

Course: EDUG 738 Evaluation of School Effectiveness Summer 2010

Dates ON Line Version Instructor: Dr. Virginia Savarese

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Course Description: Evaluating School Effectiveness.

Models, current practices, strategies, and a variety of data sources for determining school, personnel and program effectiveness. Involving constituencies and staff in assessing school effectiveness and accountability for helping students meet state standards; examination of self-study and accrediting agency school evaluation processes; authentic, integrated assessment including portfolio assessment, understanding and using standardized test results for continuously improving student learning. Course related leadership activities required.

Course Texts:

Owens, R.& Valesky, T. (2011) Organizational Behavior in Education: Leadership and School Reform (10 Edition), Allyn & Bacon Hardcover or E-copy acceptable

Common Core

<http://www.corestandards.org/>

New York State Learning Standards and Core Curriculum

http://www.p12.nysed.gov/ciai/common_core_standards/

<http://www.p12.nysed.gov/ciai/standards.html>

New York State Assessment Publications

<http://www.emsc.nysed.gov/osa/assesspubs/eliopubs.html>

Selected Readings from

Ainsworth L. & Veigut, D. (2006) Common formative assessments. Thousand Oaks, CA.
Corwin Press.

Fullan, M. (2001) Leading in a Culture of Change. San Francisco, CA. Jossey-Bass

Lambert, L. (2003) Leadership Capacity for Lasting School Improvement. Alexandria, VA.
Association for Supervision and Curriculum Development.

Marzano, R. (2006) Classroom assessment & Grading that work. Alexandria, VA Association for supervision and Curriculum development.

Marzano. R. & Kendall J. (2008) Designing & assessing educational objectives. Thousand Oaks, CA. Corwin Press.

O' Shea, M. (2005) From standards to success, A guide for School Leaders. Alexandria, VA: Association for Supervision and Curriculum development.

Reeves, D. (2009) Leading Change in Your School (How to conquer myths, Build commitment and Get Results). Alexandria, VA: Association for Supervision and Curriculum development.

Reeves, D. (2006) The Learning Leader (How to focus school improvement for better results) Alexandria, VA: Association for Supervision and Curriculum development

Schmoker, M. (2006) Results Now (How we can achieve unprecedented improvements in teachings and learning) Alexandria, VA: Association for Supervision and Curriculum development

Wiggins G. & McTighe J. (2005) Understanding by design. Alexandria, VA: Association for Supervision and Curriculum development

Professional Requirements Since this course will be conducted as an independent study with online participation, an agreed schedule of communication : phone, skype face to face, Wiki participation is required.

NYS Content areas treated in this strand: Participants in ALL courses in the School Building Leadership Program at Manhattan College will give evidence of having acquired, developed or enhanced the knowledge and skills to:

(a) Develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards

(b) Collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view and building understanding through direct and precise questioning

(c) communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement

(d) Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:

(2) instructional strategies and the integration of technology

(5) student support services, including the provision of services to students with disabilities (and students who are English language learners)

(8) student, family, and community relations;

(e) Effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;

(g) Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;

(k) Apply statutes and regulations as required by law, and implement school policies in accordance with law;

*(l) Maintain a personal **plan for self-improvement and continuous learning***

In addition, participants in any course in the Supervision strand will also give evidence of having developed, acquired, or enhanced the knowledge and skill to:

(d) Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:

(3) classroom organization and practices;

(4) assessment;

(10) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school's students;

(f) Establish accountability systems for achieving educational goals and objectives;

(h) Develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development

Student Learning Outcomes

Assessment

Outcome	Assessment
Participants will: A. Know and understand theories, principles and concepts • Program effectiveness	Selections and choices from reading, viewings and written submissions; log, blog, self-evaluation, study group assignments, learning exhibit

- Stakeholders involved in assessing school effectiveness
- Integrating an authentic assessment plan

