

Syllabus

Course Overview

The primary imperative for all educational leaders is student success. Therefore, the fundamental charge of educational leadership is continuous improvement of student learning. In this course, learners develop a Curriculum and Instruction Comprehensive Audit designed to identify strengths and weaknesses in the existing instructional program. An audit provides a picture of what is being taught, how it is being taught, and where it aligns with state or national standards. Completing an audit allows a district to compare the actual and desired states in order to identify gaps in student achievement. Once gaps are identified, a plan is developed to address curriculum changes and instructional delivery methods designed to advance student learning. School leaders at both the building and district levels implement the recommendations by leading the development of an instructional program conducive to student learning, along with prescribed professional growth initiatives for teachers, all to promote the success of every student.

The course project, Curriculum and Instruction Comprehensive Audit, systematically evaluates the curriculum structures, processes, and products currently in place as well as the degree of alignment of critical elements: instructional delivery, standards, curriculum, best practices, and student outcomes. The Curriculum and Instruction Comprehensive Audit provides both quantitative and qualitative measures of performance of teachers and school leaders in their management and delivery of instruction, resulting in recommendations to improve curriculum and instruction in order to enhance student success and academic performance.

Effective school leaders at both the school and district levels maintain focus and continuous attention to the primary charge of the work of schools, student success—analysis of achievement data is routinely disaggregated to provide insight into the varied degrees of success among diverse population groups. Throughout this course, learners explore the scope and categories of diversity among students, including ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, special education, and geographical location. Learners will identify teaching, learning, and leadership principles and practices, along with examination of strategies to create fair, equitable, and inclusive learning environments, thereby ensuring opportunities for all students to succeed. The course provides real-world skills, tools, and field experiences designed to support school leaders (building or district level), curriculum and instruction directors, and special education leaders.

ED7108 Field Experiences

Learners will be required to carry out 15 hours of field experience to successfully complete this course. These experiences provide learners with field-based opportunities to observe and participate in learning experiences designed to strengthen understandings of course content. Field experiences for this program occur in school and district settings, including public, private, charter, and online P–12 schools. Learners are required to secure an appropriate site to complete these experiences.

Student Achievement Data Review—1 Hour—u02a1

For this assignment, you must present the district achievement data for your selected curricular area as noted below. To acquire the data, meet with a district leader to explain why you need the data and request permission to use it (all data must be de-identified, leaving no identifiable student information).

Instructional Best Practices—2 hours—u03d1

To prepare for this discussion, learners meet with a district leader to discuss research-based best instructional practices. Discuss how your district leadership works to assure ongoing attention to implementation of current best practices in the district.

District Culture Review—4 hours—u04a1

To prepare for this assignment, learners interview members of school improvement committees, parent committees or PTO and PTAs, task forces, or other district advisory committees. Learners also interview students, parents, teachers, and community members. Interview questions are designed to glean stakeholder perspectives on the district culture: Do they know the district vision or mission? Are teachers involved in curricular and instructional decisions that affect them? Do they know if students are making sufficient academic progress? Do they believe school leaders provide leadership that increases student achievement? Do district administrators use data to make decisions?

District Vision Review—2 hours—u05a1

Learners communicate with someone at the district level to gain insights about how the vision was developed, implemented, and disseminated.

District Instructional Program Review—2 hours—u06a1

For this assignment, learners will be required to interview curriculum and professional development leaders at the district level to find out what best practices and theories they see being used in the district, including examples of implementation of best practices, how technology is integrated into instruction, and what they stress in new teacher training and professional development trainings?

Professional Evaluation and Improvement—3 hours—u07a1

Learners discuss with selected representatives from both teachers and principals their views regarding the current evaluation systems and the professional growth opportunities provided by the district, including their input and recommendations for changes or additions to the evaluation system and the professional development offerings.

Non-Native English Speakers Interview—1 hour—u08d2

Learners will interview an immigrant in order to better understand challenges experienced by people who arrive in the United States with little or no proficiency with English language.

Using ePortfolio

Your program of study requires the use of an electronic portfolio (ePortfolio) provided by Capella. You should see a Portfolios tab on your learner homepage. Follow the portfolio prompts in your courses to save assignments and other artifacts to your ePortfolio. For ED7108, you will be required to upload the final assignment, Curriculum and Instruction Comprehensive Audit (u10a2 provides instructions to meet this requirement).

Your ePortfolio will travel with you from course to course, and you are able to update it at any time. You manage the content and layout of your ePortfolio. There are categories in your ePortfolio organized by program outcomes to which you may be directed to save items. Complete information regarding the use and management of your ePortfolio can be found at [ePortfolio](#).

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 Educational 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.

Course Competencies

(Read Only)

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

- 1 Promote the success of all persons.
- 2 Lead the field of education in an ethical manner.
- 3 Manage effective learning environments.
- 4 Collaborate effectively with multiple stakeholders.
- 5 Facilitate the development of a shared vision of learning.
- 6 Lead the development of a culture of learning.
- 7 Evaluate the role of the educational leader in supporting the needs of diverse students through promoting a positive school culture, providing an effective instructional program, and applying best practices to student learning.
- 8 Communicate in a way that represents inclusive, culturally competent language as a professional in the field.

Course Prerequisites

Prerequisite(s): This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer.

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.

Book

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805592.

Cushner, K. H., McClelland, A., & Safford, P. (2019). *Human diversity in education: An intercultural approach* (9th ed.). New York, NY: McGraw-Hill. ISBN: 9781259913815

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.

- Carr, J. F., & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Delano-Oriaran, O. O., & Meidl, T. D. (2013). *Critical conversations: Developing white teachers for diverse classrooms*. *Journal of Praxis in Multicultural Education*, 7(1), 1–27.
- Jensen, E. (2013). *How poverty affects classroom engagement*. *Educational Leadership*, 70(8), 24–30.
- Reardon, S. F. (2013). *The widening income achievement gap*. *Educational Leadership*, 70(8), 10–16.
- Rothstein, R. (2013). *Why our schools are segregated*. *Educational Leadership*, 70(8), 50–55.
- Templeton, B. (2013). *Why is that child so rude?* *Educational Leadership*, 70(8), 72–74.

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.

- Awesome Library. (2013). *Multicultural*. Retrieved from http://www.awesomelibrary.org/Classroom/Social_Studies/Multicultural/Multicultural.html
- Bottoms, G. & Schmidt-Davis, J. (2010). *The three essentials: Improving schools requires district vision, district and state support, and principal leadership*. Southern Regional Education Board. Retrieved from http://publications.sreb.org/2010/10V16_Three_Essentials.pdf
- Demee-Benoit, D. (2006). *Culturally responsive education: Cultural education through expeditionary learning*. Retrieved from <http://www.edutopia.org/culturally-responsive-education>
- EdTechTeacher. (2016). Retrieved from <http://edtechteacher.org/start/>
- National Association for Multicultural Education. (2013). *Definition of multicultural education*. Retrieved from http://www.nameorg.org/definitions_of_multicultural_e.php
- Rosado, C. (n.d.). *What makes a school multicultural?* Retrieved from <http://www.edchange.org/multicultural/papers/caleb/multicultural.html>
- Sass, E. J. (2013). *Multicultural lesson plans and resources*. Retrieved from <http://www.eds-resources.com/edmulticult.htm>

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.

- Devaney, L. (2013). *Geoconferencing: GPS, travel bugs, and learning—oh my!* Retrieved from <http://www.eschoolnews.com/2013/05/13/geoconferencing-gps-travel-bugs-and-learning-oh-my/print/>
- Eddy, J. (2013). *Exploring the different cultures of the world*. Retrieved from <http://multiculturalwebquest.weebly.com/index.html>

- Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy, grades K-12: Implementing the practices that work best to accelerate student learning*. Thousand Oaks, CA: Corwin.
- Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: Corwin Press.
- Leading Success. (2013). [Using data to assess and inform school change](https://www.nassp.org/professional-learning/online-professional-development/leading-success/module-2/). Retrieved from <https://www.nassp.org/professional-learning/online-professional-development/leading-success/module-2/>
- National Association for Multicultural Education. (2016). [Definitions of multicultural education](http://www.nameorg.org/definitions_of_multicultural_e.php). Retrieved from http://www.nameorg.org/definitions_of_multicultural_e.php
- TeacherWeb, Inc. (2016). [Multicultural day webquest](http://teacherweb.com/CA/SaintRoberts/MulticulturalDay/h2.stm). Retrieved from <http://teacherweb.com/CA/SaintRoberts/MulticulturalDay/h2.stm>
- 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) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>
- University of Nevada, Las Vegas. (n.d.). [The journal of praxis in multicultural education](http://digitalscholarship.unlv.edu/jpme/). Retrieved from <http://digitalscholarship.unlv.edu/jpme/>
- Wilhelm, S. (2016). [Multicultural webquest](http://www.zunal.com/webquest.php?w=102005). Retrieved from <http://www.zunal.com/webquest.php?w=102005>

Projects

Project >> Curriculum and Instruction Comprehensive Audit

Project Overview

A curriculum audit is an examination of the curriculum design and instruction of a school district, to determine the extent to which there is congruence between the written, taught, and tested curricula. The audit report provides specific recommendations to improve the curriculum and instructional strategies. The audit needs to be succinct, capturing the most pertinent information in the communication and writing style of a review. The audit will include to-the-point explanations, analysis, assessments, and recommendations. The focus is on authentic experience.

The course project, Curriculum and Instruction Comprehensive Audit, systematically evaluates the curriculum structures, processes, and products currently in place as well as the degree of alignment of the critical elements: instructional delivery, standards, curriculum, best practices, and student outcomes. The Curriculum and Instruction Comprehensive Audit provides both quantitative and qualitative measures of performance of teachers and school leaders in their management and delivery of instruction, resulting in recommendations to improve curriculum and instruction in order to enhance student success and academic performance.

You must select one curricular area as the basis of your audit to demonstrate your ability to analyze student achievement data and the current district curriculum and instruction program. You must select a curricular area for which your school receives complete subgroup reporting of student achievement data for the P–12 program. Additionally, you must select your chosen leadership track (either building level or district level).

Your choices are:

- Mathematics.
- Reading.
- Science.
- Social studies.
- Writing.

You will review research-based instructional best practices and analyze how increased use of these strategies will improve student learning and reduce existing achievement gaps within your internship school district. Finally, you will develop a plan for curriculum mapping or alignment. If you select to develop a plan using curriculum alignment, you may use state or national standards. As you develop the audit, ensure that each area is clearly addressed. You will make recommendations for improvements focused on increasing student learning and achievement based on educational research of best practices.

Each component will be assessed individually as a unit assignment and then used to help you develop the final project, which will be assessed at the end of this course. The unit assignments will require you to research information on the following components:

- Component 1: Student Achievement Data Review.
- Component 2: Instructional Best Practices.
- Component 3: District Culture Review.
- Component 4: District Vision Review.
- Component 5: District Instructional Program Review.
- Component 6: Professional Evaluation and Improvement.
- Component 7: Curriculum and Instruction Plan.
- Component 8: Communication of Plan.

During Units 2–9, you will have the opportunity to experience the process that superintendents use to gather data and information from district personnel to review and analyze prior to making informed decisions. Superintendents typically review more information than is usually included in a report to the

board of education, and this is true for this assignment, also. A superintendent's role is to be the CEO of the district, and therefore he or she seeks the assistance of an assistant or deputy superintendent or curriculum director to report on curriculum and instruction, and student achievement data at the district level. Review the information you gathered in the course assignments from the perspective of the superintendent's position in order to analyze, critique, and recommend improvements for a your district's program of curriculum and instruction. You will report this audit plan in the form of a board of education background report that would be sent to the board of education as part of the superintendent's regular board communication prior to this item being on the school board agenda for discussion and action.

Important: Proficiency on the Curriculum and Instruction Comprehensive Audit

The Curriculum and Instruction Comprehensive Audit is an assessment that measures the candidate's proficiency related to select specialization outcomes and the ELCC standards. It is imperative that candidates demonstrate their proficiency on this project to successfully complete this course. As such, candidates will need to score at least an 80 on the Curriculum and Instruction Comprehensive Audit. If a candidate scores anything below an 80, he or she will be required to revise the final project until the scores is at least 80 or above. Candidates who score below an 80 on the Curriculum and Instruction Comprehensive Audit will receive an incomplete (I) for the course until the final project has been revised to meet the minimum score 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.

Use the SafeAssign Draft option to check your writing and ensure that you have paraphrased, quoted, and cited your sources appropriately. Run a SafeAssign report, saving your paper as a draft. Based on your SafeAssign results, make any necessary changes to your paper before submitting your final assignment to your instructor for grading. Submit your final paper as an attachment in the assignment area.

- **References:** Include a minimum of five scholarly resources that are cited in the audit.
- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Format:** Resources are cited and referenced according to current APA style and formatting guidelines.
- **Include:** Cover page and reference page.
- **Length:** The unit components will vary in length; the complete audit project will be 15–20 pages, double-spaced.

Unit 1 >> Diversity and Learning

Introduction

Who gets to decide who is different from whom? How do these dynamics affect learning and teaching?

