The most promising strategy for sustained, substantive school improvement is the development of future teacher leaders 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 aspiring teacher 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. The challenge for aspiring teacher leaders whose mission is social justice and advocacy is to provide access to high quality education for English Language Learners and their families.

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 teacher leadership 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:
This course is designed for students whose goals are teacher leader positions with a particular focus on English Language Learners and their families. Loyola University Chicago’s School of Education’s conceptual framework is Social action through education and it represents the foundation upon which this course has been developed. Our conceptual framework is described at: www.luc.edu/education/mission/

In support of this fundamental tenet 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 (2012) Collins (2005) and Fullan’s (2010) leadership theories to examine positive leadership practices in schools. By applying theory to practice (Allen & Blythe, 2015; Conyers & Wilson, 2016; & Spiro, 2011), teacher 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
Conceptual Framework Standards that 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)

Instructor/Course Evaluation

Students through the use of an online evaluation instrument will evaluate the instructor and course at the end of the term. Each evaluation will address the quality and relevance of course material and the quality of the instruction. The intent is to seek information that 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. The IDEA Campus Labs website is: [http://luc.edu/idea/](http://luc.edu/idea/) and which you can access with your Student IDEA Log In.

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.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

Teacher Leader Standards (2008)

Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Domain 2: Accessing and Using Research to Improve Practice and Student Learning

Domain 3: Promoting Professional Learning for Continuous Improvement

Domain 4: Facilitating Improvements in Instruction and Student Learning

Domain 5: Promoting the Use of Assessments and Data for School and District Improvement

Domain 6: Improving Outreach and Collaboration with Families and Community

Domain 7: Advocating for Student Learning and the Profession

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).

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.

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.

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. The hyperlink for additional information about Live Text. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade.

Syllabus Addendum Link
www.luc.edu/education/syllabus-addendum/
This link directs you to the School of Education’s policy on Diversity, Technology, Academic Honesty, Accessibility, and Harrassment (Bias Reporting).

Dispositions
Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

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 481 ISRAEL. Section 001.


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 (or be able to electronically access) your school mission and your school’s SIPPA or CIWP plan.
- If you are not already, you should become a member (preferably the teacher leader) of a problem-solving team at your school site.
- Cases and additional readings 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 your ELL population, literacy or numeracy, and present data findings and recommendations for increased student performance. (CAEP Core Assessment)
3. 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.

Evaluation

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>11 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership on ILT</td>
<td>5 points</td>
</tr>
<tr>
<td>Part 1 Paper</td>
<td>8 points</td>
</tr>
<tr>
<td>Part 2 Paper</td>
<td>8 points</td>
</tr>
<tr>
<td>Part 3a Paper</td>
<td>15 points</td>
</tr>
<tr>
<td>Part 3b Paper</td>
<td>15 points</td>
</tr>
<tr>
<td>Wozniak Review Brief</td>
<td>(8 points for extra credit)</td>
</tr>
<tr>
<td>Part 4 Paper</td>
<td>8 points</td>
</tr>
<tr>
<td>Culminating Assessment: Final Poster Presentation &amp; Paper</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</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: 1/27/16
The candidate is expected to join a leadership team within the school. This team could be an ELL or Bilingual Team, 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. 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: 2/10/16
Develop a 4–5 page narrative description of your school. 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 2015-16 school year. Apply theory learned in class 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 2/24/16
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 2015-2016 school year? Why do these goals matter above other? Be sure to connect your analysis to these data, theories and goals.

