Course Description:
The most promising strategy for sustained, substantive school improvement is the development of future school administrators to function as leaders of collaborative, capacity-building communities. If schools are to be significantly more effective, they must break from the industrial model upon which they were created and embrace a new model that enables them to function as learning organizations. These learning organizations, characterized as professional learning communities, suggest placing greater emphasis on relationships, shared ideals, data-driven action plans, and a strong culture—all factors that are critical to significant school improvement and improved student achievement. The challenge for both aspiring and veteran school leaders is to create a community of shared commitment, responsibility, and accountability designed to serve the learning of the adults and the children in the school—a sustainable, professional learning community. This course is designed for students whose goals are the principalship (CPS, suburban or private) and eventually a school district leadership position.

Introduction:
This course explores the various aspects of school organizational theory and is designed as a survey of various facets of educational administration. Topics covered in this course will be grouped into a system’s framework. Students will explore inputs, transformation processes, and outputs as they relate to the workings of educational leadership and school improvement. Candidates will apply theoretical concepts and administrative strategies to their current work in schools.

In particular, candidates will gain an understanding of:
- Mission driven leadership
- Systems’ leadership theory
- Change leadership theory
- Adult learning theory and how it affects professional practice
- Creating and Working with Problem Solving Team

Conceptual Framework:
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional
knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course is designed for students whose goals are school leader positions. “Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of educational organizations. In particular, we will study Bolman and Deal’s (1984; 2002; 2003; 2008; 2013) reframing theory, as well as Kotter’s (2012) leadership theory and Shapiro & Stefkovich’s (2011) multiple ethical paradigms to examine positive leadership practices in schools. By applying theory to practice (Spiro, 2011; Watkins 2003), school leaders can refine their craft, understand their schools, and enhance their role as change agents. We will simulate and create opportunities, through problem-based scenarios, to practice what is “right,” with respect to instructional leadership, regardless of the circumstances of the day.

In particular, the following School of Education Conceptual Framework Standards will be addressed in this class:

- Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field. (CF1)
- Candidates demonstrate an understanding of issues of social justice and inequity. (CF3)
- Candidates demonstrate skills that will enable them to work effectively with diverse clients. (CF4)

Dispositions:
As a measure of candidates’ development towards Loyola University Chicago School of Education’s conceptual framework, the three school-wide dispositions will be assessed in this course. These dispositions are: 1) Professionalism, 2) Fairness, and, 3) the Belief that all students can learn. These dispositions will be directly assessed in this course and will comprise 11 out of the 100 points possible. The rubric for these dispositions can be found on pages 14-15 of this syllabus.

Outcomes:
Candidates will use multiple data gathering tools to analyze one of their current organization’s core beliefs. From these data, candidates will create a school improvement plan for the change process to close the gaps between the current and desired reality of their organization.

Instructor/Course Evaluation
The instructor and course will be evaluated at the end of the term by students through the use of an online evaluation instrument. Each evaluation will address the quality and relevance of course material and the quality of the instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met.

Essential IDEA online course assessment objectives:
- Learning to apply course material to improve thinking, problem solving, and decisions.
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Developing a clearer understanding of, and commitment to, personal values.
CPS PRINCIPAL COMPETENCIES
Principal Practice Competencies

The following six competencies, with standards and elements, outlines the responsibilities and performance expectations of principals:

Competency A
Champions Teacher and Staff Excellence through a Focus on Continuous Improvement

1. Develops, implements and monitors the outcomes of the Continuous Improvement Work Plan and school wide student achievement data results to improve student achievement
   a.) Assesses the Current State of School Performance
   b.) Develops a Continuous Improvement Work Plan
   c.) Maintains a Focus on Results

2. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes
   a.) Implements Data Driven Decision Making
   b.) Implements Data Driven Instruction
   c.) Establishes a system to collect and review data on attendance, lateness, discipline, and student referrals

3. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the Continuous Improvement Work Plan targets
   a.) Allocates Resources to Support Student Learning
   b.) Prioritizes Time

4. Utilizes current technologies to support leadership and management functions
   a.) Employs Current Technologies

5. Creates a Safe, Clean, and Orderly Learning Environment
   a.) Builds, evaluates, and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly

Competency B
Creates Powerful Professional Learning Systems that Guarantee Learning for Students

1. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom
   a.) Implements Curricular Scope and Sequence
   b.) Reviews Instructional Practices