This course addresses the crucial need for leaders, administrators, and teachers to endeavor to meet the academic, physical, and emotional needs of diverse student populations. Cushner, McClelland, and Safford describe this challenge:

It is about teaching all children in a society that is growing more diverse each year. It is about changes in classrooms and in the act of teaching within those classrooms. It is about changes in schools and in the larger society in which these schools are embedded. It is equally about change within oneself, for change in the larger dimensions of society cannot occur without significant changes in one's own perception, attitudes, and skills. (2019, p. 23)

As educational leaders, we must create classrooms and schools that address and discuss issues related to racial and ethnic differences among increasingly diverse student demographics. We must understand the negative effects of racism and prejudice and find strategies to confront and eliminate these forces from our schools.

Fundamental to effective multicultural education is an understanding of the manner in which people develop their racial and ethnic identities and in particular, how they develop their ability to understand and interact more effectively with people different from themselves (Cushner et al., 2015). Therefore, schools must use educational research to assist in developing professional development opportunities for teachers and administrators to increase their knowledge of multicultural education, as well as racial and/or ethnic identity.

References

Cushner, K. H., McClelland, A., & Safford, P. (2019). *Human diversity in education: An intercultural approach* (9th ed.). New York, NY: McGraw-Hill Education.

National Association of Secondary School Principals. (2016). Using data to assess and inform school change.

Learning Activities

u01s1 - Studies

Readings

Use *Human Diversity in Education* to complete the following:

- Read Chapter 1, "Education in a Changing Society," on pages 3–33. This chapter explores the implications of an increasingly diverse student population in American schools for how educators approach teaching and learning in the twenty-first century.
- Read Chapter 4, "Classrooms and Schools as Cultural Crossroads," on pages 107–137. This chapter introduces the 18-theme culture-general framework that will be the basis for one of your discussion questions in this unit.

In this course, you will practice using written communication that is free of bias. You will be graded on this aspect in each of your written papers. Use the *Publication Manual of the American Psychological Association* (6th edition) to complete the following:

- Review sections 3.11–3.17, on pages 70–77. These pages provide some general guidelines for reducing bias.

Note: APA Style Central has additional guidance for reducing bias in your writing. See the [APA Style and Format](#) section of the Writing Center for instructions on accessing and using APA Style Central.

Use the Capella University Library and the Internet to complete the following:

- Read Delano-Oriaran and Meidl's 2013 article, "[Critical Conversations: Developing White Teachers for Diverse Classrooms](#)." Delano-Oriaran and Meidl use theoretical models to understand how white teachers commonly process their understanding of whiteness as a construct.
- Read Rosado's article, "[What Makes a School Multicultural?](#)" Rosado defines multiculturalism in an effort to explore how to achieve it in the classroom.
- Visit the National Association for Multicultural Education's page, [Definition of Multicultural Education](#). The Association for Multicultural Education provides a working definition of multicultural education that encompasses several critical perspectives, including understanding that "equality and equity are not the same thing."

u01s2 - Curriculum and Instruction Comprehensive Audit

Project Preparation

Read the course project description and the u10a1 assignment description and scoring guide.

The audit process will determine the extent to which the district is meeting its vision and goals. A district curriculum and instruction comprehensive audit is an examination of data, findings, recommendations and insights provided in a final written report:

- To guide a district toward meaningful change.
- To gain a more focused approach to systemic improvement.
- To guide real changes in student achievement.

For your course project, you must complete a plan that demonstrates your ability to review and analyze your district's curriculum and instruction in one selected curricular area. Choose one of your district's curricular programs as the focus for your curriculum and instruction audit, using either curriculum mapping or curriculum standards alignment to develop your plan. The curriculum and instructional program that you select must have student achievement data available at the state level, in disaggregated form, for the entire P–12 program. You may select from the following:

- Mathematics.
- Reading.
- Science.
- Social studies.
- Writing.

Note: You are encouraged to review a curriculum and instruction audit that was recently completed in your district, to better understand the types of information that a district might include in an audit.

The course project will be broken into eight individual components with the complete audit as the final project. Each component will be scored individually, with the opportunity to improve the component using instructor feedback to make necessary revisions to strengthen your work for inclusion in the final project. You must combine the information from each component to create a cohesive overall presentation of your Curriculum and Instruction Comprehensive Audit for this course.

- Component 1: Student Achievement Data Review.
- Component 2: Instructional Best Practices.
- Component 3: District Culture Review.
- Component 4: District Vision Review.
- Component 5: District Instructional Program Review.
- Component 6: Professional Evaluation and Improvement.
- Component 7: Curriculum and Instruction Plan.
- Component 8: Communication of Plan.

Next Steps

- Review and use the template provided as the organizational format for the curriculum and instruction audit that you will develop during the remaining eight units.
- Carefully read the course project description and all the unit components and assignment directions now, since you may need to develop and disseminate surveys for some audit components in future units, or schedule interviews with district personnel or community members.
- Complete the tables provided in the template, and add other graphs or charts, when appropriate, to contribute to your audit's presentation. Include a brief description of the contents under each chart or graph that you add to your audit. Add rows to the tables as needed.
- Incorporate instructor feedback from unit assignments (Unit 2–Unit 9) to improve each component for the complete, comprehensive curriculum and instruction audit that will be submitted in Unit 10.

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. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

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u01s3 - Proficiency Statement for Final Project in ED7108

The Curriculum and Instruction Audit Paper (District Leader) is an assessment that measures the candidate's proficiency related to select specialization outcomes and the ELCC standards. It is imperative that candidates demonstrate their proficiency on this project to successfully complete this course. As such, **candidates will need to score at least an 80 on the Curriculum and Instruction Audit Paper.** Candidates who score below an 80 on the Curriculum and Instruction Audit Paper will receive an incomplete (I) for the course until the final paper 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 include this course as a prerequisite. Thus, candidates who have to revise the final paper will need to do so as soon as possible to avoid hindering their progress in the program.

u01s4 - Licensure Exam Requirements

Leadership in Educational Administration (LEA)—MS, EdS, and PhD

The following information is pertinent for learners pursuing the District Leadership Emphasis-Superintendent:

- All Learners:
 - Beginning July 2016, LEA learners in the District Leadership Emphasis are required to take the Praxis LL Series: Educational Leadership: Administration and Supervision that is administered through ETS and submit their score reports to successfully complete the program. In order to be recommended for licensure, learners must successfully pass the Praxis LL Series: Educational Leadership: Administration and Supervision with a score of 145 or above.
 - LEA learners in the District Leadership Emphasis who enrolled under an earlier catalog must take the School Superintendent Assessment (SSA) that is administered through ETS and submit the score report to successfully complete the program. To be recommended for licensure they must pass the exam with a minimum of 160.
 - **Update:** Because of the change in the licensure exam in the July 2016 catalog, LEA learners in the District Leadership Emphasis, who enrolled under an earlier catalog, can substitute the Praxis II Series: Educational Leadership: Administration and Supervision for the SSA, if desired. If this option is chosen, learners must take the Praxis II Series: Educational Leadership: Administration and Supervision and submit the score report to successfully complete the program and pass the exam with a score of 145 or above to be recommended for licensure.
 - Learners can visit ets.org to learn more about the exams. Learners are responsible for any costs associated with this assessment.
- Candidates pursuing licensure in Arizona:
 - The Arizona Department of Education requires learners in the Leadership in Educational Administration (MS and PhD) who are pursuing licensure in Arizona to take and pass the following assessments to be recommended for licensure in Arizona: District Emphasis: Arizona

Educator Proficiency Assessment (Superintendent 80). Learners must take and submit the assessment scores to the university to be recommended for licensure in the state of Arizona. Learners are responsible for any costs associated with this assessment.

u01d1 - Cross-Cultural Interaction

Reflect on the themes introduced in Chapter 4 in *Human Diversity in Education*. These themes are meant to identify issues that people are likely to encounter when interacting with people different from themselves.

Using the following sentence as a starting point, fill in the blank with three of the 18 themes, one from each of the three stages:

1. Understanding emotional responses.
2. Understanding cultural bias of unfamiliar behavior.
3. Making adjustments and reshaping cultural identity.

For your initial discussion post, answer the following questions accordingly for each of the three themes you have selected:

"Can you think of a time when _____ was evident in your life or in interactions with others? How might this have interfered with your ability to function effectively? When might it be an asset to you?"

You must cite *Human Diversity in Education* in your response.

Response Guidelines

Respond to at least one of your peers, describing any aspects of their experience that brought you insight or identification. Draw conclusions about applicability to the role of a superintendent that the insight might have.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Cultural Identity and Dissonance

Delano-Oriaran and Meidl (2013) outline three stages of awareness of racial and cultural identity, each characterized as a lens, that white teachers may experience when encountering the demographic differences between student and teacher populations:

1. Socially Constructed.
2. Deconstructed.
3. Reconstructed.

Within each lens, they then identify several responses that white teachers may have. For this discussion, choose one of the following options to address in your post:

- Describe an example you have witnessed of a white teacher viewing race through a deconstructed lens. How did their reaction compare to those discussed in the article? What support or response from district leaders was helpful to both to that person and for their students as they grappled with the cultural dissonance?
- Describe how your district actively implements policies or training to guide white teachers processing cultural dissonance.

For all posters, explore how a teacher's cultural identification (or lack of cultural identification) may affect their relationships with students.

Response Guidelines

Respond to at least two of your peers, providing suggestions for how student development and achievement specific to special education might be best supported in their example. Remember to be respectful, professional, and constructive. Any factual assertions you make must be supported by scholarly literature and cited in APA style.

Reference

Delano-Oriaran, O. O., & Meidl, T. D. (2013). Critical conversations: Developing white teachers for diverse classrooms. *Journal of Praxis in Multicultural Education*, 7(1), 1–27.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Student Achievement Data—Closing the Gap

Introduction

Achievement gaps that exist are generally viewed as a failure of our education system and schools. But there are many contributing factors to the disparity in student academic achievement that exists in America today--economists, sociologists, and educators have been aware for decades of the association of social and economic disadvantage to student learning.

The conditions that improve learning in school and out of school are intertwined. The challenge of closing achievement gaps requires educators and the community at large to act. All must look beyond the simple solutions to the complex task of changing economic circumstances and social attitudes and behaviors in order to meet the needs of all students, especially diverse student populations. Curriculum rigor, class size, and teacher preparation can be addressed and improved more quickly than situations such as neonatal health care, student mobility due to unstable housing parents whose work requires frequent moves (e.g., migrant workers), and parent unemployment that affect children's success in school.

Educators understand that the issues surrounding achievement gaps cannot alone be remedied by fixing failing schools. School districts and communities must provide children and families with health care services, food or nutrition resources, stable housing, and safe neighborhoods free of violence. State legislatures can fund a key solution by investing in early childhood programs that provide enriched learning experiences, so that all children can begin school equally ready to learn. Closing student achievement gaps requires more than just improving schools. Everyone must accept accountability for taking action, since student achievement gaps reflect inequalities in early life, schooling, family economics, and home circumstances.

The primary work of a district revolves around teaching, learning, and curriculum—the most critical aspect of the school leader's work is the continuous improvement of student learning. An audit gives a picture of what is being taught, how it is being taught, and where it is aligned to state or national standards.

In this unit, you will begin the process of developing a curriculum and instruction audit, to identify current strengths and gaps. Completing an audit allows a district to compare the actual and desired state, and then to determine gaps in the actual performance of students. Once gaps are determined, concern areas are identified and a plan is developed for curricular and instructional programs to improve student learning and achievement. Superintendents implement the recommendations to promote the success of all students by providing an instructional program conducive to student learning and teacher professional growth. Take note of your school leader's skills and behaviors.

How do your school leader's actions reflect the importance of promoting success of students and teachers? How can you use this insight to strengthen your leadership capacity?

In Unit 2, you will:

- Submit the Student Achievement Data Review component of the course project.
- Reflect on assessment of student performance in your district.

Learning Activities

u02s1 - Studies

Readings

While your Carr and Harris textbook is an older text, the approach used to audit school district curriculum and instruction models is fundamental to your signature assessment (the course project).

Use [*Succeeding With Standards: Linking Curriculum, Assessment, and Action Planning*](#) to complete the following:

- Read Chapter 4, "The Comprehensive Assessment System," pages 59–81. This chapter describes the collaborative development of a comprehensive assessment system incorporating student performance data in such a way that sound, data-driven decisions can be used to move a district forward.
- Read Chapter 5, "Action Planning," pages 82–101. This chapter focuses on improving student performance by using a district's data collection and comprehensive assessment plan to set priorities for programs, practices and resources. This process relies on measurable goals in terms of excellence (improving student performance) and equity (decreasing the gap among groups of students).
- Read the "Glossary," pages 174–186. Review the definition of terms.

Use the internet to complete the following:

- Review the National Association of Secondary School Principals' 2013 module, [*Using Data to Assess and Inform School Change*](#).

Multimedia

- View the [*5 Causes of the Achievement Gap*](#) interactive presentation.
 - This Capella media presentation introduces the five causes of the observed disparity on a number of educational measures between the performances of groups of students, including gender, socioeconomic status, race, students with disabilities, and ethnicity.
- Watch the [*Closing the Achievement Gap*](#) video.
 - In this Capella media presentation, Dr. Parks discusses strategies to close the achievement gap, including universal preschool, equity of resources for our most vulnerable students, the situation for young black male students, reading success by third grade.
- Listen to [*The Effects of Poverty on the Achievement Gap*](#) audio presentation.
 - In this Capella media presentation, Dr. Janice Hale defines the achievement gap and discusses its causes, the need for universal high-quality preschool (gaps begin before school entry), and looking at children as individuals.

u02a1 - Student Achievement Data Review

Overview

The first component of the audit is the review of student achievement data. Leaders must collaborate in developing a comprehensive assessment system that represents the progress in the district. An assessment system must center on student performance data, placing the data in context so that sound, data-driven decisions are used to move forward the district's curriculum and instruction program. After the analysis of student achievement data, findings must be used to set priorities for programs, practices, and resources in curriculum and instruction with "improving student performance at the root of all these priorities" (Carr & Harris, 2001, p. 82).