Part 3: Involving the Community and the Needs of Diverse Learners 15 points
a) Readiness Rubrics Paper
Due 3/9/16
Using the SPIRO Readiness Rubric template (on SAKAI) collect these data about the appropriate stakeholders within the 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 following the SPIRO Readiness Rubric template. Based on these aforementioned data and relevant leadership literature you have learned in class (Bolman & Deal, Kotter, Collins, Fullan, etc.) describe the strategies to consider for each major stakeholder group. 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: 4/6/16

Describe the change strategy under consideration and detail how it is aligned with the school mission. Using the SPIRO Resistance Reducer template (on SAKAI), collect these data about the appropriate stakeholders within the problem-solving team that you currently are a member of within your school. Report these data on the SPIRO Resistance Reducer template. Based on these aforementioned data and relevant leadership literature you have learned in class (Bolman & Deal, Kotter, Collins, Fullan, etc.), describe the implications for going forward for each subsection: prevention, reducing, and tolerance. 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: 4/20/16

Develop a professional development plan to provide the necessary support/training to implement the identified changes for your goal of focus within 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.

Culminating Assessment: 30 points

ELCC SPA Assessment #2 - LIVETEXT
Analysis of a School Improvement Plan (SIPPA/CIWP) – A case study
Oral Poster Presentation and Final Compilation/Revisions – 5/4/16

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 the instructor’s comments) for the creation of the culminating assessment.

As a teacher 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 SIPPA/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 a teacher leader, you will be required to present your ideas and decisions based on data to your colleagues, superiors and school board. Therefore, you will be required to present your ideas and decisions based on data to your colleagues and superiors. To simulate this experience, you will create a poster presentation to showcase your work and present a ten 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, pick ONE of the major school improvement plan (SIPPA or CIWP) goals that are stated within your school’s current school improvement plan. For that goal describe how the 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

Using the goal that you selected from the SIPPA/CIWP, 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 . . .

Part One:
Overview of SIP

Part Two:
Analysis of Student Data

Part Three:
Involving Community

Part Four:
Professional Development Needs

Course Assignments

Narrative Description of School

Team I lead and one SMART Goal

School Data Portfolio

Team I lead and how SMART Goal supports improving these data

Assessing Readiness

Resistance Reduction

Professional Development Plan and PD timeline
### Dispositions = 11 points

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Target (1)</th>
<th>Acceptable (.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate meets all deadlines</strong></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><strong>Candidate is able to work with peers on assignments</strong></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><strong>Candidate attends class and is punctual to class</strong></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><strong>Candidate honestly and accurately cites other’s work</strong></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><strong>Candidate communicates promptly with faculty</strong></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><strong>Candidate uses technology in the classroom only for academic purposes</strong></td>
<td>Candidate consistently uses technology in the classroom only for academic purposes.</td>
<td>Candidate uses technology in the classroom only 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><strong>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</strong></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 | Candidate demonstrates a belief that all students can learn within the university setting with a few | Candidate does not demonstrate a belief that all students can learn within the university. |
### 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>Teacher Leader Model Standards</th>
<th>Target (4)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain I: Fostering a collaborative culture to support educator development and student learning</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>Domain II: Accessing and using research to improve practice and student learning.</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>Teacher Leader Model Standards</th>
<th>Target (4)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain V: Promoting the use of assessments and data for school and district improvement</td>
<td>The data are presented in a user-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>Domain III: Promoting professional learning for continuous improvement.</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 3 a - Readiness Rubric Paper = 15 points

<table>
<thead>
<tr>
<th>Teacher Leader Model Standards</th>
<th>Target 5 points</th>
<th>Acceptable 3 points</th>
<th>Unacceptable – 1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain V: Promoting the use of assessments and data for school and district improvement</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>Domain III: Promoting professional learning for continuous improvement.</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>Domain VI: Improving outreach and collaboration with families and community.</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>Teacher Leader Model Standards</th>
<th>Target 5 points</th>
<th>Acceptable 3 points</th>
<th>Unacceptable – 1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain V: Promoting the use of assessments and data for school and district improvement</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>Domain III: Promoting professional learning for continuous improvement.</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>Domain VI: Improving outreach and collaboration with families and community.</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>
### Wozniak Review Brief = 8 points of extra credit that can be applied