2. Implements student interventions that differentiate instruction based on student needs
   a.) Uses Disaggregated Data

3. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning
   a.) Selects and Assigns Effective Teachers
b.) Retains Effective Teachers

4. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system
   a.) Observes Staff and Gives Feedback
   b.) Evaluates Staff

5. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance
   a.) Develops an Instructional Team

6. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose
   a.) Implements Professional Learning

7. Advances Instructional Technology within the learning environment

**Competency C**
**Builds a Culture Focused on College and Career Readiness**
1. Builds a culture of high aspirations and achievement for every student
   a.) Links Aspiration to College and Career Opportunities
   b.) Develops a Student Goal Setting Process

2. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school’s vision and mission
   a.) Translates the School Values into Specific Behaviors
   b.) Develops a Code of Conduct

3. Leads a school culture and environment that successfully develops the full range of students’ learning capacities - academic, creative, social-emotional, behavioral, and physical
   a.) Creates a Culture that Supports Social Emotional Learning
   b.) Creates a Culture that Supports Effective Effort

**Competency D**
**Empowers and Motivates Families and the Communities to Become Engaged**
1. Creates, develops, and sustains relationships that result in active student engagement in the learning process
   a.) Builds on-going Relationships
   b.) Develops strategic plan to communicate with key community leaders

2. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies
   a.) Includes Multiple Voices and Perspective

3. Proactively engages families and communities in supporting their child’s learning and the school’s learning goals
   a.) Engages Families

4. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it
effectively
a.) Builds Capacity to Manage Change
b.) Demonstrates Personal Resolve and Response to Challenges
c.) Expands relationships with LSC and external partnerships to facilitate budget process

Competency E
Relentlessly Pursues Self-Disciplined Thinking Action
1. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff
   a.) Models Equity and Dignity

2. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff
   a.) Protects Rights and Confidentiality

3. Create and supports a climate that values, accepts, and understands diversity in culture and point of view
   a.) Recognizes the Strength of a Diverse Population
   b.) Creates a Culturally Responsiveness Climate
   c.) Engages in Courageous Conversations about Diversity

4. Relentlessly pursues reflective behavior

Competency F
Leads School Toward Achieving the Vision
1. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners
   a.) Collaborates to Develop and Maintain a Shared Vision of High Expectations

2. Ensures that the school’s identity, vision, mission drive school decisions
   a.) Ensures vision and mission drive school decisions
   b.) Confronts Low Expectations

3. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results
   a.) Conducts Difficult Conversations to Improve Student Results

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) (2011):
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
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ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ISSLC STANDARDS (2008):

ISLLC 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (Functions A-E).
ISLLC 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).
ISLLC 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner (A-E).

Diversity:
In concert with the conceptual framework for the School of Education, faculty, and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Technology:
The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade.

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/
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**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

**Harassment (Bias Reporting)**
It is unacceptable and a violation of university policy to harass, discriminate against, or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age, or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

**Required Texts:**
The following books are to be ordered online at the Loyola Bookstore. The web address is: www.luc-wtc bkstr.com
You are ordering books for ELPS 560 ISRAEL.


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The following will be provided to you:
- The syllabus and additional readings/documents can be found on SAKAI.

Things you need to find and bring to class:
- You will need a copy of your school mission and your school’s SIPPA or CIWP plan.
- If you are not already, you should become a member (preferably the leader) of a problem-solving team at your school site.
- You will need to have access to, and be familiar with, SAKAI– Loyola University Chicago’s electronic classroom.
- Additional readings and class notes can be found on SAKAI. Please print, read, and bring these cases to the assigned class as indicated on the syllabus.
- A great way to preview or review the leadership theories we discuss in class are through the powerpoint presentations and “quizzes” on the following website: www.prenhall.com/green
- You will need to have access to, and be familiar with, SAKAI – Loyola University Chicago’s electronic classroom and you must register your LIVE TEXT account.

Supporting Reference Literature:
See list of references on last page.