In considering student achievement data, it is imperative that the learning of all students is considered in your analysis that will inform future curricular and instructional decisions. Carr and Harris (2001), using definitions adapted from the National Council of Teachers of Mathematics, offered the following considerations when reviewing achievement data to address the needs of all students:

- Students who have been denied access in any way to educational opportunity, as well as those who have not.
- Students who are female, as well as those who are male.
- Students who are African American, Hispanic, Asian, Native American, or members of other minorities, as well as those who are members of the racial or ethnic majority.
- Students who are socioeconomically disadvantaged, as well as those who are more advantaged.
- Students who have not been successful in school, as well as those who have been successful (p. 174).

In order to provide accurate information about student achievement, a superintendent must present a disaggregated version of the student achievement data to the school district community, displayed by appropriate charts, graphs, and tables. Differentiating data by student subgroups serves to eliminate the masking of differences when only overall results are examined. Thus, a more focused analysis provides a basis for determining direction for the subsequent delivery of a program. Consider how student achievement data will answer questions that can lead to program modifications and improvements. Are there achievement gaps among different groups of students? Is the gap growing larger, smaller, or staying the same? Did students make one year's growth? Which subgroups indicate a clear need for a change in curriculum? To what extent and how effectively is assessment used to guide curricular and instruction decision making in your district?

Instructions

Use the Curriculum and Instruction Comprehensive Audit Template, linked in Resources, to complete this assignment. The template will be built upon through Unit 9. You must submit the template in each unit, retaining the data from all previous units. The fully completed template will be used to guide your work in the final project in Unit 10. For the Unit 2 section of the template, include the following:

1. Display the district's student achievement data for the selected curricular area, using appropriate charts, graphs, and diagrams.
2. Disaggregate the district's student achievement data for the selected curricular area by ethnicity, socioeconomic status, special education, gender, and grade level.
3. Identify learning areas to be addressed for each ethnic, socioeconomic, special education, gender, and grade level subgroup.
4. Explain in narrative form how data based assessment of student achievement leads to modification of the selected curricular program in district curriculum and instruction.

Submission Requirements and Resubmission Options

- Provide as few graphics as possible (1–3), displaying the disaggregated data. The format is up to you, but you should choose a format that makes the information as transparent as possible for readers.
- In the narrative section, write 2–4 paragraphs to provide the pertinent information and use lists whenever possible. Do not include abstracts, introductions, or conclusions.

The ultimate goal in this course is for you to develop an applicable and insightful Curriculum and Instruction Audit. For that reason, if you have submitted this assignment on time, you have the option of resubmitting the assignment *within two weeks of the original due date* to address your instructor's feedback and have your submission reassessed. Regardless of whether you choose to resubmit for a second evaluation, you should use your instructor's feedback to improve this component before submitting your entire project in Unit 10, in preparation for your instructor's final assessment of your Curriculum and Instruction Comprehensive Audit.

Reference

Carr, J. F., & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: ASCD.

Course Resources

APA Style and Format

Curriculum and Instruction Comprehensive Audit Template [DOC]

u02d1 - Assessment of Student Achievement

For this discussion, refer to Chapter 4, "The Comprehensive Assessment System," in *Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning* for the basis of your post. Cite and reference your sources in your initial post and responses.

Clear criteria are provided in the text for determining a comprehensive assessment system. Use this information for the basis of your post.

- Describe the types of assessments or assessment tools you might use to assess each of these student achievement drivers. Be as specific as possible and cite sources where appropriate. Describe the role of the district leader in the following assessments:
 - Assessment to improve education.
 - Assessment to determine success.
 - Assessment to communicate results.
 - Assessment to determine key decision makers.

Response Guidelines

Respond to the initial post of one of your peers. Recommend additional assessment tools for at least two of the assessment drivers. Your response should be constructive and respectful in tone. It should also affirm the learner's contribution and challenge him or her to think about the topic in a different manner.

Course Resources

Unit 3 >> Instructional Best Practices

Introduction

The primary business of a district is teaching, learning, and curriculum. Therefore, the most critical aspect of a district leader's work is the continuous improvement of student learning. The focus of this unit is the responsibility that leaders have in leading the implementation of best practices and sound educational research to improve instructional programs.

To become more effective in working across cultures, teachers must concentrate on developing relationships with students, but just as important is developing a variety of curricular and instructional strategies to meet the diverse learning needs of all students.

The second component of the audit, the review of instructional best practices, is one focus of this unit. In the specific curricular area that you have selected to complete a curriculum and instruction audit for your district, you will research best practice instructional strategies relevant to that curricular area, review current district instruction, and identify where best practices need to replace current instructional practice. Change is often difficult, so leadership by administrators is needed to provide professional development and support for "adding new tools to teachers' instructional tool boxes."

Reference

Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: American Association of School Administrators and Corwin Press.

Learning Activities

u03s1 - Studies

Readings

Use *Succeeding With Standards: Linking Curriculum, Assessment, and Action Planning* to complete the following:

- Read Chapter 3, "Defining Effective Practices for Attainment of Standards," pages 41–58.
 - As the title suggests, the chapter offers a set of guidelines based upon a thorough review of both the Standards as well as the literature on best instruction and assessment practices.

Use *Human Diversity in Education* to complete the following:

- Read Chapter 6, "Creating Classrooms That Address Race and Ethnicity," pages 172–204.
 - This chapter provides an overview of issues related to prejudice and racism, and the concepts of prejudice, prejudice formation, and prejudice reduction.

u03a1 - Instructional Best Practices

Overview

For this assignment, you will continue your audit of the district's curriculum and instruction processes by evaluating how the district implements best practices in instructional methods, based on both current educational learning theories and the needs of the district's diverse population. To address best practices, use educational research, educational and professional journals, and consider research and instructional recommendations from professional organizations, such as:

- National Council of Teachers of Mathematics
- International Reading Association
- National Science Teachers Association
- National Council for the Social Studies

- National Council of Teachers of English

Achieving best practices acts as a purposeful goal to develop and promote research based techniques and strategies that will improve educational opportunities for all students. To meet the learning needs of students, a district must review current instructional strategies and identify best practices that foster student achievement. These research-based best practices must then be added to the curriculum and instructional program so that all students will have the benefit of quality instruction.

For culturally diverse populations, sound instructional practices can make the difference in whether these students succeed or fail in school and perhaps in life. Therefore, schools and districts need to be proactive, as well as responsive, to issues of diversity that must be addressed to ensure learning for all students.

As you assess your district curriculum and instructional program, include a critique of the district's alignment with the following theories:

- **Human Development Theories:** Identify human development theories for student learning, as provided in educational research, appropriate for learning in your selected curricular area. To get started, you may consider the following, understanding that this is not a complete list but rather ideas to help you understand the purpose of this component:
 - Vygotsky.
 - Piaget.
 - Erickson.
- **Learning Theories:** Identify learning theories for student learning, as provided in educational research, appropriate for learning in your selected curricular area. To get started, you may consider the following, understanding that this is not a complete list but rather ideas to help you understand the purpose of this component:
 - Gardner.
 - Gurian.
- **Motivational Theories:** Identify motivational theories for student learning, as provided in educational research, appropriate for learning in your selected curricular area. To get started, you may consider the following, understanding that this is not a complete list but rather ideas to help you understand the purpose of this component:
 - Maslow.
 - Herzberg.

Instructions

Use the Curriculum and Instruction Comprehensive Audit Template that you began in Unit 2, to complete this assignment. The template will be built upon through Unit 9. You must submit the template in each unit, retaining all data from previous units. The fully completed template will be used to guide your work in the final project in Unit 10. For the Unit 3 section of the template, include the following:

1. Compare instructional best practices as identified in national educational organizations to those used in the selected curricular area in the district. Identify the status of your district's current instructional strategies with current best practices by comparing the status to the best practices that you have identified for your curricular area. In the table provided in the template, identify the status using one of the following:
 - Effectively implemented.
 - Implemented – needs some improvement.
 - Weakly implemented – needs much improvement.
 - Not implemented – not under consideration.
 - Not implemented – under consideration.
2. Identify human development, learning, and motivational theories appropriate for learning in the selected curricular area. Assess the effectiveness of the district curriculum and instruction program's incorporation of human development, learning, and motivational theories in the selected curricular area.
3. Evaluate district training support for school personnel to implement best practices in the selected curricular area.
4. Critique the district response to identified concerns and issues of diversity in the selected curricular area. You may consider taking the following approach to this element:
 - Identify the district enrollment by percent of student population by ethnicity, socioeconomic status, English Language Learners, Special Education, and other student categories represented in your district.
 - Identify the diversity that exists in your community.
 - List the most pressing concerns and issues that your district is facing related to diversity.
 - Then, critique how the district's curriculum and instructional program in your selected curricular area addresses the identified concerns/issues of diversity.

Submission Requirements and Resubmission Options

- Write directly and succinctly to provide the critical attributes of the best practice instructional strategies for your selected curricular area. Choose 2-4 best practices to review.
- Use bullets to present information in the tables provided in the template.
- In narrative sections, write 2–4 paragraphs to provide the pertinent information and use lists whenever possible.

- Do not include abstracts, introductions, or conclusions to your audit unit assignments.

The ultimate goal in this course is for you to develop an applicable and insightful Curriculum and Instruction Audit. For that reason, if you have submitted this assignment on time, you have the option of resubmitting the assignment *within two weeks of the original due date* to address your instructor's feedback and have your submission reassessed. Regardless of whether you choose to resubmit for a second evaluation, you should use your instructor's feedback to improve this component before submitting your entire project in Unit 10, in preparation for your instructor's final assessment of your Curriculum and Instruction Comprehensive Audit.

Course Resources

APA Style and Format

Curriculum and Instruction Comprehensive Audit Template [DOC]

u03d1 - Instructional Best Practices

Overview

Effective leaders at the district level "must understand and be able to apply human development theory and proven learning and motivational theories, while showing concern for the diversity of the learning process . . ." (Wilmore, 2008, p. 36). As leaders demonstrate their knowledge of research-based data in conversations with stakeholders, all come to recognize their leaders' knowledge and understanding of current best practices for instruction (Wilmore, 2008). Wilmore continued,

Not every research-based technique or best practice works equally effectively with every student. This puts untold pressure on teachers who are trying to meet the diverse needs of so many different students in their classrooms at the same time. It can also lead to frustration and burnout for the same reasons . . . [School leaders] must understand and be able to apply human development theory and proven learning and motivational theories, while showing concern for the diversity of the learning process. This can be done through the utilization of appropriate research strategies to profile student performance in the district as well as by analyzing differences among various district subgroups. These subgroups include, but are not limited to, age, race, gender, and socioeconomic status. When all of these strategies are utilized as a collective whole, [school leaders are] maximizing best practices to provide and improve an effective instructional program. (2008, p. 36)

- Review ELCC Standard 2.1 for district level leaders:
 - ELCC Standard Element 2.1 for District Level Leaders: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- Professional leadership skills that district leaders must demonstrate:
 - Lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, and instruction.
 - Incorporate cultural competence in development of programs, curriculum, and instructional practices.
 - Use learning management systems to support personalized learning across the district.
 - Develop comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district.
 - Promote trust, equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community.

Instructions

- Meet with a district leader to discuss research-based best instructional practices. Discuss how your school leadership works to assure ongoing attention to implementation of current best practices in the district.
- For this discussion, using the studies in this unit and the information you gathered for the instructional best practices assignment in this unit, respond to the following:
 - Describe the effective leadership skills and abilities required by district leaders in order to guide the implementation of instructional best practices. Which of these skills and abilities does a district leader you have known need to improve or strengthen in order to enhance student learning? Be reminded to protect the innocent. Avoid depictions of negative situations regarding school districts in which you work as you respond to discussions. The Capella courseroom is a public forum, so negative comments could be shared with individuals not enrolled in our

course. Frame negative situations hypothetically, or refer to a previous school district, in order to protect the innocent in discussions of leadership.

- Critique the use of the components in the research-based best instructional practices in your district.
- Identify which practices are in use in the district, and identify at least three that you feel should be implemented. Provide your rationale for each. Cite and reference your sources in your initial post and responses where appropriate.

Response Guidelines

Respond to the initial post of one other learner. Your response should be constructive and respectful in tone. It should also affirm the learner's contributions, challenge him or her to think about the topic in a different manner, discuss similarities and differences between your responses, or ask probing questions to gain a better understanding of the learner's meaning in his or her initial post.

Reference

Wilmore, E. L. (2008) *Superintendent leadership: Applying the Educational Leadership Constituent Council Standards for improved district performance*. Thousand Oaks, CA: Corwin Press.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d2 - Addressing Prejudice

Reflect on the case study, "The Chameleon," on pages 173–175 in *Human Diversity in Education*, from this unit's studies. Not every teacher and administrator in the school appreciates the direction Jane and some of the others are taking toward antiracist education.

For your initial discussion post, address the following:

- How might Jane continue to broaden her students' perspectives in the face of criticism from her colleagues?

