

Curriculum Map: Educational Leadership for courses from Summer 2011 through Spring 2013

Course Assignment and How Assessed	Local		Local	Local	State	National	National	National	How Assessed
	CF and SoE Outcomes		Diversity Profi- ciencies	Disposi- tions	IDOE 2010 Standards	Program (ELCC SPA) Standards	ISTE National Educational Technology Standards	NCATE Standards and Elements	
A500 Introduction to Educational Leadership									
Readings and reflections that are knowledge and theory based to assist in identifying one's core values and educational platform	HQ CP CT	1 2 3		8	2.1	1.2		1e	Completion Points
Develop an educational vision platform as basis for one's vision of school leadership and explain how effective communication skills help build a shared commitment	HQ CP CT	1 2 3		6	2.1 4.2	1.1 1.4		1e	Rubric
Prepare an analysis of two academic and two non-academic sources of data from one's school that would promote improved student achievement and understand how assessment strategies, including surveys, can be used to identify issues related to student learning	HQ CP DS CT	1 2 3	4	7	2.3 6.1	2.3 4.2 7.3	2 4	1e	Rubric
Identify an issue in one's school and develop a change plan using class study of theory and individual research, the analysis of data and the alignment to one's vision	HQ CP CT	1 2 3		5	2.1 4.3 6.1	1.4 2.3 6.1 7.3		1e	Rubric
Critique and prepare meeting agendas to demonstrate they understand how to manage time effectively	HQ CT	3		7	4.2 6.2	3.1 7.3		1e	Rubric
Presentation—create a perception survey and create a perception survey for use with all stakeholder	HQ DS CT	3	3	7	3.3 4.1	2.1 4.1	2	1e	Rubric
Assessment of Dispositions by candidate and instructor	HQ CP	2		1-8				1g 4a	Rubric
A510 <i>School and Community Relations</i>									
Using knowledge from the reading assignments, identify the community resources available for one's school	HQ CT	3		8	4.4 5.8	4.1 4.3 7.3		1e	Completion Points
Reflect upon their use in light of one's vision,	HQ	3		2	4.4	4.3		1e	Rubric

student learning, and partnerships	CT				5.8				
Using knowledge from the reading assignments, analyze parent/family involvement in one's school considering the important role they play in children's learning	HQ CP	1 2	1	2	5.7	4.2 7.3		1e	
Develop a description of one's school community in terms of its historical, social, and political conditions	HQ CT	3	2	3	4.5	6.1 7.3		1f	Rubric
Analyze data to establish essential questions regarding school culture for stakeholder groups that could be used in developing a framework to impact student learning	HQ CP DS CT	1 2 3	1 2 3	7	2.1 2.4 4.1 5.3	4.1 7.3	4	1e 1g	Rubric
Identification and assessment of the school's formal and informal cultural components that influence student achievement	HQ DS CT	1 3	1 2	2	6.1	6.1 7.3		1e	Rubric
Compare/contrast stakeholder roles in establishing school culture	HQ CT	3		4	2.1 4.2	4.2		1e	Rubric
<i>A608 Legal Perspectives on Education</i>									
Learn how laws influence the legal documents that they must use as principals and apply to scenarios	HQ CT	3		1	6.5	3.2 6.1 7.3		1e	Rubric
Learn to make fair and ethical decisions based on the Student Code of Conduct and apply to scenarios	HQ CP DS CT	1 2 3	2 3	1 3	3.1 5.5 5.6 6.5	3.2 5.2 5.3 6.1 7.3		1e	Rubric
Learn how Code of Ethics influences decisions they will make and apply to scenarios	HQ DS CT	3	2 3	3 6	3.1	3.2 5.3 6.1 7.3		1e	Rubric
Learn legal basis and interaction of local, state, and federal laws, policies, and regulations as demonstrated in case briefs	HQ	3	2	1 3	3.1 6.5	6.1	3 5	1e	Rubric
Learn how the state and local laws and regulations impact teacher performance evaluation in assignment on local evaluation instruments	HQ CT	1 3		1	1.2 1.6 5.4 6.5	3.2 6.1		1e	Rubric
Responses in final prepare them to respond	HQ	1		1	3.1	6.2		1e	Final Points

to the larger community concerning legal and ethical issues				4	6.5			1g	
<i>A625 Administration of Elementary Schools and A627 Administration of Secondary Schools (A627 to be developed Fall 2013)</i>								4b	
Revise and implement vision in the alignment of it to situations and assignments	HQ CT	1 3	4 5	4 5	2.1	1.1 1.3		1e	Completion Points
Based upon readings, create the framework for a culture audit and demonstrate how it is aligned to implementing one's vision	HQ DS CT	3	3 5	2 3	2.1	1.3 2.1	2	1e	Rubric
After learning about the critical elements of teacher induction, analyze the school's teacher induction process in terms of the research	HQ CP CT	1 2 3		5 7	1.1 1.4	3.3 7.3		1e	Rubric
Lead two school meetings and analyze their effectiveness based upon class readings	HQ CT	3		4	1.3 3.2	3.2 7.3		1e	Completion Points
Demonstrate understanding of student need based effective scheduling through analysis of school's schedule	H CP DS	1 3	2 4	1 3 5	1.7 2.2 2.6 5.5 6.1	2.3 3.2 7.3	3	1e 1f	Rubric
Assess the school's safety plan based upon best practices and legal requirements	HQ CP	1		4	6.3	3.2 6.1 7.3		1e	Completion Points
Various scenarios linked to the topics learned in the class are presented to assess candidates' knowledge and ability to steward the vision	HQ DS CT	1 3	4	1 2 3 4 6	2.1	1.4		1e	Final Rubric
First part of SPA Assessment 3	HQ CP DS CT	1 2 3	3 4 5	3 4 5	1.1 2.1 2.5 4.1	1.2 1.3 1.4 1.5 2.1 2.2 3.1 3.3 4.1 4.2 5.1 5.3 6.1	4 5	1e 1f 1g	Rubric
<i>A635 Public School Budgeting and Accounting</i>									
Candidates are graded on assignments that reflect the degree to which they understand	HQ	3		1	6.5	3.2 6.1		1e	Points