B. be able to

- Assess the academic viability of a school
- Translate data into an educational plan
- Develop and evaluate integrated authentic assessment at the local level
- Create and use rubrics for the school assessment plan
- Create an assessment portfolio
- Integrate state assessment plans into an local authentic assessment plan

C. be challenged to

- The pursuit of mastery
- Think out of the box
- Think critically
- Be not afraid to experiment
- Apply learning to real life
- A collaborative learning environment
- Learn to share

1. Assignments
2. School assessments
3. School improvement plan/action research
4. Rubric creation
5. Collaborative learning assignment

Course Requirements

1. Attendance and punctuality

Students are expected to:

- Contribute to the group learning experience on the Wiki both in collaborative work usually posted on the front page and individual folders
- Contribute work to the Wiki on a consistent and somewhat daily basis from May 11 through June 22

2. Assignments are varied;

- Readings on-line and Links, and articles attached to the wiki
- Text reading assignments
- Reports, Research articles
- On-line discussions conducted through the comment section of the wiki
- Electronic learning journal kept on wiki
- Log kept on wiki as well as hard copy of your personal professional readings
- Project – strategic plan for an effective school
- It is strongly suggested that you first keep all documents and writings on your own computers in a word processing program, then upload to the wiki. This will provide you with a safe printable copy for future records.

3. Individual project

- Course portfolio of professional readings to be kept on wiki – One professional reading a week
- Prepare and share results in a collaborative learning style that respects everyone's opinions

4. Application to current position design a portfolio that supports a school improvement plan applicable to your specific situation.

5. Shared learning will be on-going through the wiki

- Contribute to group learning beyond the course requirements
- Presentation and exhibit of participant designed course project

1. Course Related Internship Activities

1. Log of Course Related Internship Activities (a specific page on the wiki in a table format) – The log is your record of time spent as you progress through this course.

The exercise has multiple:

- This is an opportunity to lead self by comparing time spent with time planned
 - It is evidence that the time you spend in learning outside of scheduled class time is substantial and worthy of graduate studies
 - It is an opportunity to examine the congruence between time spent and quality of output
2. Out of class learning activities can include, but are not limited to study group meetings, online activities related to course content; collaborative group activities, supervision development activities. These must be supervision leadership activities by which you:
 - lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions and validate improvements with regard to all aspects of the school, including but not limited to:
 - classroom organization and practices
 - assessment

- planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school students
- Establish accountability systems to achieve educational goals and objectives

1. Develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring and by providing staff with opportunities for continuous professional development.

The log is a chart and might look like the sample below or the chart given in the Internship Handbook.

Date	Activity	Relation To Course	Time

- ○ Evidence of Course Related learnings and results of Internship Activities (Portfolio)

2. **Case Studies (a page will be in your folder to provide the links to each of the 5 case studies)**

A school improvement plan must be supported by case studies that would validate and support the effectiveness of the plan. Each portfolio is to be comprised of no fewer than 5 case studies that would substantiate your assessment project.

3. **Assessment action Research Project Guidelines**

This will be a joint or singular portfolio project (dependent on disposition of students) w that will demonstrate the participant's ability to synthesize the learnings of this course and apply them to the participants current position. The project will be developed over the weeks of the course and will include a written, visual and oral presentation. The visual and oral presentations will be given at the final class session. The written presentation will be submitted electronically at least one week prior to the final session.

- Project Description – Participants will select one discipline of curriculum assessment (ELA, Mathematics, Science, etc.) in their current position that would lend itself to development of a school improvements plan. The instructor must approve the project.
- Written – The final written project will consist of no more four pages (excluding the cover page). The project will include the background information for the project, a summary of the data in a spreadsheet, the plan for improvement, the research that supports the plan and an evaluation for the plan.
- Oral – A ten minute oral presentation describing the project/portfolio will be given at the final class session.
- Visual Exhibit – A visual exhibit of the project/portfolio will be displayed at the final class session. The exhibit will include the collected data, the data analysis, the plan of improvement timeline, the research supporting the plan, and the evaluation for the plan
- Assessment of the project- A rubric scoring sheet will be designed by the participants in the course and will be used for the assessment of the project.