Embedded Field Experiences:
1. Candidate becomes a member of a problem-solving team. This membership will provide opportunities for the candidate to apply theory to practice through the following activities and assessments listed in the evaluation section below.
2. Perform a School Improvement Plan analysis, on either literacy or numeracy, and present data findings and recommendations for increased student performance to Local School Council. (NCATE Core Assessment)
3. Work on a school team to prioritize Common Core Curriculum standards and map curriculum in at least one content area across all grade levels of the school.
4. Work with faculty to implement curriculum that produces gains in student achievement as defined by the mission of school

Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus.
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**Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions</td>
<td>11</td>
</tr>
<tr>
<td>Membership on ILT</td>
<td>5</td>
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<tr>
<td>Part 1 Paper</td>
<td>8</td>
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<tr>
<td>Part 2 Paper</td>
<td>8</td>
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<tr>
<td>Part 3a Paper</td>
<td>15</td>
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<tr>
<td>Part 3b Paper</td>
<td>15</td>
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<tr>
<td>Part 4 Paper</td>
<td>8</td>
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<tr>
<td>Culminating Assessment: Final Paper &amp; Poster Presentation</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
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</table>

**Grading Scale**

- **A** 93 points and above
- **A-** 90 – 92 points
- **B+** 87 – 89 points
- **B** 86 – 84 points
- **B-** 83 – 80 points
- **C** 70 – 79 points
- **F** Below 70 points

**Dispositions**

11 points

Students will participate in discussions based on assigned readings and hand-outs as well as extemporaneous role play, debate, and simulations. It is expected that students will attend class every day. There will be either entrance or exit slips that will measure daily preparedness. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

**Membership on Leadership Team**

5 points

*Due: 1/26/15*

The candidate is expected to join a leadership team within the school. This team could be a Problem-Solving Team, a grade-level team, a leadership team, a curriculum revision team, etc. It is the expectation that the candidate is a member that begins to take a leadership role within the team with the intention of leading the team in the future. The instructional leadership team fact sheet will be distributed the first night of class and available on SAKAI.

**Part 1: An overview of the School Improvement Plan (SIPPA/CIWP)**

8 points

*Due: 2/16/15*

Develop a 4–5 page narrative description of your school contain appropriate in-text citations and a reference list. Include the history of the school and any shifts in demographics, community and other relevant events in the life of the school. Additional information may include context about the school, community, values, structure of the leadership team, etc. Describe the challenges that your school is currently facing. State your school’s mission. Explain your role in your school, including major areas of responsibility or focus for the 2014-15 school year. Apply theory learned in class and readings to the current workings of your school and of your current leadership.
Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions  8 points  
Due: 3/9/15  
Select one goal from the SIPPA/CIWP. For that goal area, analyze the trend and current data that has informed the creation of this goal. These data can be student achievement data, student social/emotional outcome data, or community needs assessment data.  
  a. Display and analyze these data in a user-friendly manner.  
  b. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.  
Based on these data, what are the measurable goals and priorities for the 2014-2015 school year? Why do these goals matter above other? Be sure to connect your analysis to these data, theories and goals. The narrative for this paper should be between 2-3 pages long and contain appropriate in-text citations and a reference list.

Part 3: Involving the Community and the Needs of Diverse Learners  
  a) Readiness Rubrics Paper  15 points  
Due: 3/16/15  
Using the SPIRO Readiness Rubric template (pgs. 31–42) collect data from the appropriate stakeholders within the problem-solving team that you currently are a member of within your school site. Report these data from all stakeholders on the SPIRO Readiness Rubric template. Based on these aforementioned data, answer the reflection questions (pg. 42) following the SPIRO Readiness Rubric template. Based on these aforementioned data and relevant leadership literature (Bolman & Deal, Kotter, Shapiro and Watkins) describe the strategies to consider for each major stakeholder group (pg. 43). The narrative for this paper should be between 3-4 pages long and contain appropriate in-text citations and a reference list.

  b) Resistance Reducer Paper  15 points  
Due: 3/30/15  
Describe the change strategy (theory of change) under consideration and detail how it is aligned with the school mission. Using the SPIRO Resistance Reducer template (pgs. 78–82), collect these data from the appropriate stakeholders within the problem-solving team that you currently are a member of within your school site. Report these data on the SPIRO Resistance Reducer template. Based on these aforementioned data and relevant leadership literature (Bolman & Deal, Kotter, Shapiro and Watkins), describe the implications for going forward for each subsection: prevention, reducing, and tolerance (pg. 82–83). The narrative for this paper should be between 3–4 pages long and contain appropriate in-text citations and a reference list.