Response Guidelines

Respond to one of your peers. You must cite *Human Diversity in Education* in your response.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> District Culture

Introduction

School leaders can provide insights about the current status of the district culture as it relates to academic status, improvement strategies, and current attitudes and beliefs about learning by regular communication with stakeholders and the use of a variety of assessment strategies. According to Hoyle, Bjork, Collier, and Glass (2005),

Schools' cultures are determined by their history, artifacts, languages, icons, stories, and the way decisions are made in the community. They are as different as the individuals who make up the staff, student body, and community. School culture includes norms, values, rituals, assumptions, traditions, artifacts, symbols, and behavior patterns. . . . Effective superintendents also need to develop an enhanced understanding of the diverse cultures that are represented in their district. (p. 28)

The third component of the audit, the review of the district culture, is the focus of this unit. You will complete a review of your district's culture by analyzing the attitude and beliefs regarding student learning and achievement of all students. You will determine if the district culture reflects the importance of teaching and learning.

Also in this unit, a multicultural education framework is examined, using one's own experiences as learners and the ways in which these experiences have impacted the methods and approaches we apply or implement as educators. There are many ways to talk about differences. One way is to identify the groups and what they do. This approach creates a list of characteristics that actually reinforces, or emphasizes, damaging beliefs or stereotypes about differences. A second approach points out differences, celebrating them as unique. While we certainly want to respect and even celebrate differences, sometimes this approach emphasizes and singles out people according to their differences from those assumed to be the majority. You will also examine how values and ethics influence the position of school leaders. While this sounds simple, this is a complex issue that encompasses multicultural and ethnic understanding and sensitivity, ethical and personal integrity, moral and ethical standards, and diversity.

Finally, this unit explores the concept of culture and how we acquire our cultural identity, as well as our understanding of cultural similarities and differences among groups and individuals. Cushner, McClelland, and Safford (2015) explore how schools can apply the concept of culture to understand diversity and cultural differences in two ways: culture-specific approaches (only specific groups) and culture-general approaches (more inclusive to deal directly with the complex nature of cultural phenomena). They provide an explanation of the socialization processes and a specific framework for schools to apply in the culture-learning process—sources of cultural identity and knowledge that influence teaching and learning and represents the diversity of knowledge and experiences to which students are exposed as they develop their cultural identity.

Reference

Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: American Association of School Administrators and Corwin Press.

Learning Activities

u04s1 - Studies

Readings

Use *Human Diversity in Education* to complete the following:

- Read Chapter 3, "Culture and the Culture-Learning Process," on pages 63–106. This chapter presents the dynamics of culture and the culture-learning process that all people, students, as well as teachers, experience and bring with them to the school context.
- Read Chapter 5, "Intercultural Development: Considering the Growth of Self and Others," pages 145–170. This chapter focuses on an understanding of the manner in which people develop their racial and ethnic identity, and develop their ability to understand and interact more effectively with people different from themselves.

Use the Internet to complete the following:

- Review Demee-Benoit's 2006 article, "[Culturally Responsive Education: Cultural Education Through Expeditionary Learning](#)." Dermee-Benoit provides links to a number of multicultural resources, including the National Center for Culturally Responsive Educational Systems (NCCREST), Black/White/Other: Helping Multiracial Kids Find Their Way, and Students Who Know Their Own Minds: Choosing the Nontraditional Path.

Multimedia

- Watch [The Classroom Mosaic: Culture and Learning](#) video.
 - This media piece will help to build your knowledge base and prepare you for the next assignment.

Optional – Readings

Use *Human Diversity in Education* to complete the following, which may assist you in understanding this unit's topics:

- Read Chapter 2, "Multicultural Education: Historical and Theoretical Perspectives," on pages 35–62. This chapter reviews the history of multicultural education and the continuing debate between providing a common education to all children, and recognizing and affirming the rich historical and cultural backgrounds and perspectives of a population that is becoming more diverse.

The following Web sites may assist you in understanding this unit's topics:

- Visit [Definitions of Multicultural Education](#) from the National Association for Multicultural Education (NAME). "NAME is a non-profit organization that advances and advocates for equity and social justice through multicultural education. Its objectives are to:
 - "To provide opportunities for learning in order to advance multicultural education, equity and social justice.
 - "To proactively reframe public debate and impact current and emerging policies in ways that advance social, political, economic and educational equity through advocacy, position papers, policy statements and other strategies.
 - "To provide the preeminent digital clearinghouse of resources about educational equity and social justice" (About NAME).
- Visit Digital Scholarship at UNLV's [The Journal of Praxis in Multicultural Education](#). "The Journal of Praxis in Multicultural Education is a peer-reviewed journal published once/twice a year by the Center for Multicultural Education at the University of Nevada Las Vegas. The journal is

committed to publishing manuscripts written by Pre-K-16 teachers and higher education researchers that embody the true definition of praxis. The journal demonstrates teacher learning through a dialectical union of reflection and action" (About This Journal).

- Visit [Multicultural Lesson Plans and Resources](#). This Web site offers a vast collection of multicultural lesson plans and resources to further one's knowledge of how to bring multicultural teaching/learning to classrooms for grades 1–12.
- "[Background Information for Educators: Why Focus on Cultural Competence and Culturally Relevant Pedagogy?](#) ." The Historic Journey Project provides key information for educators regarding the definition of cultural competence, why it is important, and how teachers can become more proficient.
- "[Promoting Educators' Cultural Competence to Better Serve Culturally Diverse Students](#) ." This policy brief by the National Education Association (NEA) provides an introduction to educator skills, knowledge and attitudes that contribute to an educational system that serves all students.

References

[About NAME](#). (2016). In *National Association for Multicultural Education*. Retrieved from http://www.nameorg.org/about_name.php/wiki/Neurology

[About This Journal](#) (n.d.). In *Journal of Praxis in Multicultural Education*. Retrieved from <http://digitalscholarship.unlv.edu/jpme/about.html>

u04s2 - Developing Cultural Competence

Cultural Competence – Overview

Cultural competence can be thought of as the attitudes, actions, and procedures that enable educators and district leaders to work effectively with all students, a process in which educators learn to value and respond to students and parents of all cultures and socioeconomic status. There are many educational researchers and practitioners who 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 in order for a person to be culturally competent, he or she must start with self-assessment and the willingness to grow and change attitudes, biases, and actions. An educator must work to know about students' lives and families, have affirming attitudes of students from diverse backgrounds, understand how different students learn, accept the responsibility to adapt instructional strategies to build on what students already know and challenge them, and work to bring about change to create schools that are equitable for all students.

This same process of self-assessment is required of schools and districts, in order to change biases and current practices. Each district must critically look at its current procedures, hidden messages and hidden rules, patterns of beliefs and actions, and use of resources. A district, as an organization, must also assess its level of cultural competence, and then develop improvement plans to address the needed changes.

Inclusive and Culturally Competent Language

Being an effective leader requires the use of inclusive and culturally competent language, but what exactly is inclusive and culturally competent language? The answer is not simply a definition from the dictionary. Rather, one must understand the importance of seeking first to understand when reaching out to diverse groups, their interests, needs, and perspectives. Strong, culturally sensitive leadership can move a school toward a more inclusive culture, where all are valued and respected, led by the principal acting ethically.

Inclusive language is language that does not belittle, exclude, stereotype or trivialize people on the basis of their race, gender, or disability. Culturally competent language is communication that embraces differences and diversities, particularly for the students and families in our community. Sandra Gupton (2010) shares her insights about effective communication by school leaders:

The role of communicator in school leadership is multifaceted, and highly dependent on the leader's attitude. Viewing communication as a people process, rather than a language skill, may help you focus on the importance of understanding others as a prerequisite to being understood.

Principals must be receptive communicators—seekers of understanding—first, by developing and routinely using well-developed communication skills of active listening, observing, and learning from others as a major part of their role, if they are to be effective leaders and set a healthy tone for the entire school. (pp. 62–63)

In the sections on reducing bias in language, the APA Manual (2010) provides clear explanations and examples for appropriate, inclusive language. Communicating in this manner, educators will ensure that all students are given equal opportunities, and will be treated in an equitable and fair manner. Language plays an important role in determining how well students and parents feel respected and included. It is important for educators to choose, what we say verbally or nonverbally, or in written communication, to be confident that we are showing mutual respect and understanding for the diverse perspectives and backgrounds of our students. School leaders must communicate that diversity is a great asset, and ethnic and cultural differences are valued as contributors to the richness of schools. In addition to language, spoken or written, educators must be sensitive to cultural practices such as greeting behaviors, basic etiquettes such as eye contact or handshaking, and attitudes towards work or family, and respect the cultural patterns of parents, students, and community members.

References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Gupton, S. L. (2010). *The instructional leadership toolbox: A handbook for improving practice*. Thousand Oaks, CA: Corwin.

u04a1 - District Culture Review

In order to provide accurate insights about a district culture to current stakeholders, educational leaders often present a state of the union message that describes the current status of the district culture as it relates to academic status, improvement strategies, and current attitudes and beliefs. In this component, you will include an assessment of a district's culture by analyzing the attitudes and beliefs regarding student learning and achievement. You must analyze the current status through the reflective lens of students, parents, employees, and other community stakeholders. What are their perceptions of the district culture? Describe what exists.

You have a few options for completing your review of the district culture:

- If there is a culture or climate survey that is currently administered to students, parents, teachers, and community members, you may use the data from that survey for your analysis. Many states conduct a parent-teacher-student survey, and that information is shared with schools and the district.
- If there is no survey data available to you, you should informally interview at least one stakeholder from each category: student, parent, employee (including one teacher), and community member. Be clear about your intentions in initiating the conversation, and note to your conversation partner that this information is being used informally (not part of a research project).
- You may also consider reviewing recommendations from school and district improvement plans.
- Finally, you might consult members of school improvement committees, parent committees or PTO/PTAs, task forces, or other school or district advisory committees.

Consider investigating issues such as:

- Communication about issues and activities (Do employees know the district vision or mission? How knowledgeable are employees about the district vision?)
- Perceptions about leadership (Does the superintendent or principal provide leadership that increases student achievement? Do district administrators use data to make decisions?)
- Participation in decision making (are teachers involved in curricular and instructional decisions that affect them?)
- Knowledge that all students are benefitting from the instructional program (Do teachers and principals know if students are making sufficient academic progress?)

Consider equity. The goal of equity is to provide every student with quality teaching and resources allocated in a fair and equitable manner. Does your district provide access to courses, technology, discretionary funding, quality leadership, and other aspects of the district in keeping with the needs of all students?

Instructions

Use the Curriculum and Instruction Comprehensive Audit Template that you began in Unit 2, to complete this assignment. The template will be built upon through Unit 9. You must submit the template in each unit, retaining all data from previous units. The fully completed template will be used to guide your work in the final project in Unit 10. For the Unit 4 section of the template, include the following:

1. Analyze the district attitudes and beliefs regarding student learning and achievement of all students.
2. Analyze the current status of the district culture from the perspective of students, parents, community stakeholders, and employees (complete the provided table within the template to accomplish this).
3. Evaluate the accessibility of resources that meet the diverse needs of all students.
4. Describe how the district uses data to assess their performance in fostering a culture of student achievement.

Submission Requirements and Resubmission Options

- Write 2-4 paragraphs in the narrative sections of the template for this assignment. Keep your material succinct and on-point.
- Restrict the information provided in each area of the table to 2-4 bullet points.

The ultimate goal in this course is for you to develop an applicable and insightful Curriculum and Instruction Audit. For that reason, if you have submitted this assignment on time, you have the option of resubmitting the assignment *within two weeks of the original due date* to address your instructor's feedback and have your submission reassessed. Regardless of whether you choose to resubmit for a second evaluation, you should use your

instructor's feedback to improve this component before submitting your entire project in Unit 10, in preparation for your instructor's final assessment of your Curriculum and Instruction Comprehensive Audit.

Reference

Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. E. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: Corwin Press.

Course Resources

APA Style and Format

Curriculum and Instruction Comprehensive Audit Template [DOC]

u04d1 - Reflections on Culture and Learning

For this discussion's initial post, reflect on the content and insights gained through the readings, assignments, and posts of peers to answer the following questions:

- How have Americans historically described the relationship between race, or culture, and intelligence?
- Why is this important for understanding how we, as educational leaders, address the achievement gap today?
- What is potentially wrong with attributing differences in academic outcomes to a student's race or culture?
- How can stereotypes related to a student's race or culture influence teachers' beliefs and practices?

Response Guidelines

Respond to the initial post of one other learner. Your response should be constructive and respectful in tone. It should also affirm the learner's contributions, challenge him or her to think about the topic in a different manner, discuss similarities and differences between your responses, or ask probing questions to gain a better understanding of the learner's meaning in his or her initial post.

Reference

Davis, B. (2012). *How to teach students who don't look like you* (2nd ed.). Thousand Oaks, CA: Corwin.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Changes Represented in Districts

For your initial discussion post, consider the four factors influencing the institution of education outlined in *Human Diversity in Education*, Chapter 1, "Education in a Changing Society."

- Identify and describe three changes that your current (or past) district is undergoing.
- Specifically discuss the impact of these changes on your district.

Your post must be substantive, providing examples to support your explanation of societal impacts.

Response Guidelines

Respond to the initial posts of one other learner. You must cite *Human Diversity in Education* to support your response. Compare your choice of societal changes reflected in schools with those of the other learner.