4. **Personal Learning Plan –**

E Journal

The journal includes your reflections on leadership activity that you conducted “back home” to apply your learnings in supervision leadership. The journal reflection must be submitted onto the Wiki by Thursday evening at 9pm. An outline format will be suggested.

Discussion Board

Discussion board question will be weekly on the front page of the wiki. These questions will be part of our class “study group” on-line. You are to read the question, give your response and respond to at 2 other colleagues comments.

5. **Evidence of Course Related leanings and results of Internship Activities** (Portfolio)

Copies of E-journal, logs, blogs, an al supervision leadership assignments and projects, as well as the personal learning plan become part of this portfolio.

Grading

Letter Grade	Equivalent Numerical	Interpretation	Total Points
A	97-100	Excellent outstanding	950-1000
A-	93-96		900-949
B+	88-92	Very good, highly credible performance	850-899
B	84-87		825-849
B-	80-83	Good, credible performance	800-824
C +	76-79	Passing but below the level expected of graduate students	750-799
C	72-75		725-749
C-	70-71		700-724
F	69 or less	Failure for not having substantially fulfilled the requirements of the course or withdrawing form the	699 or lower

		course with permission of the chairperson or program director	
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Course Calendar, Topics and Assignments

Session Date	Classroom Activities	Assignments
May 11	- NCLB - IDEA - Course Overview - Making an Effective - Plan for School Improvement	Learning log, portfolio Class discussion E-journaling Readings Assessment project Purpose statement Identification of topic and school related issue
	- What is Data - Objective - Subjective - Statistical - What does Data tell us - Data gathering and reporting	Learning log, portfolio Class discussion E-journaling

	• Benchmarks • Standardized testing • State Exams • Tracking data	Readings Assessment project Review the data
	• Determining and assessing outcomes • How will you know quality – indicators • Report Cards what do they tell and to whom • Using Rubrics	Learning log, portfolio Class discussion E-journaling Readings Assessment project Reviewing literature to support the plan
	• Designing assessments • Projects • Portfolios • Teacher-made tests • E projects • Self-Study – Middle States, Blue Ribbon Schools	Learning log, portfolio Class discussion E-journaling Readings Assessment project Action plan; intended outcome, timeline evaluation

	• Presenting data and plan to publics • Evaluating class project • Student Information Systems – conventional and E	Learning log, portfolio Class discussion E-journaling Readings Assessment project Three page proposal based on portfolio
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ISLLC Standards (Interstate School Leaders Licensure Consortium)

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge

The administrator has knowledge and understanding of

- learning goals in a pluralistic society,
- the principles of developing and implementing strategic plans,
- systems theory,
- information sources, data collection, and data analysis strategies,
- effective communication,
- effective consensus-building and negotiation skills.

Dispositions

The administrator believes in, values, and is committed to

- the educability of all,
- a school vision of high standards of learning,
- continuous school improvement,
- the inclusion of all members of the school community,
- ensuring that students have the knowledge, skills, and values needed to become successful adults,
- a willingness to continuously examine one's own assumptions, beliefs, and practices,
- doing the work required for high levels of personal and organization performance.

Performances

The administrator facilitates processes and engages in activities ensuring that

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members,
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities,
- the core beliefs of the school vision are modeled for all stakeholders, Chap
- the vision is developed with and among stakeholders,
- the contributions of school community members to the realization of the vision are recognized and celebrated,
- progress toward the vision and mission is communicated to all stakeholders,
- the school community is involved in school improvement efforts,
- the vision shapes the educational programs, plans, and actions,
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated,
- assessment data related to student learning are used to develop the school vision and goals,
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals,
- barriers to achieving the vision are identified, clarified, and addressed,
- needed resources are sought and obtained to support the implementation of the school mission and goals,
- existing resources are used in support of the school vision and goals,
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of

- student growth and development,
- applied learning theories,
- applied motivational theories,
- curriculum design, implementation, evaluation, and refinement,
- principles of effective instruction,
- measurement, evaluation, and assessment strategies,
- diversity and its meaning for educational programs,
- adult learning and professional development models,
- the change process for systems, organizations, and individuals,
- the role of technology in promoting student learning and professional growth,
- school cultures.