Part 4: Professional Development Needs  8 points  
Due: 4/13/15  
Develop a professional development plan to provide the necessary support/training to implement the identified changes for the goals of the school improvement plan. Along with this plan (2–3 pages), develop a timeline that is “publishable” to staff to inform them of the professional development sequence. Indicate on the timeline the benchmarks of success of implementation.
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Culminating Assessment: 30 points
ELCC SPA Assessment #2 - LIVETEXT
Analysis of a School Improvement Plan (SIPPA/CIWP) – A case study
Poster Presentation and Final Compilation/Revisions – 4/27/15

You will use the aforementioned assignments that you have completed throughout the semester (including any additions/revisions you want to make based on new learning and instructor comments) for the creation of the culminating assessment.

As an instructional leader, it is your responsibility to analyze student data and create recommendations, based upon these data, to improve student outcomes. This data-based decision making process is reported annually through the CIWP. This core assessment will ask you to apply the knowledge gained in this class to the analysis of the School Improvement Plan within your current school building.

As an instructional leader, you will be required to present your ideas and decisions based on data to your colleagues, superiors and Local School Council. To simulate this experience, you will create a poster presentation to showcase your work and be able to present a five minute elevator speech to your classmates.

Part 1: An overview of the School Improvement Plan (SIPPA/CIWP)

a. Describe the context of your school.
b. Describe the challenges that your school is currently facing.
c. State your school’s mission.
d. Now, list two of the major school improvement plan (SIPPA or CIWP) goals that are stated within your school’s current school improvement plan. For each goal describe how each SIPPA/CIWP goal is:
   • Aligned with the school mission; (ELCC 1.1)
   • Reflects the current school context (ELCC 6.1) – Loyola CF 3
   • Addresses the need to improve student outcomes. (ELCC 1.4)

Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions

Select one of the two goals from the SIPPA/CIWP. For that goal area, analyze the current data that has informed the creation of this goal. These data can be student achievement data, student social/emotional outcome data or community needs assessment data.

e. Display and analyze these data in a user-friendly manner.
f. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.
g. Based on these data, include your recommendations for change, additions, and/or deletions to the plan. Provide a rationale for these changes, additions, and deletions. If you determine that the already identified intervention is appropriate for the goal area, provide the rationale for the current intervention. (ELCC 3.2)

Part 3: Involving the Community and the Needs of Diverse Learners

a. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school. (ELCC 4.1) – Loyola CF 4
b. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. (ELCC 4.2)
c. Discuss funding needs for resources necessary for implementation that you may be able to secure from the school community. Describe how you will begin to mobilize these community resources. (ELCC 4.3.)

Part 4: Professional Development Needs

a. For the intervention process you have identified in Part 2, describe the professional development needs that may need to be instituted in order to bring about successful teaching and learning.

b. These professional development plans may be the one’s currently listed within the SIP or maybe different from what is currently stated.

c. Justify why you believe the current, or the suggested new, professional development plans must be addressed to bring about successful teaching and learning. (ELCC 2.3) – Loyola CF1
### Final SIP Analysis

**Components:**

For each section, answer explicit questions and refer to . . .

<table>
<thead>
<tr>
<th>Part One:</th>
<th>Narrative Description of School</th>
</tr>
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<tbody>
<tr>
<td>Overview of SIP</td>
<td>Team I lead and one SMART Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part Two:</th>
<th>School Data Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Student Data</td>
<td>Team I lead and how SMART Goal supports improving these data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part Three:</th>
<th>Assessing Readiness Resistance Reduction</th>
</tr>
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<tbody>
<tr>
<td>Involving Community</td>
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<table>
<thead>
<tr>
<th>Part Four:</th>
<th>Professional Development Plan and PD timeline</th>
</tr>
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<tbody>
<tr>
<td>Professional Development Needs</td>
<td></td>
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</tbody>
</table>
### Dispositions = 11 points

<table>
<thead>
<tr>
<th><strong>PROFESSIONALISM</strong></th>
<th><strong>Target (1)</strong></th>
<th><strong>Acceptable (.5)</strong></th>
<th><strong>Unacceptable (0)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all deadlines</td>
<td>Candidate meets all deadlines consistently.</td>
<td>Candidate meets deadlines with a few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<td>Candidate consistently works with peers in a positive manner.</td>
<td>Candidate works with peers in a positive manner most of the time.</td>
<td>Candidate is unable to work with peers on assignments causing disruption to the group process.</td>
</tr>
<tr>
<td>Candidate attends class and is punctual to class</td>
<td>Candidate consistently attends class and is always punctual.</td>
<td>Candidate attends class and is punctual with a few exceptions.</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other's work</td>
<td>Candidate honestly and accurately cites other's work in a consistent manner.</td>
<td>Candidate honestly cites other's work but at times is not accurate with the exact citation.</td>
<td>Candidate misrepresents other's work as his/her own.</td>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.</td>
<td>Candidate usually communicates with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate's program.</td>
</tr>
<tr>
<td>Candidate uses technology in the classroom only for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes.</td>
<td>Candidate uses technology in the classroom for academic purposes with a few exceptions.</td>
<td>Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.</td>
</tr>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.</td>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.</td>
</tr>
</tbody>
</table>