the state laws and regulations related to public school finance									
Candidates prepare a budget to reflect their ability to manage material resources with a focus on student learning, seek additional resources to support student learning and promote equity.	HQ CP DS CT	3	3 4 5	1 2 3 4 7	6.4	3.1 3.3	4	1e 1f	Rubric
Candidate demonstrates the ability to use problem solving skills as they create, revise, and present the budgets based upon school and district policies and procedures	HQ CT	3		1 4 7	3.4 3.5 6.5	3.3 7.3	3	1e 1f	Rubric
<i>A638 Supervision of Schools</i>									
Observe a teacher's interactions with two students; use the district's evaluation tool to improve instruction; implement what was learned in the clinical supervision model studied in class (part 2 of SPA assessment 3)	HQ CP DS CT	1 3	2 4 5	1 3 7	1.2 2.3	2.3 2.4 6.1 7.3	4	1f	Rubric
Meet with the teacher and apply what was learned in the clinical supervision model analyze the process and reflect on what worked and did not work (part 2 of SPA assessment 3)	HQ CT	1 3	5	2 4 5	1.1 1.6 2.3 2.4	6.1 7.3		1e	Rubric
Develop a well-planned, context-based professional development for the teacher (part 2 of SPA assessment 3)	HQ CT	1 3	4	5 6	1.3 1.4	2.4 7.3		1e 1f	Rubric
Analyze a series of events to determine if legal principles had been applied in the dismissal of a teacher due to poor performance	HQ	1 3		1	1.6 6.5	3.3		1e	Completion Points
Part 2 or SPA assessment 3 also must demonstrate:	HQ CT	1 3	5	8	2.1 2.5	1.1 1.3 2.2 5.2	4	1e 1f 1g	Rubric
<i>J500 Instruction in the Context of Curriculum</i>									
Design and lead a book talk on effective instruction acting as an informed consumer of educational theory and practice	HQ DS CT	1		4 5	1.3	2.2 6.1		1e	Presentatio n Points
Analyze and apply protocols to student work in order to analyze the work and research	HQ CT	1 3	4	2 3	2.4	2.3 7.3	2	1e 1f	Completion Points

best practices that could be used to improve student learning									
Based upon readings and class work, develop a rubric to use to evaluate a unit of study and evaluate a unit provided	HQ CT	1 3		4 5	5.1 5.2	2.3 3.3		1e	Rubric
Design an well-planned, context appropriate professional development plan for the teacher to improve the quality of the unit	HQ CT	1 3		2 4	1.3 2.2 2.4	2.4		1e 1f	Rubric
Learn to examine & analyze their school data to identify an instructional weakness, research to identify barriers to learning related to the findings, & develop a plan to address the issue	HQ DS CT	1 3	4 5	3 4 5 7	1.3 2.5 6.1	2.2 3.1 6.1 7.3		1e 1f 1g	Rubric
Create a personal professional growth plan which specifies growth in curriculum, assessment and instruction	HQ CT	1 3	5	8	2.2 3.5	2.2 2.4	1	1e	Rubric
<i>H520 Education and Social Issues (to be developed for summer 2013)</i>								4a, 4d	
<i>A695 Practicum in Educational Leadership</i>								3a, 3b 4a	
Eight short-term activities that address one or more of the following:	HQ CP DS CT	1 2 3	1 2 3 4 5	1 2 3 4 6 8	1.5 2.1 2.5 3.5 4.4 5.1	1.3 3.2 4.1 4.2 5.1 5.3 7.3		1e 1f 1g	Rubric
Three long-term activities that address one or more of the following:	HQ CP DS CT	1 3	1 2 3	2 3 4 6 7	1.5 2.1 2.6 3.3 3.5 4.1 4.2 4.4 5.1 6.5	2.1 2.2 2.4 3.1 3.3 4.1 4.3 7.3	2 3 4	1e 1f 1g	Rubric
Projects 1 and 2	HQ CP DS CT	1 2 3	1 2 3 4 5	1 2 3 4 5	2.1 2.2 2.4 3.1 3.3 3.5 4.1 4.2	1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4	3 4	1e 1f 1g	Rubric

				6 7 8	4.3 5.2 6.1	3.1 3.2 3.3 4.1 4.2 5.1 5.2 6.1 7.3			
Projects 3 and 5	HQ CP DS CT	1 2 3	1 2 3	2 3 4 6 7	1.1 2.1 2.5 3.1 3.3 3.5 4.1 4.3 4.4	1.1 1.2 1.3 2.1 2.3 2.4 3.2 4.1 5.1 5.2 5.3 6.1 6.3 7.3	3 4	1e 1f 1g	Rubric
Projects 4 and 6	HQ CP DS CT	1 2 3	1 2 3 4 5	2 3 4 6 7	2.4 2.5 3.1 3.3 3.5 4.4 4.5 5.5 5.7	1.5 2.3 3.1 3.2 3.3 4.1 4.2 4.3 5.1 5.2 5.3 6.1 6.2 6.3 7.3	3 4	1e 1f 1g	Rubric