed, collected and analyzed data on instructional process, evaluated the teachers' performances, and conducted post-observation conferences with concern for integrity, fairness, and ethics.

See the Observation and Evaluation Process Guide for a more detailed description of this assignment.

Assignment Instructions

In this assignment you will use the Observation and Evaluation Process Template to write a memo report summarizing the improvement of instruction process used with these teachers. In the memo report, you must complete the following:

- Outline the protocols used in the observations.
- Describe the procedures used to analyze and evaluate the teachers' instructional performances.
- Describe how you used evidence-centered research of effective instruction to provide feedback and information to teachers to improve instructional practices and curricular materials during the observation and evaluation process. (ELCC 2.2)
- Explain how you used, and also how you promoted, technology to enrich the instruction, to monitor instructional practices and curricular materials, and to provide the teachers with assistances to improve (incorporating technology). (ELCC 2.4)
- Describe how you worked collaboratively with teachers to improve teaching and learning by applying best practices for student learning during the observation and evaluation process. Be sure to address relevant theories (human development, proven learning, and motivational theories), diversity in the learning process, and appropriate research strategies to promote an environment for improved student achievement. (ELCC 2.3)
- Working with the observed teachers and the supervising principal, develop a comprehensive growth plan for each teacher to increase the capacity of the teacher to reflect national professional standards. Your comprehensive growth plans should utilize reflective practice and research on student learning that aligns with the school vision and goals and incorporates strategies such as observations, collaborative reflections, and adult learning strategies. Include a copy of the plans without any identifying information. (ELCC 2.3)
- Reflecting on your interactions with the teachers, explain how you have acted with integrity and fairness in supporting staff practices and the teachers' rights in regard to confidentiality. (ELCC 5.1)
- Describe how you used leadership decision-making in dealing with teachers with regard to impartiality, sensitivity to diversity, and ethical considerations. (ELCC 5.2)
- Describe at least one recommendation that you communicated to each teacher that was based on equity and diversity. (ELCC 5.3)
- Reflecting on your interactions with the teachers, explain how you utilized sound school strategies for dilemmas encountered during the observation and evaluation process. (ELCC 5.4)
- Reflect on your experiences during the observation and evaluation process. Assess how, as a school leader, you develop the resiliency to uphold core values and persist in the face of adversity. (ELCC 5.5)

Submit your memo report in the assignment area. You are encouraged to use the feedback provided by your instructor to improve this component of the course project, in preparation for the Unit 10 assignment.

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA (6th edition) style and formatting.
- **Length:** 6–8 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[APA Style and Format](#)

[Introduction to the Writing Center](#)

Observation and Evaluation Process Guide

Observation and Evaluation Process Template [DOC]

u08d1 - Teacher Observation: Instructional Leadership

Reflect on your experiences interacting with the teachers during this course. What key principles related to instructional leadership did you apply while working with the two teachers that you observed and with whom you conferenced?

Response Guidelines

Read the posts of your peers and respond to at least one other learner. When responding, seek clarification, share your personal experiences that relate to your peer's experiences, and provide feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >> Leading Collaboratively and Ethically

Introduction

Schools as complex learning organizations cannot operate in isolation to successfully meet the needs of all students. An effective principal exhibits instructional leadership skills that build relationships with stakeholders, value collaboration, and promote distributive leadership to create a school that ensures successful learning outcomes for all students. To collaborate with and empower teachers, parents, and students in the school, a principal must possess excellent communication and interpersonal skills. When responding to the larger community, a principal must possess effective communication skills and leadership qualities to encourage involvement and engagement of all stakeholders, especially when the community is experiencing changes and issues representing divergent thinking.

Ethical leadership should be considered the most important priority of a school leader. On a day-to-day basis, this means that a principal acts with caring, fairness, and integrity, while respecting the rights of all—students, parents, and staff members—in all decisions. An ethical dilemma is not a choice between right and wrong, but often a choice between two rights. Almost daily, principals are faced with ethical dilemmas and competing good solutions, and they must make difficult decisions that favor one value over another, since dilemmas arise when cherished values conflict.

Learning Activities

u09s1 - Studies

Readings

Use the Internet to read:

- Cohen, Cardillo, and Pickeral's 2011 article, "[Creating a Climate of Respect](#)," from *Educational Leadership*, volume 69, issue 1. School culture is a microcosm of societal culture, reflecting social, emotional, and civic aspects of society. Therefore, to foster effective reform, we must look at each component in detail, and identify what is working, not working, and not working as well as we would perhaps like it to. This is the only way to effect real change, in the school district and the community.

u09a1 - Professional Dispositions

Assignment Overview

You are expected to develop the professional attitudes, values, and beliefs that support student learning and development. You are also expected to demonstrate these professional dispositions in your interactions with students, families, colleagues, and communities.