### FAIRNESS

| **Candidate is able to reflect and respect other points of view within the university setting** | **Candidate consistently reflects and respects other points of view within the university setting.** | **Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.** | **Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.** |
### ALL STUDENTS CAN LEARN

| Candidate demonstrates a belief that all students can learn within the university setting | Candidate consistently demonstrates a belief that all students can learn within the university setting. | Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions. | Candidate does not demonstrate a belief that all students can learn within the university setting. |
| Candidate demonstrates respect for cultural differences within the university setting | Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence. | Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence. | Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence. |
| Candidate demonstrates social justice within the university setting | The candidate advocates strongly for social justice within the university setting in both word and deed. | The candidate supports social justice within the university setting in both word and deed. | The candidate’s words and deeds within the university setting do not support the principles of social justice. |

### Membership of Instructional Leadership Team = 5 points

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Candidate provides documentation of membership and a contributing leadership role within the leadership team.</td>
</tr>
<tr>
<td>3</td>
<td>Candidate provides documentation of membership but does not evidence leadership role within the leadership team.</td>
</tr>
<tr>
<td>0</td>
<td>Candidate does not provide documentation of membership on a leadership team.</td>
</tr>
</tbody>
</table>

### Part 1: An overview of the School Improvement Plan (SIPPA/CIWP) = 8 points

<table>
<thead>
<tr>
<th>CPS Competencies</th>
<th>Target (4)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Relentlessly pursues self-discipline thinking and action</td>
<td>The narrative is complete and the candidate’s leadership role and responsibilities are articulated.</td>
<td>The narrative is complete but the candidate’s leadership role and responsibilities are not articulated.</td>
<td>The narrative is incomplete and the candidate does not describe his/her leadership role or responsibilities.</td>
</tr>
<tr>
<td>F. Leads school toward achieving the vision</td>
<td>The school mission is clearly articulated with a full history and understanding of the current situation.</td>
<td>The school mission is clearly articulated but a full history is not present and the current situation is not clearly described.</td>
<td>The school mission is articulated but a history and description of the current situation is not present.</td>
</tr>
</tbody>
</table>
**Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions = 8 points**

<table>
<thead>
<tr>
<th>CPS Competencies</th>
<th>Target (4)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Creates powerful professional learning systems that guarantee learning for students</td>
<td>The data are presented in a use-friendly manner that clearly connects to recommendations for improvement.</td>
<td>The data are presented in a user-friendly manner but these data do not clearly connect to the recommendations made.</td>
<td>The data are not presented in a user-friendly manner nor do they connect to recommendations made.</td>
</tr>
<tr>
<td>C. Builds a culture focused on college and career readiness</td>
<td>Recommendations are based on data, theory and the mission of the school.</td>
<td>Recommendations are based on data and mission but relevant theory are missing.</td>
<td>Recommendations are not based on data, mission or theory.</td>
</tr>
</tbody>
</table>

**Part 3a - Readiness Rubric Paper = 15 points**

<table>
<thead>
<tr>
<th>CPS Competencies and Success Factors</th>
<th>Target 5 points</th>
<th>Acceptable 3 points</th>
<th>Unacceptable – 1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Creates powerful professional learning systems that guarantee learning for students</td>
<td>Data from all stakeholders are collected and represented within the SPIRO Readiness Rubric template</td>
<td>Data from most stakeholders are collected and represented within the SPIRO Readiness Rubric template</td>
<td>Data from some stakeholders are collected and represented within the SPIRO Readiness Rubric template. Most notably, either the leader’s or the subordinates’ data are missing.</td>
</tr>
<tr>
<td>E. Relentlessly pursues self-disciplined thinking and action.</td>
<td>Answers to reflection questions following the SPIRO Readiness Rubric Template are answered based on these aforementioned data.</td>
<td>Answers to reflection questions following the SPIRO Readiness Rubric Template are answered based on these aforementioned data – however some data are missing.</td>
<td>Answers to reflection questions following the SPIRO Readiness Rubric Template are not based on these aforementioned data.</td>
</tr>
<tr>
<td>D. Empowers and motivates families and the community to become engaged.</td>
<td>Strategies to consider for each major stakeholder group are based on aforementioned data and relevant leadership literature.</td>
<td>Strategies to consider for each major stakeholder group are based on aforementioned data but related literature is lacking.</td>
<td>Strategies to consider for some major stakeholder group are based on aforementioned data and related literature is lacking.</td>
</tr>
</tbody>
</table>
### Part 3 b - Resistance Reducer Paper = 15 points