<table>
<thead>
<tr>
<th>Teacher Leader Model Standards</th>
<th>Target (4)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain I: Fostering a collaborative culture to support educator development and student learning</td>
<td>The student's writing demonstrates a full understanding of the concepts presented around undocumented youth in education.</td>
<td>The student's writing is vague and presents a semi-complete understanding of the concepts presented around undocumented youth in education.</td>
<td>The student's writing does not demonstrate understanding of the concepts presented.</td>
</tr>
<tr>
<td>Domain IV: Facilitating improvements in instruction and student learning.</td>
<td>The student applies the content of the presentation to his/her own school environment and provides ideas for how to share this information with his/her colleagues.</td>
<td>The student applies the content of the presentation to his/her own school environment but DOES NOT provide ideas for how to share this information with his/her colleagues.</td>
<td>The student DOES NOT apply the content of the presentation to his/her own school environment and DOES NOT provide ideas for how to share this information with his/her colleagues.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Teacher Leader Model Standards</th>
<th>Target (8)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain III: Promoting professional learning for 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>Domain VII: Advocating for student learning and the profession</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>
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</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 is clearly and succinctly presented and the student 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>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 addresses the need to improve student outcomes.</td>
</tr>
<tr>
<td><strong>ELCC 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. ISLLC 1: Function E</strong></td>
<td>The candidate describes comprehensively how each of the two school improvement plan goals addresses the need to improve student outcomes.</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. ISLLC 2: Functions D &amp; F</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>Loyola CF1</strong></td>
<td>For the chosen SIPPA/CIWP goal, the candidate displays and analyzes data in a user-friendly manner.</td>
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</tbody>
</table>

**For the chosen SIPPA/CIWP goal, the candidate displays and analyzes data in a user-friendly manner.**
<table>
<thead>
<tr>
<th>Resources to manage school operations. ISLLC 3: Function B</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>candidate does not hypothesize whether or not the intervention will be effective with justification. Additionally, the candidate does not make recommendations and justifications for changes to the intervention if necessary or justifies why the current intervention is appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>For the chosen SIPPA/CIWP goal, the candidate makes recommendations regarding the implementation processes that provide opportunities for families and community members to collaborate with the school. However, the candidate does not make recommendations for the design processes that include families and community members to collaborate with the school.</td>
</tr>
<tr>
<td>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.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>For the chosen SIPPA/CIWP goal, the candidate makes recommendations regarding the design processes that respond to the diverse needs of students and therefore respond to community interests and needs. However, the candidate does not make recommendations for the implementation processes.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
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</tr>
<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>
</tr>
<tr>
<td>DATE</td>
</tr>
<tr>
<td>-----------</td>
</tr>
</tbody>
</table>
| Class 1   | 1/20/16                                                               | • Introductions & Course Overview  
• Advising & Building Community  
• CPELL survey                                                                 | • In-class background information  
• Short write reflecting on today                                                                 |
| Class 2   | 1/27/16                                                               | • Ethics of the Profession and applying them to our work  
• ELL 101 – teach me session                                                                 | • Completed Leadership team fact sheet  
• School Mission Statement                                                                 |
| Class 3   | 2/3/16                                                                | • Change Theory  
• Mission Driven Leadership  
• Systems Theory  
• POWER framework  
• Begin day in the life case analysis process                                                                 | • Be sure you are now part of and attending a problem-solving team  
• Locate and print your SIPPA plan                                                                 |
| Class 4   | 2/10/16                                                               | • Danielson’s – 4 circles  
• Concepts of Will & Capacity  
• Organizational Culture & Change  
• Return to a day in the life case analysis process                                                                 | • Part 1 Paper is Due                                                                                     |
| Class 5   | 2/17/16                                                               | • Authority and Power  
• SMART goals  
• CAIRO                                                                                           | • Part 2 Paper is Due                                                                                     |
| Class 6   | 2/24/16                                                               | • Reframing Theory                                                                                                  | • Part 3a Paper is Due                                                                                   |
| Class 7   | 3/2/16                                                                | • Fullan Leadership Theory  
• Collins Leadership Theory                                                                                   |                                                                                                           |
| Class 8   | 3/9/16                                                                | • Communication theory with multiple stakeholders                                                                 |                                                                                                           |
**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.