The dispositions include the following:

1. Is committed to fairness.
2. Is committed to personal and professional conduct that is both ethical and respectful of the rights of others.
3. Believes that all children can learn at high levels.
4. Persists in helping students from diverse populations achieve success by applying different approaches until they achieve that success.
5. Is willing to explore and use technology in the classroom.
6. Recognizes when one's own dispositions may need to be adjusted.
7. Is committed to reflective practice, professional development, and lifelong learning.

Assignment Instructions

For this assignment, use the Learner Self-Assessment of Professional Dispositions document to rate yourself on each disposition. Indicate the level that you believe best describes you and provide a rationale for the score you assigned to each disposition. When you have completed the self-assessment, submit it as an attachment in the assignment area.

Your instructor will also rate you on the professional dispositions at the level that best describes you based on courseroom interactions with the instructor and other learners, discussion responses, and assignment submissions. When you receive your instructor's feedback, compare it to your self-assessment to determine gaps or differences. Reflect on what you can do to address the items noted.

Course Resources

Learner Self-Assessment of Professional Dispositions [DOC]

u09d1 - Self-Reflection

You have reviewed the PEU dispositions, which include the following:

- Commitment to fairness.
- Commitment to personal and professional conduct that is both ethical and respectful of the rights of others.
- Belief that all children can learn at high levels.
- Persistence in helping students from diverse populations achieve success by applying different approaches until they achieve that success.
- Willingness to explore and use technology in the classroom.
- Recognition of when one's own dispositions may need to be adjusted.
- Commitment to reflective practice, professional development, and lifelong learning.

Reflect on the PEU dispositions. Then address the following questions:

- What do you believe has influenced your professional dispositions? Are you satisfied with the results of this self-assessment? Why or why not? What can you do to improve your professional dispositions ratings?
- Which of the seven PEU dispositions do you see as least evident in your interactions with school personnel in your work setting? Provide examples to support what you can do to influence other educators who do not demonstrate this disposition.

Response Guidelines

Respond to at least one other learner, comparing your perspective with his or hers. When responding, seek clarification, share your related personal experiences, and provide feedback.

Course Resources

Unit 10 >> Instructional Leadership

Introduction

During this course, you have learned a number of responsibilities of a school principal. Specifically, you have focused on a culture of learning and the role the teacher evaluation plays in the instructional process. The school principal sets the tone for developing a positive school culture by utilizing the collaborative leadership style, empowering staff and initiating equitable programming to support the diversity of students. As an instructional leader, the principal is cognizant of what is valued and practiced on a daily basis in the school, because it impacts the overall success of the teachers and students.

In this unit, you will submit your Instructional Leadership Project that reflects revisions based on feedback from your instructor. Additionally, you will also have an opportunity to reflect on key learning gleaned from this course and its impact on school improvement efforts.

Learning Activities

u10a1 - Instructional Leadership

Assignment Overview

In this assignment, you will demonstrate your understanding of key principles related to instructional leadership by applying building level leadership skills related to a positive school culture, effective instructional programs, best practice, professional growth plans, integrity, fairness, and ethical behavior.

This course project assesses your application of building level leadership skills in instructional leadership. ELCC Standard 2 and ELCC Standard 5 are addressed in this course project. The two course project components (School Culture Improvement Plan and Observation and Evaluation Process) were originally submitted as assignments in Units 6 and 8, to provide the opportunity to receive and incorporate suggestions for improvement from your instructor for the final submission of your Instructional Leadership Project in this assignment.

Assignment Instructions

You will submit both components of the Instructional Leadership Project, (a) the School Culture Improvement Plan and (b) the Observation and Evaluation Process memo, in the assignment area. For this assignment, you will indicate changes and enhancements you have made to your original submissions.

School Culture Improvement Plan

In this assignment, you will demonstrate your ability to develop a plan to improve a school program and culture by incorporating cultural competence in the development of programs, curriculum, and instructional practices based on your analysis of staff member responses to statements on the Diversity and Equity Survey. The survey is designed to help you better understand current practices in your school related to the diversity (language, disability, gender, race, or socioeconomic status) of the school community.

You shared the Diversity and Equity Survey with the principal and requested permission to disseminate the survey to staff members (teachers and classroom educational assistants). Then, you followed the instructions provided in the School Culture Improvement Plan Guide to analyze the results of the survey and disseminated the survey results to staff members and principal at the school. During meetings with colleagues and the principal, you collaboratively selected the school program or school culture area that you will develop a plan to improve.

For this component of the project, develop a plan to improve school culture or a school program impacting a school's culture, using the School Culture Improvement Plan Template. Include the following in the plan:

- A detailed summary and analysis of the Diversity and Equity Survey data.
- A description of the school program that was selected for improvement and an explanation or rationale for why this school program was chosen, in light of the survey data.
- Details of the plan to improve a specific school program or the general school culture, incorporating cultural competence in the development of a program or curricular and instructional practices.
- Explanation of the professional development activities that will be included in your plan, specifically addressing cultural competence as one of the professional development areas (ELCC 2.1).