<table>
<thead>
<tr>
<th>CPS Competencies and Success Factors</th>
<th>Target 5 points</th>
<th>Acceptable 3 points</th>
<th>Unacceptable – 1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Relentlessly pursues self-disciplined thinking and actions</td>
<td>Data are collected and represented within the SPIRO Resistance Reducer template.</td>
<td>Most data are collected and represented within the SPIRO Resistance Reducer template.</td>
<td>Data from some stakeholders are collected and represented within the SPIRO Resistance Reducer template. Most notably, either the leader’s or others’ data are missing.</td>
</tr>
<tr>
<td>B. Creates powerful professional learning systems that guarantee learning for students.</td>
<td>Change strategy under consideration is fully explained, describing how it is aligned with the school’s mission.</td>
<td>Change strategy under consideration is partially explained, describing how it is aligned with the school’s mission.</td>
<td>Change strategy under consideration is vaguely explained, describing how it is aligned with the school's mission.</td>
</tr>
<tr>
<td>D. Empowers and motivates families and the community to become engaged</td>
<td>Implications for going forward are based on these aforementioned data and relevant leadership literature.</td>
<td>Implications for going forward are based on these aforementioned data but related leadership literature is lacking.</td>
<td>Implications for going forward are not based on these aforementioned data and related leadership literature is lacking.</td>
</tr>
</tbody>
</table>

### Part 4: Professional Development Needs = 8 points

<table>
<thead>
<tr>
<th>CPS Competencies and Success Factors</th>
<th>Target (8)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Champions teacher and staff excellence through a focus on continuous improvement</td>
<td>Professional development plan logically links to data and provides necessary training and supports for improved outcomes.</td>
<td>Professional development plan links to data but some necessary training or supports are missing.</td>
<td>Professional development plan does not link to data nor does it provide necessary training and supports.</td>
</tr>
<tr>
<td>F. Leads school toward achieving the vision</td>
<td>Timeline is logical and provides ample time that can be realistically implemented.</td>
<td>Timeline is logical but does not provide ample time for realistic implementation.</td>
<td>Timeline is not logical and does not provide ample time for implementation.</td>
</tr>
</tbody>
</table>
ELCC SPA Assessment #2  
*Analysis of a School Improvement Plan (SIPPA/CIWP) – A case study = 30 points*