Dispositions

The administrator believes in, values, and is committed to

- student learning as the fundamental purpose of schooling,
- the proposition that all students can learn,
- the variety of ways in which students can learn,
- life long learning for self and others,
- professional development as an integral part of school improvement,
- the benefits that diversity brings to the school community,
- a safe and supportive learning environment,
- preparing students to be contributing members of society.

Performances

The administrator facilitates processes and engages in activities ensuring that

- all individuals are treated with fairness, dignity, and respect,
- professional development promotes a focus on student learning consistent with the school vision and goals,
- students and staff feel valued and important,
- the responsibilities and contributions of each individual are acknowledged,
- barriers to student learning are identified, clarified, and addressed,
- diversity is considered in developing learning experiences,
- life-long learning is encouraged and modeled,
- there is a culture of high expectations for self, student, and staff performance,
- technologies are used in teaching and learning,
- student and staff accomplishments are recognized and celebrated,
- multiple opportunities to learn are available to all students,
- the school is organized and aligned for success,
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined,
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis,
- a variety of sources of information is used to make decisions,
- student learning is assessed using a variety of techniques,
- multiple sources of information regarding performance are used by staff and students,
- a variety of supervisory and evaluation models is employed,
- pupil personnel programs are developed to meet the needs of students and their families.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administrator has knowledge and understanding of

- theories and models of organizations and the principles of organizational development,
- operational procedures at the school and district level,
- principles and issues relating to school safety and security,
- human resources management and development,
- principles and issues relating to fiscal operations of school management,
- principles and issues relating to school facilities and use of space,
- legal issues impacting school operations,
- current technologies that support management functions.

Dispositions

The administrator believes in, values, and is committed to

- making management decisions to enhance learning and teaching,
- taking risks to improve schools,
- trusting people and their judgments,
- accepting responsibility,
- high-quality standards, expectations, and performances,
- involving stakeholders in management processes,
- a safe environment.

Performances

The administrator facilitates processes and engages in activities ensuring that

- knowledge of learning, teaching, and student development is used to inform management decisions,
- operational procedures are designed and managed to maximize opportunities for successful learning,
- emerging trends are recognized, studied, and applied as appropriate,
- operational plans and procedures to achieve the vision and goals of the school are in place,
- collective bargaining and other contractual agreements related to the school are effectively managed,
- the school plant, equipment, and support systems operate safely, efficiently, and effectively,
- time is managed to maximize attainment of organizational goals,
- potential problems and opportunities are identified,
- problems are confronted and resolved in a timely manner,
- financial, human, and material resources are aligned to the goals of schools,
- the school acts entrepreneurially to support continuous improvement,
- organizational systems are regularly monitored and modified as needed,
- stakeholders are involved in decisions affecting schools,
- responsibility is shared to maximize ownership and accountability,
- effective problem-framing and problem-solving skills are used,
- effective conflict resolution skills are used,

- effective group-process and consensus-building skills are used,
- effective communication skills are used,
- a safe, clean, and aesthetically pleasing school environment is created and maintained,
- human resource functions support the attainment of school goals,
- confidentiality and privacy of school records are maintained.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

The administrator has knowledge and understanding of

- emerging issues and trends that potentially impact the school community,
- the conditions and dynamics of the diverse school community,
- community resources,
- community relations and marketing strategies and processes,
- successful models of school, family, business, community, government and higher education partnerships.

Dispositions

The administrator believes in, values, and is committed to

- schools operating as an integral part of the larger community,
- collaboration and communication with families,
- involvement of families and other stakeholders in school decision-making processes,
- the proposition that diversity enriches the school
- families as partners in the education of their children,
- the proposition that families have the best interests of their children in mind,
- resources of the family and community needing to be brought to bear on the education of students,
- an informed public.