Graduate Discussion Participation Scoring Guide

Unit 5 >> District Vision

Introduction

District Vision

School and district leadership are integral to the development and implementation of the district vision. Effective school leaders promote collaboration with stakeholders and require the alignment of the vision with curriculum, instruction, assessment, resources, budgets, and professional development. According to Hoyle, Bjork, Collier, and Glass (2005), "Great school districts have great . . . [school leaders] and a culture of caring" (p. 34). This is important, as [school leaders establish] the process for developing, implementing, and stewarding the vision of the school [or school] district, taking into account the diversity of learners."

The education leader is responsible for working with others to establish a vision for the district, which is important as the vision serves as the foundation for everything that happens in the school district—a foundation that is built on excellent teaching and learning for all students. Some would describe the vision as a picture of the district that can be seen in one's mind, a vision of what an excellent district looks like and the learning culture it promotes. Others would describe the vision as the overarching concept, and the curricular and instructional programs as the practice. These programs guide the work of the vision with respect to increasing academic performance.

The fourth component of the audit, the District Vision Review, is one focus of this unit. In this unit, you will complete a review of your district's vision and its connection to student learning and achievement. You will find answers to questions such as:

- What is the district vision statement?
- How does the district vision support student learning and achievement?
- How was the vision statement developed?
- How was the vision statement implemented in the district?
- How was the vision statement disseminated to stakeholders?

In Unit 5, you will:

1. Submit the District Vision Review component of the course project.
2. Reflect on school leaders' strategies for facilitating the collaborative development of a district vision.

Reference

Cushner, K. H., McClelland, A., & Safford, P. (2019). *Human diversity in education: An intercultural approach* (9th ed.). New York, NY: McGraw-Hill Education.

Gorski, P. (2008). The myth of the culture of poverty. *Educational Leadership*, 65(7), 32–37.

Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: Corwin Press.

Learning Activities

u05s1 - Studies

Readings

Use the Internet to complete the following:

- Read Bottoms and Schmidt-Davis's 2010 article, "[The three essentials: Improving schools requires district vision, district and state support, and principal leadership](http://publications.sreb.org/2010/10V16_Three_Essentials.pdf)." Retrieved from http://publications.sreb.org/2010/10V16_Three_Essentials.pdf
 - This white paper from the Southern Regional Education Board explores the crucial role that district-level guidance, particularly in the formation of a strong district vision, plays in developing and maintaining successful schools.

Use [*Succeeding With Standards: Linking Curriculum, Assessment, and Action Planning*](#) to complete the following:

- Read Chapter 8, "Getting Started," on pages 145–156. This chapter suggests how district leaders can successfully link standards to district-level initiatives through careful planning and well-constructed goals.

u05a1 - District Vision Review

Overview

A district vision is important because it guides the actions that will increase student achievement. To meet the needs of a changing society, successful school leaders value the contributions of external stakeholders (parents, business leaders, community leaders), who are playing significant roles in education. This is especially true in the development of the district's vision that focuses on student learning.

In this component of the Curriculum and Instruction Comprehensive Audit, you will review the district's vision and its connection to student learning and achievement. In order to do so, you will need to obtain a copy of your district's vision statement. You need to communicate with someone at the district level to gain insights about how the vision was developed, implemented, and disseminated. The following questions may assist you as you interview district administrators:

- How were the district vision and student learning goals determined? Who was involved in the process?
- How does the vision support student learning and achievement?
- How was the vision implemented in the district and disseminated to stakeholders?
- What barriers or weaknesses are you beginning to discover? To what elements have stakeholders (students, staff, and families) responded well (what's working for them)?

Instructions

Use the Curriculum and Instruction Comprehensive Audit Template that you began in Unit 2, to complete this assignment. The template will be built upon through Unit 9. You must submit the template in each unit, retaining all data from previous units. The fully completed template will be used to guide your work in the final project in Unit 10. For the Unit 5 section of the template, include the following:

1. Identify the vision statement, authors, and stakeholders.
2. Describe the development, implementation, and dissemination of the vision statement.
3. Explain with examples how the district vision supports student learning and achievement.
4. Explain how the district curricular programs motivate staff, students and families to achieve the district vision for student learning and achievement.

Submission Requirements and Resubmission Options

- Each item on this section of the template should be addressed in no more than 2–4 paragraphs each.
- Keep your material succinct and on-point.

The ultimate goal in this course is for you to develop an applicable and insightful Curriculum and Instruction Comprehensive Audit. For that reason, if you have submitted this assignment on time, you have the option of resubmitting the assignment *within two weeks of the original due date* to address your instructor's feedback and have your submission reassessed. Regardless of whether you choose to resubmit for a second evaluation, you should use your instructor's feedback to improve this component before submitting your entire project in Unit 10, in preparation for your instructor's final assessment of your Curriculum and Instruction Comprehensive Audit.

Reference

Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. E. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: Corwin Press.

Course Resources

APA Style and Format

Curriculum and Instruction Comprehensive Audit Template [DOC]

u05d1 - Values and Ethics of Leadership

For this discussion, refer to ELCC Standard 5 and the Indicators for the basis of your initial post.

ELCC Standard 5: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

From Educational Leadership Program Standards: 2011 ELCC District Level:

Evidence presented in support of Standard 5 confirms that a district-level education leader must have knowledge of how to act with integrity, fairness, and how to engage in ethical practice. Ethical practice refers to the concept that the implementation of leadership actions must not only conform to adherence to the laws of the state and regulations concerning fidelity to the spirit of such laws, but also must rest on moral principles of justice and fairness. Ethical practice rests on the moral principles of building goodness and community grounded in a collective commitment to the pursuit of truth and truthfulness in operations and personal interactions with others. In order to engage in ethical practice candidates must have knowledge of federal, state, and local legal/policy guidance to create operational definitions of accountability, equity, and social justice (Chouhoud & Zirkel, 2008; Gavin & Zirkel, 2008; Holler & Zirkel, 2008; Lupini & Zirkel, 2003; McLaughlin, & Talbert, 2002; Rorrer et al., 2008; Scheurich & Skrla, 2003; Theoharris, 2001; Zirkel, 1997; Zirkel & Clark, 2008; Zirkel & D'Angelo, 2002; Zirkel & Gischlar, 2008). Candidates understand that fundamentally social justice means fairness and it represents a perspective in regard to how "fundamental rights and duties are assigned and on the economic opportunities and social conditions," which are established "in various sectors of society," including but not limited to schools (Rawls, 1971, p. 7).

For your initial discussion post, complete the following:

1. Review the list of indicators representing the values and ethics of leadership.
2. Compare the actions of a district leader you know or have known for these indicators and determine if these actions were aligned with the indicators.
3. Describe at least one circumstance when the district leader's actions were either consistent with the indicators or inconsistent with the indicators and describe how you might handle the situation differently.
4. Be reminded to protect the innocent. Avoid depictions of negative situations regarding school districts in which you work as you respond to discussions. The Capella courseroom is a public forum, so negative comments could be shared with individuals not enrolled. Frame negative situations hypothetically, or refer to a previous school district, in order to protect the innocent when discussing leadership.

Indicators

A school leader should know how and be able to do the following:

1. Exhibit multicultural and ethnic understanding and sensitivity.
2. Describe the role of schooling in a democratic society.
3. Demonstrate ethical and personal integrity.
4. Model accepted moral and ethical standards in all interactions.
5. Describe a strategy to promote the establishment and practice of a set of moral and ethical values in each classroom and school.
6. Describe how education can foster democracy and civic responsibility.
7. Describe a strategy to ensure that diversity of religion and ethnicity and the way of life in the district are not violated.
8. Formulate a plan to coordinate social, health, and other community agencies in efforts to support each child in the district."

(Adapted from Hoyle, Bjork, Collier, and Glass, 2005, p. 188)

Course Resources

Graduate Discussion Participation Scoring Guide

u05d2 - ELCC Standard 5 Self-Assessment Model

For your initial discussion post, download the ELCC Standard 5 Self-Assessment Rubric, linked in Resources. Complete the rubric to self-assess your degree or level of realization of each of these elements of ELCC Standard 5. Submit the completed rubric as your post.

Response Guidelines

Respond to the initial post of one other learner. Your response should be constructive and respectful in tone. It should also affirm your peer's contributions, challenge him or her to think about the topic in a different manner, discuss similarities and differences between your responses, or ask probing questions to gain a better understanding of your peer's meaning.

References

Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: Corwin Press.

Wilmore, E. L. (2008). *Superintendent leadership: Applying the Educational Leadership Constituent Council Standards for improved district performance*. Thousand Oaks, CA: Corwin Press.

Course Resources

Graduate Discussion Participation Scoring Guide

ELCC Standard 5 Self-Assessment Rubric [DOC]

Unit 6 >> District Instructional Program and Teaching With Technology

Introduction

In this unit, you will examine district leaders' responsibilities pertaining to curriculum and instruction. Consider the following from the Southern Regional Education Board's "The three essentials: Improving schools requires district vision, district and state support, and principal leadership:"

This report describes the findings of SREB's study of the role of the district office in creating the working conditions that principals need to improve teacher effectiveness and student performance. The "three essentials" of school improvement described in the report emerged from close observations of the inner workings of seven school districts, as SREB's Learning-Centered Leadership Program sought to answer this essential question: What are the conditions school districts can create that make it possible for principals to be more effective in leading school improvement?

These understandings about the three essentials of school improvement have emerged from close observations of the inner workings of seven school districts, as the Southern Regional Education Board's (SREB) Learning-Centered Leadership Program sought to answer this essential question: What are the conditions school districts can create that make it possible for principals to be more effective in leading school improvement? This research is part of a comprehensive effort to pinpoint the key leadership factors that improve student achievement and increase the number of high school graduates who are ready for college and careers. In this study, SREB examined the role of the district office in providing principals with the working conditions they need to improve teacher effectiveness and student performance in the middle grades and high school. This investigation included 35 interviews with superintendents, school board chairs and selected central-office leaders from seven diverse school systems in three SREB states. The research design was shaped in part by earlier SREB studies that analyzed principals' perceptions of the support they receive from higher up in the school governance structure. (Bottoms & Schmidt-Davis, 2010, p. i)

According to Hoyle, Bjork, Collier, and Glass (2005),

Superintendents [as well as other school leaders] place considerable emphasis on management, but their role as educational leaders is crucial to the successes of school reform... Research findings indicate the CEOs of effective districts exhibit high levels of involvement in instructional matters....and use managerial levers at their disposal to influence the behavior of principals and teachers who are more directly involved in improving classroom teaching and student learning. (p. 137)

As an aspiring district leader, reflect on your instructional leadership skills and compare them to the indicators identified in course readings and components Section V of the curriculum and instruction audit. In what areas are you strong? What areas need to be developed further?

The fifth component of the audit, the review of the district instructional program, is one focus of this unit. You will complete a review of your district instructional program by evaluating the current use of best practices and determining the degree of alignment between content standards, student performance standards, local curriculum frameworks, and results shown through student achievement data in the student assessment system.

In addition, you will examine how instructional technology and information systems are utilized in the district to support instruction. The uses of these two forms of technology are distinct-enhancing learning activities for students, and information or data that serve decision making. For this audit, instructional technology will include all forms of hardware and software to engage students and support learning (examples are smart boards, computers, clickers, internet searches, global learning, READ 180). Information systems will represent the hardware and software used for storing and processing data from databases (examples are student data, curricular information, and professional development).

Information systems provide the potential for incorporating data-driven decision making but do not guarantee its use in an effective manner. Administrators and teachers must be trained in the use of technology and the ways that information stored can be effectively retrieved for analysis (spreadsheets, graphs, tables, charts). A data warehouse stores and integrates multiple databases, and when used efficiently can provide information in a timely and understandable format for analysis to support decisions. Many schools and districts are overwhelmed by the amount of data and lack effective delivery systems, as well as, personnel who are able to present facts in a format that provides useful information.

In Unit 6, you will:

- Submit the District Instructional Program Review component of the course project.
- Reflect on school leader strategies for facilitating the development of district programs to support learning for students and teachers.

References

Bottoms, G. & Schmidt-Davis, J. (2010). *The three essentials: Improving schools requires district vision, district and state support, and principal leadership*. Atlanta, GA: Southern Regional Education Board. Retrieved from http://publications.sreb.org/2010/10V16_Three_Essentials.pdf

Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: American Association of School Administrators and Corwin Press.

Learning Activities

u06s1 - Studies

Internet Resource

Teachers use technology to design and deliver multicultural education at all grade levels and for virtually every subject. Students in one classroom can collaborate with students in another classroom anywhere in the world. Teachers today are increasingly using innovative technology applications and programs to teach multicultural lessons. Review the resources available at [EdTechTeacher](#) for an overview of multiple resources for integrating technology into your teaching.

Optional – Internet Resources

In this unit's second discussion, you will post an assessment of a lesson and answer some questions. Below are examples of multicultural lessons delivered through technology, as well as Web sites that provide useful platforms using which to develop multicultural lessons. You may select one of these examples, you may search the internet for other examples, or you may develop your own multicultural lesson that uses technology. After you have chosen or developed a technology multicultural lesson, you will examine the components of the lesson and discuss how the lesson provides opportunity for multicultural learning.