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final Document</strong></td>
<td>The final document contains all of the essential elements and displays growth through reflections and revisions.</td>
<td>The final document contains all of the essential elements but does not display growth through reflections and revisions.</td>
<td>The final document does not contain all of the essential elements and does not display growth through reflections and revisions.</td>
</tr>
<tr>
<td><strong>Poster Presentation</strong></td>
<td>The poster presentation clearly and succinctly displays command of the subject matter at hand.</td>
<td>The poster presentation is incomplete; however command of the subject matter at hand is displayed.</td>
<td>The poster presentation is sloppy and incomplete and it is questionable as to whether the subject matter is well understood.</td>
</tr>
<tr>
<td><strong>ELCC 1.1. Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.</strong></td>
<td>The candidate describes the school mission. The candidate comprehensively describes how each of the two school improvement plan goals aligns with this school mission.</td>
<td>The candidate describes the school mission. The candidate describes how one of the two school improvement plan goals aligns with this school mission.</td>
<td>The candidate describes the school mission. The candidate does not describe how either of the two school improvement plan goals aligns with this school mission.</td>
</tr>
<tr>
<td><strong>ISLLC 1: Functions A &amp; B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELCC 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.</strong></td>
<td>The candidate describes comprehensively how each of the two school improvement plan goals addresses the need to improve student outcomes.</td>
<td>The candidate describes comprehensively how one of the two school improvement plan goals addresses the need to improve student outcomes.</td>
<td>The candidate does not describe how either of the two school improvement plan goals addresses the need to improve student outcomes.</td>
</tr>
<tr>
<td><strong>ISLLC 1: Function E</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</strong></td>
<td>The candidate comprehensively describes and justifies the current or newly proposed professional development program that aligns with the chosen school improvement goal. The candidate describes how this professional development plan will bring about successful teaching and learning.</td>
<td>The candidate describes and justifies the current or newly proposed professional development program that aligns with the chosen school improvement goal. The candidate does not describe how this professional development plan will bring about successful teaching and learning.</td>
<td>The candidate describes the professional development plan. However, the candidate does not justify the current or newly proposed professional development program that aligns with the chosen school improvement goal. Nor does the candidate describe how this professional development plan will bring about successful teaching and learning.</td>
</tr>
<tr>
<td><strong>ISLLC 2: Functions D &amp; F</strong></td>
<td></td>
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<tr>
<td><strong>Loyola CF1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELCC 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources.</strong></td>
<td>For the chosen SIPPA/CIWP goal, the candidate displays and analyzes data in a user-friendly manner.</td>
<td>For the chosen SIPPA/CIWP goal, the candidate displays and analyzes data in a user-friendly manner.</td>
<td>For the chosen SIPPA/CIWP goal, the candidate displays and analyzes data in a user-friendly manner.</td>
</tr>
<tr>
<td>ELPS 560: Seminar in School Administration: Leadership Theory and Strategic School Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2015 – CPS Cohort 2 + WTC on-campus</td>
<td>Mondays 7 – 9:30 p.m.</td>
<td></td>
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</tbody>
</table>

| resources to manage school operations. | ISLLC 3: Function B |
| friendly manner. The candidate hypothesizes whether or not the intervention will be effective with justification. Finally, based on these data, the candidate makes recommendations and justifications for changes to the intervention if necessary or justifies why the current intervention is appropriate. | user-friendly manner. The candidate hypothesizes whether or not the intervention will be effective with justification. However, the candidate does not make recommendations and justifications for changes to the intervention if necessary or justifies why the current intervention is appropriate. |
| ELCC 4.1. Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment. ISLLC 4: Function A Loyola CF 4 | For the chosen SIPPA/CIWP goal, the candidate makes recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school. | For the chosen SIPPA/CIWP goal, the candidate does not make recommendations regarding the design or implementation processes that provide opportunities for families and community members to collaborate with the school.  |
| ELCC 4.2. Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community. ISLLC 4: Function B | For the chosen SIPPA/CIWP goal, the candidate makes recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. | For the chosen SIPPA/CIWP goal, the candidate does not make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. |
ELPS 560: Seminar in School Administration: Leadership Theory and Strategic School Improvement  
Spring 2015 – CPS Cohort 2 + WTC on-campus  
Mondays 7 – 9:30 p.m.