Performances

The administrator facilitates processes and engages in activities ensuring that

- high visibility, active involvement, and communication with the larger community are priorities,
- relationships with community leaders are identified and nurtured,
- information about family and community concerns, expectations, and needs is used regularly,
- there is outreach to different business, religious, political, and service agencies and organizations,
- credence is given to individuals and groups whose values and opinions may conflict,
- the school and community serve one another as resources,

- available community resources are secured to help the school solve problems and achieve goals,
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals,
- community youth family services are integrated with school programs,
- community stakeholders are treated equitably,
- diversity is recognized and valued,
- effective media relations are developed and maintained,
- a comprehensive program of community relations is established,
- public resources and funds are used appropriately and wisely,
- community collaboration is modeled for staff,
- opportunities for staff to develop collaborative skills are provided.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of

- the purpose of education and the role of leadership in modern society,
- various ethical frameworks and perspectives on ethics,
- the values of the diverse school community,
- professional codes of ethics,
- the philosophy and history of education.

Dispositions

The administrator believes in, values, and is committed to

- the ideal of the common good,
- the principles in the Bill of Rights,
- the right of every student to a free, quality education,
- bringing ethical principles to the decision-making process,
- subordinating one's own interest to the good of the school community,
- accepting the consequences for upholding one's principles and actions,
- using the influence of one's office constructively and productively in the service of all students and their families,
- development of a caring school community.

Performances

The administrator

- examines personal and professional values,
- demonstrates a personal and professional code of ethics,

- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance,
- serves as a role model,
- accepts responsibility for school operations,
- considers the impact of one's administrative practices on others,
- uses the influence of the office to enhance the educational program rather than for personal gain,
- treats people fairly, equitably, and with dignity and respect,
- protects the rights and confidentiality of students and staff,
- demonstrates appreciation for and sensitivity to the diversity in the school community,
- recognizes and respects the legitimate authority of others,
- examines and considers the prevailing values of the diverse school community,
- expects that others in the school community will demonstrate integrity and exercise ethical behavior,
- opens the school to public scrutiny,
- fulfills legal and contractual obligations,
- applies laws and procedures fairly, wisely, and considerately.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of

- principles of representative governance that undergird the system of American schools,
- the role of public education in developing and renewing a democratic society and an economically productive nation,
- the law as related to education and schooling,
- the political, social, cultural and economic systems and processes that impact schools,
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling,
- global issues and forces affecting teaching and learning,
- the dynamics of policy development and advocacy under our democratic political system,
- the importance of diversity and equity in a democratic society.

Dispositions

The administrator believes in, values, and is committed to

- education as a key to opportunity and social mobility,
- recognizing a variety of ideas, values, and cultures,
- importance of a continuing dialogue with other decision makers affecting education,
- actively participating in the political and policy-making context in the service of education,

- using legal systems to protect student rights and improve student opportunities.

Performances

The administrator facilitates processes and engages in activities ensuring that

- the environment in which schools operate is influenced on behalf of students and their families,
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate,
- there is ongoing dialogue with representatives of diverse community groups,
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities,
- public policy is shaped to provide quality education for students.

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Gregory & Kuzmich. (2004). *Data driven differentiation in the standards-based classroom*. Thousand Oaks, CA. Crowin Press.

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Revees, D. (2002). *The daily disciplines of leadership; How it improve student achievement, staff motivation and personal organization*. San Francisco, CA. Jossey-Bass.