- [Geoconferencing: GPS, Travel Bugs, and Learning—Oh My!](#)
- [Multicultural Day Webquest](#)
- [Exploring the Different Cultures of the World](#)
- [Multicultural WebQuest](#)
- [Multicultural Lesson Plans and Resources](#)

u06a1 - District Instructional Program Review

Overview

In this global, twenty-first century information age, how does your district embrace information management systems that support curriculum and instruction? Information management systems are the hardware and software used for storing and processing data to facilitate the use of databases (such as student data, curricular information, achievement data) for analysis, providing information in the form of spreadsheets, graphs, tables, and charts for data-driven decision making. Information systems can provide information in a timely and understandable format to support decisions. Qualitative information complements quantitative data by providing the in-depth dimension of an evaluation, obtaining explanations from respondents as to the effectiveness of the program being studied. In order to provide an effective instructional program for the school district, a school leader must comprehend instructional research methodologies and have the ability to analyze the strengths and weaknesses of each method. The ability to develop a long-range plan using qualitative and quantitative data is necessary in order to successfully lead the school district improvement and accountability systems.

This assignment requires that you examine your district from the point of view of the district leader by identifying and evaluating the following:

- Effectiveness of instructional strategies
- Leadership strategies used to assist and collaborate with school administrators and teachers
- Instructional technologies that support classroom instruction strategies.
 - Instructional technology includes all formats of hardware and software to engage students and support learning (for example, smart boards, clickers, READ 180, or Study Island).
- Information systems that support assessment of instructional effectiveness, as utilized in the district.

Talk with curriculum and professional development leaders at the district level to find out what best practices and theories they see being used in the district. Ask for examples of implementation of best practices. What do they emphasize? How is technology integrated into instruction? What do they stress in new teacher training and professional development trainings?

Use your research-based findings in the best practices review (see Unit 3 audit component) to assess and evaluate the effectiveness of the current implementation/use of instructional best practices within your selected curricular program. You may also need to survey principals for their assistance in providing examples of instructional technology to identify and provide examples of the technology currently being used for instruction by teachers, both software and hardware, as well as technology used in student assessment. Add your evaluation analysis information to the table provided.

Instructions

Use the Curriculum and Instruction Comprehensive Audit Template that you began in Unit 2, to complete this assignment. The template will be built upon through Unit 9. You must submit the template in each unit, retaining all data from previous units. The fully completed template will be used to guide your work in the final project in Unit 10. For the Unit 6 section of the template, include the following:

1. Evaluate the alignment of the district's current instructional strategies to instructional best practices for a selected curricular area. Use cited, scholarly sources to establish a best practice against which to assess the district's current instruction. The scholarly resources do not need to be new sources.
2. Analyze how your district leaders collaborate with teachers on decisions about curriculum and instruction, allocation of resources, and informing stakeholders of academic performance indicators. Describe teacher input into the design, delivery, and evaluation of curriculum. Include district strategies and procedures designed to assess vertical articulation of curriculum as well as consistency with research-based best practices.
3. Identify the instructional technology used in the district that supports and enriches the curriculum and instruction program in the selected curricular area.
4. Identify the district's information management systems utilized to improve the curriculum and instruction program by providing pertinent data analysis for decision making in the selected curricular area. Describe how data based assessment of student learning is collected, stored, interpreted, presented, and communicated.
5. Describe how the district uses data (quantitative and qualitative), research (including the use of technology in action research), and information systems to assess the improvement and accountability process for improving student learning in the selected curricular area.
6. Identify the district's leadership strategies to utilize technology and information systems to train site administrators in curriculum and instruction areas that need improvement.

Submission Requirements and Resubmission Options

- Provide 2–3 examples for each category of analysis within the tables provided. Use bullet points to complete the categories in the template, valuing concision over detail.
- Keep the narrative sections to 2–4 paragraphs each.

The ultimate goal in this course is for you to develop an applicable and insightful Curriculum and Instruction Audit. For that reason, if you have submitted this assignment on time, you have the option of resubmitting the assignment *within two weeks of the original due date* to address your instructor's feedback and have your submission reassessed. Regardless of whether you choose to resubmit for a second evaluation, you should use your instructor's feedback to improve this component before submitting your entire project in Unit 10, in preparation for your instructor's final assessment of your Curriculum and Instruction Comprehensive Audit.

Course Resources

APA Style and Format

Curriculum and Instruction Comprehensive Audit Template [DOC]

The uses of instructional technology and information systems are distinct: Instructional technology enhances learning activities, while information systems provide data that serve decision-making processes. For this discussion, instructional technology can be defined as all forms of hardware and software that engage students and support learning (examples include smart boards, computers, clickers, Internet searches, global learning, READ 180). Information systems will represent the hardware and software used for storing and processing data from databases (examples include student data, curricular information, and professional development).

Information systems provide the potential for incorporating data-driven decision making but do not guarantee its use in an effective manner. Administrators and teachers must be trained in the use of technology and the ways that information stored can be effectively retrieved for analysis (spreadsheets, graphs, tables, charts). A data warehouse stores and integrates multiple databases, and when used efficiently can provide information in a timely and understandable format for analysis to support decisions. Many districts are overwhelmed by the large amount of data and lack effective delivery systems, as well as personnel who are able to present facts in a format that provides useful information.

For your initial discussion post, address the following: How does your district compare to the ideal just described?

Response Guidelines

Respond to the initial post of one other learner. Your response should be constructive and respectful in tone. It should also affirm your peer's contributions, challenge him or her to think about the topic in a different manner, discuss similarities and differences between your responses, or ask probing questions to gain a better understanding of your peer's meaning.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Technology for Multicultural Education

Post an assessment of the lesson you chose (see this unit's Studies) in terms of thorough responses to the questions below, including a rationale for your answers. For questions that you cannot answer affirmatively, provide suggestions about how the lesson could be modified in order for you to affirm that it meets the criteria described in the questions.

1. What is the rationale for using technology to present the lesson?
 - How does technology integration enhance the lesson in ways that would not be possible without technology?
 - What are the advantages of using technology for the lesson over other ways of teaching the topic?
2. Does the lesson include clear statement of objectives for which attainment is measured to demonstrate learning?
3. Does the lesson include an assessment plan?
4. Is there a clear match between student objectives and assessments?
5. Does the lesson include provisions to protect students' privacy and safety while using technologies?
6. Are the technology-based activities essential to helping students accomplish the lesson objectives?
7. Are strategies provided to assure inclusion of all students in learning activities?
8. Has the lesson been developed to assure its appropriateness for all types of diverse students?

Response Guidelines

Review and respond to at least one post of another learner. Provide 2+2 Feedback (details are linked in Resources) to the initial posts of at least one other learner.

Course Resources

Graduate Discussion Participation Scoring Guide

2+2 Feedback [PDF]

Introduction

In this unit, you will explore the involvement of the district leader in the professional evaluation and improvement process. According to Hoyle, Bjork, Collier, and Glass (2005), "The CEO superintendent should view professional development as a continuous process for shaping the organization" (p.167).

The No Child Left Behind Act not only increased the emphasis on high stake state tests, it also greatly increased the responsibility of the superintendent to ensure that the most effective and skilled personnel were hired. Along with this responsibility, the superintendent must also be accountable for providing employees with opportunities for continuous improvement and growth. Not only is student improvement dependent upon this continuous growth, but so too is the superintendent's success. The school leader's involvement in the assessment of employee needs, the alignment of district goals with instructional practices, and the opportunities provided to employees to improve their skills is essential to the success of the district.

The focus of this unit is how the performance of teachers and administrators will be measured, the effectiveness of the measurements in place, and the availability of growth and improvement opportunities through the use of professional development.

As an aspiring district leader, you will have the opportunity to apply your knowledge of what constitutes instructional leadership to determine the structure and content of the evaluation systems for administrators and teachers as well as how staff skills and knowledge will be enhanced through the use of professional development.

In addition, you will fully analyze the role and responsibilities performed by the school leader in the planning, creation, and implementation of the evaluation process for principals, administrators, and teachers, how district goals are accomplished through the use of professional development, and how the achievement of these goals is measured in the evaluation system. The information gathered, consultation with employees, and analysis of current practices and procedures will be used to develop recommendations for improvement.

In Unit 7, you will:

- Submit the Professional Evaluation and Improvement component of the course project.
- Obtain evaluation systems for principals, administrators, and teachers to assess alignment with district goals and best practices.
- Submit a list of those actions and behaviors that are displayed by successful superintendents.
- Research best practices in order to analyze those practices currently in use in the district in the areas of professional evaluation and development.

Continuing our focus on diversity, in this unit we explore power and privilege, and the characteristics of social class differences that influence learning. The power and influence of social class standing is represented by such entities as family income, one's occupation, prestige of where one lives, level of education, and prestige of parents' occupations. Language is a very powerful tool; it is through language that one realizes who has power, status, and privilege in a society.

Reference

Cushner, K. H., McClelland, A., & Safford, P. (2019). *Human diversity in education: An intercultural approach* (9th ed.). New York, NY: McGraw-Hill Education.

Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: American Association of School Administrators and Corwin Press.

Learning Activities

u07s1 - Studies

Readings

Use [Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning](#) to complete the following:

- Read Chapter 7, "Professional Development, Supervision, and Evaluation," pages 123–135. This reading identifies the guiding principles for standards-based professional development.

Use the Capella University Library to complete the following:

- Read Jensen's 2013 article, "[How Poverty Affects Classroom Engagement](#)," from *Educational Leadership*, volume 70, issue 8, pages 24–30. Jensen explores the implications of poverty on student achievement and the role teachers can play in disrupting this trajectory for low-income students.
- Read Reardon's article, "[The Widening Income Achievement Gap](#)," from *Educational Leadership*, volume 70, issue 8, pages 10–16. Reardon places increasing income disparity in the United States into an educational context, arguing for the need to share resources in order to support student achievement across all demographics.

- Read Rothstein's article, "[Why Our Schools Are Segregated](#)," from *Educational Leadership*, volume 70, issue 8, pages 50–55. Rothstein challenges conventional understanding of desegregation in American schools, arguing that de facto desegregation is in the best interests of all students.
- Read Templeton's article, "[Why Is That Child So Rude?](#)" from *Educational Leadership*, volume 70, issue 8, pages 72–74. As with other demographic categories, class must be a factor as teachers attempt to understand the differences between their own identity-based perspectives on education and those of their students. Reardon provides examples of how and why this perspective-taking must happen.

u07a1 - Professional Evaluation and Improvement

Overview

This assignment requires that you examine your district from the point of view of the district leader. You will use information from the course texts to describe those attitudes, actions, and behaviors that the successful superintendent must exhibit in the areas of staff evaluation, selection and development of staff in order to improve their skills and performance, especially those of administrators (including principals) and teachers.

In order for students to succeed, the district will need the most effective, most well-trained, and most competent staff. It is incumbent upon the superintendent leader to be fully active in the development of evaluation procedures for teachers and administrators. Each state has specific requirements for what must be included in the evaluation process.

Final decisions regarding the performance of staff must include the opportunity to change, to improve, to add to already existing knowledge and skills, and to learn new information and skills. This link between the evaluation process and professional development will help to shape the organization and determine how both the organization and the superintendent are viewed by the community and other stakeholders. For this reason, the superintendent must be an active participant in the planning and implementation of both the evaluation process and the professional development decisions.

Discuss with selected representatives from both teachers and principals groups their views regarding the current evaluation systems and the professional growth opportunities provided by the district. Solicit their input and recommendations for changes or additions to the evaluation system and the professional development offerings. Additional suggestions should be sought regarding the resources that are presently provided to support instruction and teachers. Use these suggestions to identify any needs or gaps that can be included in your recommendations.

Instructions

Use the Curriculum and Instruction Comprehensive Audit Template that you began in Unit 2, to complete this assignment. The template will be built upon through Unit 9. You must submit the template in each unit, retaining all data from previous units. The fully completed template will be used to guide your work in the final project in Unit 10. For the Unit 7 section of the template, include the following:

1. Compare your superintendent's behavior to those that are recommended.
2. Identify what resources are provided to support professional development of principals and teachers.
3. Identify current performance systems used to evaluate principals and teachers; recommend evaluation systems that are aligned with best practices and state and national requirements. If you choose to stay with the current system in use in the district, explain how it supports best practices in teaching and learning.
4. Offer recommendations for district-level professional growth plans that include a variety of approaches to improve staff and leaders' performances and increase their capacity to reflect national standards. Incorporate best practice information into your recommendations.
5. Recommend professional development offerings that provide a context—appropriate program of reflective practice and research consistent with the district's vision, mission, and goals.

Submission Requirements and Resubmission Options

- Choose three best practices from your course texts to apply to your analysis of your district. Describe the best practices with concision (a term, phrase, or at most, a sentence).
- Restrict your responses for each category in the table to a paragraph (ideally, 4-6 sentences).
- Align your recommendations to the best practice under consideration in each table.
- Adhere to APA standards for citation, using sources that are no more than 5-7 years old.

The ultimate goal in this course is for you to develop an applicable and insightful Curriculum and Instruction Audit. For that reason, if you have submitted this assignment on time, you have the option of resubmitting the assignment *within two weeks of the original due date* to address your instructor's feedback and have your submission reassessed. Regardless of whether you choose to resubmit for a second evaluation, you should use your instructor's feedback to improve this component before submitting your entire project in Unit 10, in preparation for your instructor's final assessment of your Curriculum and Instruction Comprehensive Audit.