<table>
<thead>
<tr>
<th>ELCC 4.4. Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. ISLLC 4: Functions C and D</th>
<th>For the chosen SIPPA/CIWP goal, the candidate describes the funding needs for the implementation and possible community resources that could provide such funding. The candidate comprehensively describes how to begin to mobilize these community resources.</th>
<th>For the chosen SIPPA/CIWP goal, the candidate describes the funding needs for the implementation and possible community resources that could provide such funding. However, the candidate does not describe how to mobilize these community resources.</th>
<th>For the chosen SIPPA/CIWP goal, the candidate does not describe the funding needs for the implementation and possible community resources that could provide such funding. Additionally, the candidate does not describe how to mobilize these community resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCC 6.2. Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. ISLLC 6 Function B Loyola CF 3</td>
<td>Within Part 1 of the assignment, the candidate comprehensively describes the context of the school. The candidate then describes for each of the two SIPPA/CIWP goals how these goals reflect the current school context.</td>
<td>Within Part 1 of the assignment, the candidate describes the context of the school. The candidate describes only how one of the two SIPPA/CIWP goals reflects the current school context.</td>
<td>Within Part 1 of the assignment, the candidate describes the context of the school. The candidate does not describe how either of the two SIPPA/CIWP goals reflect the current school context.</td>
</tr>
</tbody>
</table>
## COURSE CALENDAR – Spring 2015 - Mondays 7:00 – 9:30 p.m.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING TO BE DONE IN ADVANCE</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>1/12/15</td>
<td>• Short write reflecting on today</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction &amp; Overview</td>
<td>• In-class background information</td>
<td></td>
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<tr>
<td></td>
<td>• A day in the life – begin case analysis process</td>
<td>• School Mission Statement</td>
<td></td>
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<tr>
<td></td>
<td>• Ethics of the Profession and applying them to our work</td>
<td>• Completed Leadership team fact sheet</td>
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<td></td>
<td>• Change Theory</td>
<td></td>
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<tr>
<td></td>
<td>• Return to a day in the life case analysis process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/19/15</td>
<td>/**          **</td>
<td>MLK day no class</td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>1/26/15</td>
<td>Watkins – Preface &amp; Ch. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mission Driven Leadership</td>
<td>Shapiro – Part 1 pg. 1 – 29</td>
<td></td>
</tr>
<tr>
<td>Class 3</td>
<td>2/2/15</td>
<td>Kotter – Chpt. 1</td>
<td></td>
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<tr>
<td></td>
<td>• Organizational Culture &amp; Change</td>
<td>Spiro – Intro, Ch. 1 &amp; 2</td>
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<tr>
<td></td>
<td>• Danielson’s – 4 circles</td>
<td>Kotter – Chpt. 2</td>
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<tr>
<td></td>
<td>• Systems Theory</td>
<td>Shapiro – Part II (pgs. 29 – 45)</td>
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<tr>
<td>2/9/2015</td>
<td>NO CLASS</td>
<td></td>
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<tr>
<td>Class 4</td>
<td>2/16/15</td>
<td>Bolman &amp; Deal – Part 1</td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td>2/23/15</td>
<td>Watkins – Chap. 2</td>
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<tr>
<td>Class 6</td>
<td>3/9/15</td>
<td>Bolter – Chpt. 3</td>
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<tr>
<td></td>
<td>• Authority and Power</td>
<td>Bolman &amp; Deal - Part 2 &amp; 3</td>
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<td></td>
<td>• SMART goals</td>
<td>Watkins – Ch. 3 &amp; 4</td>
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<tr>
<td></td>
<td>• CAIRO</td>
<td>Kotter – Chpt. 4</td>
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<tr>
<td>3/2/15</td>
<td>NO CLASS</td>
<td>LOYOLA SPRING BREAK</td>
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</tr>
<tr>
<td>Class 7</td>
<td>3/16/15</td>
<td>Spiro – Ch. 4 &amp; 5</td>
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<tr>
<td></td>
<td>• Fullan Leadership Theory</td>
<td>Watkins – Ch. 7</td>
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<tr>
<td></td>
<td>• Collins Leadership Theory</td>
<td>Fullan Article</td>
<td></td>
</tr>
<tr>
<td>Class 8</td>
<td>3/23/15</td>
<td>Collins Article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication theory with multiple stakeholders</td>
<td>Spiro – Ch. 6, 7, &amp; 8</td>
<td></td>
</tr>
</tbody>
</table>

2/15
<table>
<thead>
<tr>
<th>Class 9</th>
<th>School-community relations</th>
<th>Bolman &amp; Deal–Parts 6 &amp; 7 Watkins – Ch. 9 Kotter – Chpt. 8</th>
<th>• Part 3b Paper is Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/30/15</td>
<td>NO CLASS</td>
<td>CPS SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>4/6/15</td>
<td>Evidenced-based decision making</td>
<td>Kotter - Chpt. 9 &amp; 10 Shapiro – Chpt. 5 Watkins – Ch. 10</td>
<td>• Part 4 Paper is Due</td>
</tr>
<tr>
<td>Class 10 4/13/15</td>
<td>Systems thinking: theory to practice implementation</td>
<td>Kotter – Chpt. 11 – 12 Shapiro – Chpts. 6 &amp; 9</td>
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</tr>
<tr>
<td>Class 11 4/20/15</td>
<td>Leadership – putting the pieces together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 12 4/27/15</td>
<td></td>
<td>• SIPPA/CIWP Poster Presentation</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Hard copy, powerpoint presentation, and loaded into LIVETEXT</td>
<td></td>
</tr>
</tbody>
</table>

### Selected References


Boykin, A. W. & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.


Green, T. (2009). *Your first year as a principal: Everything you need to know that they don’t teach you in school.* Ocala, FL: Atlantic Publishing Group.