Observation and Evaluation Process

This component of the project documents your understanding of key principles related to instructional leadership by applying skills related to effective instructional programs, best practice, professional growth plans, integrity, fairness, and ethical behaviors.

You worked with the principal to identify two teachers of varying degrees of skill levels, whose instruction you have observed. You conducted pre-observation conferences, observed, collected and analyzed data on instructional process, evaluated the teachers' performances, and conducted post-observation conferences with concern for integrity, fairness, and ethics.

For this component of the project, you will use the Observation and Evaluation Process Template to write a memo report summarizing the improvement of instruction process used with these teachers. In the memo report, you must complete the following:

- Outline the protocols used in the observations.
- Describe the procedures used to analyze and evaluate the teachers' instructional performances.
- Describe how you used evidence-centered research of effective instruction to provide feedback and information to teachers to improve instructional practices and curricular materials during the observation and evaluation process. (ELCC 2.2)
- Explain how you used, and also how you promoted, technology to enrich the instruction, to monitor instructional practices and curricular materials, and provide the teachers with assistances to improve (incorporating technology). (ELCC 2.4)
- Describe how you worked collaboratively with teachers to improve teaching and learning by applying best practices for student learning during the observation and evaluation process. Be sure to address relevant theories (human development, proven learning, and motivational theories), diversity in the learning process, and appropriate research strategies to promote an environment for improved student achievement. (ELCC 2.3)
- Working with the observed teachers and the supervising principal, develop a comprehensive growth plan for each teacher to increase the capacity of the teacher to reflect national professional standards. Your comprehensive growth plans should utilize reflective practice and research on student learning that aligns with the school vision and goals and incorporates strategies such as observations, collaborative reflections, and adult learning strategies. Include a copy of the plans without any identifying information. (ELCC 2.3)
- Reflecting on your interactions with the teachers, explain how you have acted with integrity and fairness in supporting staff practices and the teachers' rights in regard to confidentiality. (ELCC 5.1)
- Describe how you have used sound leadership decision-making in dealing with the teachers with regard to impartiality, sensitivity to diversity, and ethical considerations. (ELCC 5.2)
- Describe at least one recommendation that you communicated to each teacher that was based on equity and diversity. (ELCC 5.3)
- Reflecting on your interactions with the teachers, explain how you utilized sound school strategies for dilemmas encountered during the observation and evaluation process. (ELCC 5.4)
- Reflect on your experiences during the observation and evaluation process. Assess how, as a school leader, you develop the resiliency to uphold core values and persist in the face of adversity. (ELCC 5.5)

Submission Instructions

Submit both components of the Instructional Leadership Project: (a) the School Culture Improvement Plan and (b) the Observation and Evaluation Process memo, in the assignment area.

Indicate changes and enhancements you have made to your original submissions using the highlighting feature, Track Changes, or some other method. Also, inform the instructor of new content with a note in the Comments field in the assignment area. Review the School Culture Improvement Plan Guide and the Observation and Evaluation Process Guide as needed.

Submission Requirements

- Written communication: Written communication is free of errors that detract from the overall message.
- APA formatting: Resources and citations are formatted according to APA (6th Edition) style and formatting.
- Number of resources: Minimum of 5 resources.
- Length of paper: 6–8 typed double-spaced pages.
- Font and font size: Times New Roman, 12 point.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

[Observation and Evaluation Process Guide](#)

[Observation and Evaluation Process Template \[DOC\]](#)

[Introduction to the Writing Center](#)

APA Style and Format

u10a2 - ePortfolio Check

The Instructional Leadership Project documents your progress in meeting the Capella specialization outcomes and the ELCC standards that are the foundation of your program. Paste the link to your ePortfolio in the **WRITE SUBMISSION** text box in the assignment submission area so that your instructor can confirm the assignment's inclusion.

Course Resources

ePortfolio

u10d1 - Impressions

Describe your overall impressions of the key principles that have the greatest impact on school improvement efforts at the school level. Provide a rationale for each point.

Response Guidelines

Read the initial posts of all of your peers and respond to at least one other learner. Comment on any similarities and differences between your responses. When responding, seek clarification, share your personal experiences that relate to your peers' experiences, and provide feedback.

Reflect on everything that you have learned during this course including your interactions with educational stakeholders during your field experiences. Then, respond to the following questions:

- What were the three most significant areas of learning for you in this course?
- Share at least one question that the course has generated that you would like to investigate further.
- In what ways have you translated the concepts and skills learned in this course to practical, everyday useful ideas?

Course Resources

Graduate Discussion Participation Scoring Guide