APA Style and Format

Curriculum and Instruction Comprehensive Audit Template [DOC]

u07d1 - Guiding Principles for Professional Development

For this discussion, refer to *Succeeding With Standards: Linking Curriculum, Assessment, and Action Planning*, pages 123–135. Cite and reference your sources in your initial post and responses. Identify which three of the principles would have the greatest impact on effective teacher development programs. Explain why you made your selection. Discuss whether or not these principles are on display in the professional development offerings provided for teachers in your selected district. If yes, share examples. If not, share what you would do differently to include them.

Response Guidelines

Respond to the initial post of one other learner. Your response should be constructive and respectful in tone. It should also affirm the learner's contributions, challenge him or her to think about the topic in a different manner, discuss similarities and differences between your responses, or ask probing questions to gain a better understanding of the learner's meaning in the response.

Graduate Discussion Participation Scoring Guide

u07d2 - Teaching With Poverty in Mind

Based on your readings from the May 2013 edition of *Educational Leadership*, respond to the following citing the articles in your post.

1. How are students in your district affected by poverty?
2. How can instruction be modified to better support the academic success of students who live in poverty?
3. Describe the emotional impact on children and adolescents who live in poverty.
4. Based on your experience as well as the readings, how do children in poverty behave at school compared to their peers from affluent and middle-class socioeconomic groups?
5. What must teachers do differently to assure the school success of poor children and adolescents?

Response Guidelines

Respond to the initial post of one other learner. Your response should be constructive and respectful in tone. It should also affirm the learner's contributions, challenge him or her to think about the topic in a different manner, discuss similarities and differences between your responses, or ask probing questions to gain a better understanding of the learner's meaning.

Graduate Discussion Participation Scoring Guide

Unit 8 >> Curriculum and Instruction Plan and the Global Classroom

Introduction

A district must embrace the opportunity to improve student learning and close achievement gaps as its number one priority. Superintendents who are successful educational leaders guarantee that a strategic plan is in place for the development, implementing, and monitoring curriculum and instruction using educational research and sound data from district information systems. According to Hoyle, Bjork, Collier, and Glass (2005), "Successful CEO superintendents must oversee the design of curriculum focused on teaching and learning in multiple contexts" (p. 112). As an aspiring school leader, it is important that you examine the school leader's role in curriculum and instruction, and the improvement of student learning and achievement.

Consider the following questions:

- How does a leader ensure that a district's curriculum is aligned?
- How does a leader ensure curriculum improvement is a priority?
- How does a leader ensure technology (informational and instructional) is incorporated into the district curriculum and instruction program?

The seventh component of the audit, the Curriculum and Instruction Plan, is the focus of this unit. You will develop an organizational plan that links state or national standards, local curriculum, instructional materials, instructional strategies, and student assessments. An important consideration is offering opportunities for stakeholders to contribute ideas and feedback, and express their points of view regarding curriculum and instruction priorities. Findings and recommendations should confirm the extent to which the program is effective, and also diagnose areas in which improvements are needed, including professional development to help teachers reduce the gap between the taught curriculum and learned curriculum.

Also in this unit you will focus continued attention to diversity through your reading and discussion of "The Global Classroom," and you will complete the next field activity through the Non-Native English Speakers Interview.

In Unit 8, you will:

- Submit the Curriculum and Instruction Plan component of the course project.
- Reflect on school leaders' superintendents' strategies for facilitating the development, implementation, and monitoring of data to improve student learning.

Reference

Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: Corwin Press.

Learning Activities

u08s1 - Studies

Readings

Complete the following:

- In *Human Diversity in Education*, read Chapter 7: "The Classroom as a Global Community: Nationality and Region," on pages 205–244. In the internet age, students will inevitably encounter a wider spectrum of identities, opportunities, and challenges related to the interconnectedness of a global population. Increasingly mobile populations also make it likely that the diversity encountered in the classroom will be based in part on immigration. This chapter explores the implications of these factors on the way that educators help students navigate their increasingly globalized society.

u08a1 - Curriculum Instruction Plan

Overview

Curriculum Management Systems, Inc., provides the following description of a curriculum audit:

The program-specific Curriculum Audit centers on curriculum, instruction, and the measurement of student progress. The program-specific Curriculum Audit is an intensive, focused, vertical look at how well a school system has been able to set valid direction for pupil accomplishment and wellbeing, and improve its performance, however contextually defined or measured over time. The program-specific Curriculum Audit only examines those areas of operations found to be relevant to efficient and effective learning for the clients of the school system. The program-specific audit report is often described as a blueprint from which a school system can plan the improvement of teaching and learning in the system, and is especially useful due to the contextualized nature of the report and customized product. (The Program-Specific Audit, n.d.)

For this component, you must confirm the extent to which your selected curricular program is effective and also diagnose areas that must be changed and improved to increase student learning and achievement. Provide details about how to improve the quality of the curricular and instructional program. Findings and recommendations should confirm the extent to which a program is effective and also diagnose areas in which improvements are needed. Review all the information from previous audit components to include recommendations that relate to curriculum, instructional practices, theories, issues of diversity, and the use of technology and information systems.

Curriculum Mapping is a scope and sequence of when skills will be taught. Curriculum mapping lists the skills in the order they will be taught in each grade level or subject area. While, you may choose to develop a curriculum map for this assignment, you are encouraged to locate one from your district.

Curriculum Alignment is the process in which teachers and principals check the curriculum against the standards (state or a selected national set of standards) and what is being taught and assessed. Curriculum alignment shows what will be taught in all subject areas and at each grade level by listing the skills students should be able to demonstrate.

As a component of this assignment, you will make a list of recommendations to strengthen the district's instructional program. To develop your recommendations, consider the following tips:

- Your findings and evaluations should lead to recommendations about what should be done to reach the desired outcome (district vision for student learning).
- Considering the many aspects of the program you selected for this audit:
 - Identify the strengths that should continue as they are currently being implemented.
 - Identify the weaknesses, and provide recommendations for improvement.

Instructions

Use the Curriculum and Instruction Comprehensive Audit Template that you began in Unit 2, to complete this assignment. The template will be built upon through Unit 9. You must submit the template in each unit, retaining all data from previous units. The fully completed template will be used to guide your work in the final project in Unit 10. For the Unit 8 section of the template, include the following:

1. **Curriculum Map:** Provide a curriculum map or curriculum alignment (state or national standards) of the district's P–12 curriculum and instruction program for your selected curricular area.
2. **Community Engagement:** Discuss how you would work collaboratively with stakeholders to improve the "district's effect on teaching and learning through the utilization of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction" and the development of other district activities. (Educational Leadership Program Standards: 2011). Describe community activities that will enable all stakeholders to contribute ideas and feedback, and express their points of view regarding curriculum and instruction priorities currently in use and proposed for the future.
3. **Collaborative Process:** Provide examples of group process strategies used by district personnel to build consensus, communicate, and resolve conflicts in order to provide resources for curriculum and instruction programs.
4. **Differentiation:** How do you ensure that cultural competence is embedded in development of programs, curriculum, and instructional practices and that the programs are designed to meet the learning needs and interests of diverse student populations and personnel? Refer to the Unit 4 study, Developing Cultural Competence.
5. **Technology:**
 1. How do you ensure the use of learning management systems that support personalized learning in all a school or all schools within the district?
 2. Articulate how you would optimize learning for all students through the application of best practices associated with the use technologies and performance management systems to improve instruction and student achievement by monitoring, analyzing, and evaluating instructional practices and assessment data.
6. **Leadership:** As the district leader, discuss how you would lead "district change and collaboration" that "focuses on improvements to district practices, student outcomes, curriculum, and instruction."
7. **Recommendations:** Using your results from earlier components (especially Unit 3 and Unit 6), make a list of recommendations to strengthen the district's instructional program. Support your recommendations with 3–5 scholarly sources.
 - a. List recommendations that will increase the effectiveness of the curriculum and instruction program for your selected curricular area.
 - b. Offer recommendations for district-level professional growth plans that include a variety of approaches to reflect national standards.

Submission Requirements and Resubmission Options

- Limit the response for each heading to approximately 250 words. Prioritize concision, conveying only as much information as needed in as little space as possible.
- Citations should be formatted according to current APA style and formatting. With the exception of district data sources, use current (no more than 5–7 years old), peer reviewed scholarly resources or information from nationally-recognized education organizations.

The ultimate goal in this course is for you to develop an applicable and insightful Curriculum and Instruction Audit. For that reason, if you have submitted this assignment on time, you have the option of resubmitting the assignment *within one week of the original due date* to address your instructor's feedback and have your submission reassessed. **Please note that the resubmission deadline for this assignment is shorter than in prior assignments, due to the proximity of the quarter's end.** Regardless of whether you choose to resubmit for a second evaluation, you should use your instructor's feedback to improve this component before submitting your entire project in Unit 10, in preparation for your instructor's final assessment of your Curriculum and Instruction Comprehensive Audit.

References

The Program-Specific Audit. (n.d.). *Curriculum Management Systems, Inc.*

Educational Leadership Program Standards: 2011 ELCC District Level. (2011). *National Policy Board for Educational Administration (NPBEA)*.

Course Resources

APA Style and Format

Curriculum and Instruction Comprehensive Audit Template [DOC]

u08d1 - The Global Classroom

After reading Chapter 7 in *Human Diversity in Education*, "The Classroom as a Global Community: Nationality and Region," respond to the following focus questions from page 206 in your Cushner text:

1. What is globalization, and what does it mean to be a globally connected society? What are some powerful concepts that underlie an international or global perspective?
2. What does it mean to be a globally competent individual? How does this develop in people, and how can teachers facilitate this development?
3. How have recent conflicts and the interdependence of nations altered what we do in schools?
4. What are some practical strategies that can be used to prepare students to better understand and interact with others around the world so they might prevent or solve problems that are global in nature?

Reference

Cushner, K. H., McClelland, A., & Safford, P. (2019). *Human diversity in education: An intercultural approach* (9th ed.). New York, NY: McGraw-Hill Education.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Non-Native English Speakers Interview

To prepare your response to this discussion, interview an immigrant in order to better understand challenges experienced by people who arrive in the United States with little or no proficiency with English language. Below are interview questions from Cushner (2019, pp. 86–88). You may revise the questions if necessary to make them fit your interviewee.

1. Describe some of the initial difficulties or problems you encountered when you first arrived in this country. To what would you attribute the problems?
2. What significant cultural differences did you encounter in the early stages of your adjustment to this country? How did you overcome these?
3. What primary language did you speak before coming to the United States? Describe your competency as a speaker of your home language. Describe your competency as a speaker of English today.
4. What kinds of communication difficulties, if any, do you or your children currently face?

Response Guidelines

Respond to the initial post of one other learner. Your response should be constructive and respectful in tone. It should also affirm your peer's contributions, challenge him or her to think about the topic in a different manner, discuss similarities and differences between your responses, or ask probing questions to gain a better understanding of the learner's meaning in the response.

Reference

Cushner, K. H., McClelland, A., & Safford, P. (2019). *Human diversity in education: An intercultural approach* (9th ed.). New York, NY: McGraw-Hill.

Graduate Discussion Participation Scoring Guide

Unit 9 >> Communication of Plan

Introduction

It is critical that curriculum and instruction programs are communicated to all audiences in such a way that promotes an informed stakeholder group that will then support the district as it moves forward with changes. Take note of your superintendent's communication skills and behaviors when interacting with various stakeholders. How does your superintendent communicate with board members, community members, parents, and teachers? How can you use this insight to strengthen your communication skills and leadership capacity?

The final components of the audit, communication of the curriculum and instruction plan, are the focus of this unit. You will reflect on your findings and develop a communication plan to inform staff of the curriculum and instruction program, and the implementation procedures to be followed. Lastly, you must present community outreach opportunities to promote and support community collaboration and involvement in the district's educational programs. In Unit 9, you will submit the Communication of Plan component of the course project.

Continuing our focus on diversity and multi-cultural education, you will develop modifications of a lesson plan to address diversity.

Learning Activities

u09s1 - Studies

Internet Resources

Use the Internet to complete the following:

- Review the resources found at [Awesome Library: Multicultural](#). Awesome Library organizes the Web with 37,000 carefully reviewed resources. This section provides many resources focused on multicultural education in the classroom, offering multiple categories ("sub-topics") from which educators may glean real-world examples of how to design multicultural lessons through technology.
- Review the resources found at [Multicultural Lesson Plans and Resources](#). This Web site offers a vast collection of multicultural lesson plans and resources to further one's knowledge of how to bring multicultural teaching and learning to classrooms for grades 1–12.

u09s2 - Curriculum and Instruction Comprehensive Audit Prep

Project Preparation

Review the u10a1 assignment description and scoring guide. This assignment is due in Unit 10 and will require further analysis of the information and data you gathered for your assignments in Units 2–9. You are encouraged to begin work on the final assignment this week in preparation for submitting it next week.

u09a1 - Communication of Plan

Overview

It is critical that the curriculum and instruction plan is communicated in such a way that can provide school staff with the information needed to implement and support the district as it moves forward with changes in your selected curricular area. Consider the best way to communicate. Multiple forms of communication may be needed to provide the essential information about the curriculum, instruction, and implementation process.

Instructions

Use the Curriculum and Instruction Comprehensive Audit Template that you began in Unit 2, to complete this assignment. The template will be built upon through Unit 9. You must submit the template in each unit, retaining all data from previous units. The fully completed template will be used to guide your work in the final project in Unit 10. For the Unit 9 section of the template, include the following:

1. Develop a communication plan to inform school staff of the P–12 curriculum and instruction program for the selected curricular area, and the implementation procedures to be followed. Your communication plan should:
 - Include the actual contents of the communications to be disseminated to school staff members.
 - Identify the means of communication (such as district Web site, e-mail messages, memos, meetings) used to provide information to staff members.
 - As the district leader, communicate how you would lead change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, and instruction.
 - Describe how your communication with district employees would demonstrate advocacy for democracy, equity, and diversity.
2. List ways that district personnel can engage in community outreach activities or initiatives that invite and promote community involvement and collaboration in areas related to student learning currently in use or proposed. Provide the rationale for why each activity (current or proposed) is appropriate for your district.

Submission Requirements

Note: Because of the proximity of the due date for your final audit, you do not have the option of resubmitting this assignment for a different grade. Use your instructor's feedback to improve this component before submitting your entire project in Unit 10, in preparation for your instructor's final assessment of your Curriculum and Instruction Comprehensive Audit.

- Limit the response for each heading to approximately 250 words. Prioritize concision, conveying only as much information as needed in as little space as possible.
- Provide no more than two examples for the table provided in the template. Use bullet points rather than full sentences or paragraphs.
- Citations should be formatted according to APA style and formatting. With the exception of district data sources, use current (no more than 5–7 years old), peer reviewed scholarly resources or information from nationally-recognized education organizations.

Course Resources

APA Style and Format

Curriculum and Instruction Comprehensive Audit Template [DOC]

u09d1 - Community Relations

For this discussion, consider the following from Harvey, Cambron-McCabe, and Cunningham (2013) as you develop your response:

On P–12 education, suggests Jean Johnson, most members of the public aren't sitting around examining test scores or worrying about how to tie assessments to teacher effectiveness. "People have a much broader set of concerns than just test scores or teacher effectiveness. Is my child being bullied? I don't like that. My kid likes drama. Don't cut it. My neighbor's kid likes soccer. Leave sports alone . . . With regard to change in local schools, parents see most solutions as less than satisfying, Johnson notes. Transparency and accountability through data are fine so far as they go, but they are incomplete. (pp. 268-269)

Address the following in your main post:

1. Describe the strategies you will use to communicate planned curriculum changes with stakeholders, both internal and external.

2. How does a district leader engage parents in conversations about curriculum changes, knowing that most members of the public are not concerned about test scores or other indicators of academic outcomes?
3. Explain how technology can be used to communicate with stakeholders. Provide examples.

Response Guidelines

Respond to the initial post of one other learner. Your response should be constructive and respectful in tone. It should also affirm the learner's contributions, challenge him or her to think about the topic in a different manner, discuss similarities and differences between your responses, or ask probing questions to gain a better understanding of the learner's meaning in the response.

Reference

Harvey, J. J., Cambron-McCabe, N. H., Cunningham, L. L., & Koff, R. H. (2013). *The superintendent's fieldbook* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d2 - Modifying a Lesson to Address Diversity

This following discussion activity is practice for modifying lesson plans to better meet the needs of students.

Step One

Review the goals of diversity in *Human Diversity in Education*, pages 24–27.

- Goal 1: To recognize social and cultural change.
- Goal 2: To understand culture, learning, and the culture-learning process.
- Goal 3: To improve intergroup and intragroup interactions.
- Goal 4: To transmit intercultural understanding and skills to students.

Step Two

- Select an already prepared lesson for the subject area you plan to teach. Then, provide a brief summary of the lesson, in its original form.
- Review this lesson with the four goals in mind. Respond to the questions as stated below, for each of the four goals. Refer to the examples that are provided to you in the Samples of Modifying Instruction to Reflect Goals of Diversity document, linked in Resources.

Step Three

Select any one of the following goals (same as those in step one) and use it to assist you in modifying your lesson. In your discussion post, answer the questions for the goal you chose.

- Goal 1: How can the content and strategies of this particular lesson or unit improve student understanding of the concept of pluralism in American society while improving educational equity?
- Goal 2: How can the content and strategies of this particular lesson or unit expand the knowledge base of culture and the many different groups found in the United States as well as abroad? Is the content accurate, inclusive, and free of bias? Does it give the whole picture? Does it strive to reduce or correct racist impressions?
- Goal 3: How can the content and strategies of this particular lesson or unit improve intergroup and intragroup interactions? Are assessment strategies broad and inclusive? How is collaboration built into the activity? How can group harmony be improved?
- Goal 4: How can the content and strategies of this particular lesson or unit empower action oriented, reflective decision makers who are able and willing to be socially and politically active in the school, community, nation, and world?

Response Guidelines

Respond to the initial post of one other learner. Your response should be constructive and respectful in tone. It should also affirm your peer's contributions, challenge him or her to think about the topic in a different manner, discuss similarities and differences between your responses, or ask probing questions.

Unit 10 >> The Aspiring District Leader: Human Resources Management

Introduction

One of the major responsibilities of district leaders is human resources management, including staff evaluations; the recruiting, selecting, and development of personnel; and legal issues related to personnel. According to Hoyle, Bjork, Collier, and Glass (2005)

Among the most difficult, time-consuming, and emotionally draining issues that superintendents [and building level leaders] handle are those that involve the hiring, effective utilization, and discipline of personnel. . . . [The district leader's] success is dependent upon the effectiveness of district [or school] personnel. As such, superintendents [and building level leaders] must place emphasis on ensuring that processes and practices are put in place to support district personnel. (p. 161)

The complete course project, the Curriculum and Instruction Comprehensive Audit, inclusive of all nine components, is the focus of this unit. This course project is the signature assessment for this course and represents the Instructional Leadership emphasis.

In Unit 10, you will:

- Submit your Curriculum and Instruction Comprehensive Audit.
- Discuss the responsibilities of the district leader in managing human resources.

Reference

Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: Corwin Press.

Learning Activities

u10a1 - Curriculum and Instruction Comprehensive Audit

Overview

The Curriculum and Instruction Comprehensive Audit provides an opportunity to demonstrate understanding of key principles related to instructional leadership by applying district-level skills related to a positive school culture, effective instructional programs, best practice, professional growth plans, integrity, fairness, and ethical behaviors.

During Units 2–9, you had the opportunity to experience the process superintendents and district leaders use to gather data and information from personnel to review and analyze prior to making informed decisions. Superintendents typically review more information than is usually included in a report to the board of education, and this is true for this assignment, also. A superintendent's role is to be the CEO of the district, and therefore he or she seeks the assistance of an assistant or deputy superintendent or curriculum director to report on curriculum and instruction and student achievement data at the district level.

Review the information you gathered in the course assignments from the perspective of the district leader's position in order to analyze, critique, and recommend improvements for a district's program of curriculum and instruction. You will report this audit plan in the form of a board of education background report that would be sent to the board of education as part of the superintendent's regular board communication prior to this item being on the school board agenda for discussion and action.

Instructions

The template you used throughout the course to complete the assignments prior to Unit 10 has served as a tool to organize your district's curriculum and instruction audit information and data. It is now time to apply key elements from the data you have gathered, in the role of superintendent, in order to transfer that knowledge to the Curriculum and Instruction Comprehensive Audit to make informed decisions. Your audit should be a 12–15 page paper written in APA format using in-text citations and references. The template does not need to be submitted for this assignment; simply use it to inform the writing process as you craft your audit report.

Use the following structure to organize your final assignment:

Curriculum and Instruction Comprehensive Audit (include on title page)

- [Curricular Area]
- [School Year]

Introduction

District Leader Impact on Improvement of District Practices in Curriculum Instruction

- Change and Collaboration : As the district leader discuss how you would lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, and instruction. (ELCC 2.1).
- Cultural Competence : How do you ensure that cultural competence is embedded in development of programs, curriculum, and instructional practices and that the programs are designed to meet the learning needs and interests of diverse student populations and personnel? (ELCC 2.1).
- Learning Management Systems : How do you ensure the use of learning management systems that support personalized learning in all schools within the district? (ELCC 2.1).
- Analysis of Curriculum, Instruction and Assessment Model : Analyze the curriculum, instruction, and assessment model utilized in the district to determine the alignment of the curriculum and instruction to district assessment. (ELCC 2.2).
- Collaboration with Faculty : Articulate how collaboration with faculty is used to design, plan, implement, and evaluate a coordinated, aligned, and articulated curriculum using evidence-centered research in making curricular decisions, providing district resources and communicating progress toward achievement. (ELCC 2.2).

District Leader Impact on District Practices Affecting Teaching and Learning

Discuss how you would work collaboratively with stakeholders to improve the district's effect on teaching and learning through the utilization of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction and the development of other district activities. (ELCC 2.3)

Recommendations for Professional Growth

Offer recommendations for school level or district-level professional growth plans that include a variety of approaches to improve staff and leaders' performance and increase their capacity to reflect national standards. (ELCC 2.3)

District Leader Impact on District Practices in Use of Technology to Improve Student Achievement

Articulate how you would optimize learning for all students through the application of best practices associated with the use technologies and performance management systems to improve instruction and student achievement by monitoring, analyzing, and evaluating instructional practices and assessment data. (ELCC 2.4)

Reflections on Ethical Leadership

- Act with Integrity and Fairness: Reflecting on your findings from the district review, explain how you would act with integrity and fairness in supporting district policies and staff practices that foster student success. (ELCC 5.1)
- Ethical Decision Making: Reflecting on your findings from the district review, analyze district leadership decisions in terms of established ethical practices. What would you change and why? (ELCC 5.2)
- Communication That Demonstrates Democracy and Equity: Describe how your communication with district employees would demonstrate advocacy for democracy, equity, and diversity. (ELCC 5.3)
- Strategies for Resolving Dilemmas: Reflecting on your findings from the district review, explain how you would utilize sound district strategies for dilemmas encountered in review process. (ELCC 5.4)
- Resiliency in Core Values During Adversity: Reflecting on your experiences during the district review, assess how as a school or district leader you develop the resiliency to uphold core values and persist in the face of adversity. (ELCC 5.5)

Recommendations for Improving District Curricular Practices and Processes

Reflecting on your findings from the district review, what recommendations would you make for improving district curricular and instructional practices and processes? Provide recommendations from district curriculum and instruction information and data, as well as insights from educational research and other school districts, being aware that your district may not be using best practices.

Describe what you would change if you were the superintendent district leader, and include your rationale for the recommendations you make.

Submission Requirements

Write directly and succinctly, describing the reality in your district. Be sure to cite and reference the sources you use in the review of the district vision.

Adhere to the following additional requirements:

- **Written Communication:** Writing is free of errors that detract from the overall message.
- **APA Formatting:** Resources and citations are formatted according to current APA style and formatting. Be sure to write in third person to receive credit for APA writing style.
- **APA Sources:** With the exception of district data sources, use current (no more than 5–7 years old), peer reviewed scholarly resources.
- **Font:** Times New Roman, 12 point.

Important: Proficiency on the Curriculum and Instruction Comprehensive Audit

The Curriculum and Instruction Comprehensive Audit is an assessment that measures the candidate's proficiency related to select specialization outcomes and the ELCC standards. It is imperative that candidates demonstrate their proficiency on this project to successfully complete this course. As such, candidates will need to score at least an 80 on the Curriculum and Instruction Comprehensive Audit. If a candidate scores anything below an 80, he or she will be required to revise the final project until the scores is at least 80 or above. Candidates who score below an 80 on the Curriculum and Instruction Comprehensive Audit 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 pre-requisite. 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.

Use the SafeAssign Draft option to check your writing and ensure that you have paraphrased, quoted, and cited your sources appropriately. Run a SafeAssign report, saving your paper as a draft. Based on your SafeAssign results, make any necessary changes to your paper before submitting your final assignment to your instructor for grading. Submit your final paper as an attachment in the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide direction on your writing. In the tool click on the linked resources for helpful writing information.

Portfolio Prompt: You are required to save this project to your ePortfolio in the LEA Program Artifacts category.

Course Resources

[APA Style and Format](#)

[Writing Feedback Tool](#)

[ePortfolio](#)

Curriculum and Instruction Comprehensive Audit Template [DOC]

u10a2 - ePortfolio Check

The assignments from this course document your progress in meeting the Capella specialization outcomes and the ELCC standards that are the foundation of your program. In this assignment, you are required to add the following to your ePortfolio:

- u10a1 - Curriculum and Instruction Comprehensive Audit.

You will upload the final assignment to the folder for Specialization Outcome #1. If you need information regarding how to upload your assignment to your ePortfolio, use the link to the ePortfolio tutorials that is located in the Resources section.

You will also need to grant the instructor access to your ePortfolio. Paste the link to your ePortfolio in the WRITE SUBMISSION text box in the assignment submission area. When you turn in this assignment, your instructor will check your ePortfolio to make sure that your assignments have been saved to the appropriate folder and that you have met each of the standards listed, as documented by your work for each assignment.

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 Educational 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.

Course Resources

[ePortfolio](#)

u10d1 - Human Resources Management

For your initial discussion post, describe how your district applies recruitment, hiring, and staff development practices in order to ensure the selection of the most qualified staff members. Describe the leader's role in these processes.

Response Guidelines

Respond to the initial post of one other learner. Your response should be constructive and respectful in tone. It should also affirm the learner's contributions, challenge him or her to think about the topic in a different manner, discuss similarities and differences between your responses, or ask probing questions to gain a better understanding of the learner's meaning in the response.

Course Resources

Graduate Discussion Participation Scoring Guide