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ISLLC 2008: Websites to Promote Standards-Based Principal Preparation

Module by: Barbara A. Klocko, Betty Kirby. E-mail the authors

Summary: The authors present a comprehensive and accessible list of websites useful to both education leadership faculty and graduate students who are either practicing school leaders or aspiring to the

principalship. The websites are based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards developed by the Council of Chief State School Officers (CCSSO) in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership. The Interstate School Leaders Licensure Consortium (ISLLC) Standards have been developed to promote excellence in the professional preparation of future school administrators to achieve the mission of increased student achievement and to help strengthen preparation programs in school leadership (Council of Chief State School Officers, 2008). In addition, the standards promote the training of visionary leaders who are able to implement a school improvement plan that is shared and supported by all school stakeholders. With the increasing pressure of program accountability, the ISLLC standards provide leadership preparation programs a solid framework for developing, sustaining, and assessing coursework. The following websites have been selected to provide resources for graduate students and practitioners who are developing mastery of the specific ISLLC 2008 standards (Council of Chief State School Officers, 2008). Earlier versions of supporting websites were based on the previous, longer version of ISLLC standards (Follo & Lonze, 2004). In a more recent revision by Follo and Klocko (2009), many of the websites published are no longer available due to the nature of Internet publication. In order to better serve those engaged in professional preparation programs, we have carefully edited this listing of supporting websites and aligned them with corresponding ISLLC standards. All websites included in this comprehensive list were accessed in September, 2010. In addition, the websites are briefly annotated to facilitate making quick, easy selections and connections to the resources.



Note:

This manuscript has been peer-reviewed, accepted, and endorsed by the National Council of Professors of Educational Administration (NCPEA) as a significant contribution to the scholarship and practice of education administration. In addition to publication in the Connexions Content Commons, this module is published in the International Journal of Educational Leadership Preparation, Volume 5, Number 4 (October - December, 2010), ISSN 2155-9635. Formatted and edited in Connexions by Theodore Creighton and Brad Bizzell, Virginia Tech.

Introduction

General information about ISLLC standards and administrative issues is available at these sites:

http://www.cep-dc.org/	Center on Education Policy-National independent advocate for public education and more effective public schools
http://www.ccsso.org/	Council of Chief State School Officers-ISLLC 2008 standards for educational leadership policy

www.learningpt.org	Learning Point, formerly NCREL-School improvement, teacher quality, data for school improvement primer, technology literacy, research and professional development
www.mcrel.org	Mid-continent Research for Education and Learning-Resource center offering practical, research-based solutions and resources
www.npbea.org/projects.php	National Policy Board of Educational AdministrationDescriptions of major projects involving policy standards.
www.pta.org	PTA-Parent involvement strategies and resources
http://www.publiceducation.org	Public Education Network-Resources and strategies for engaging the public in public education
http://www.sedl.org	SEDL-Private, non-profit, research, development and dissemination institute dedicated to improving teaching and learning.
http://www2.ed.gov/admins/lead/account/saa.html	US Department of Education-LEAD & MANAGE MY SCHOOL-Standards and Assessment Group and Accountability Group
Table 1: General Information	

Standard 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.

A. Collaboratively develop and implement a shared vision and mission

www.managementhelp.org/fp_progs/sp_mod/str_plan.htm	Instructions, materials, key points, resources for developing a strategic
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	plan
www.gse.harvard.edu/hfrp/pubs/onlinepubs/rrb/strategic.html	Strategic Planning Process: Steps in Developing a strategic plan.
http://www.centerforschoolchange.org/mn-charter-school-handbook/vision-and-mission.html	Minnesota Charter School Handbook-Vision and Mission
http://www.naesp.org/sites/default/files/resources/1/V2021%20Strategic%20Framework.pdf	Vision 2021: NAESP Strategic Framework
Table 2: Websites for Standard 1, Function 1	

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

www.ncrel.org/datause/	Data use: School Improvement through Data Driven Decision Making
www.mcrel.org/toolkit/systems/index.asp	Asking the Right Questions: A School Change Toolkit
http://3d2know.cosn.org/best_practices.html	Best practice case studies

	from school districts regarding data-driven decision making.
http://www.nccicu.org/files/MethodologiestoMeasureOrganizationalEffectivenessNCCIMaster51008.pdf	Methodologies to Measure Organizational Effectiveness
Table 3: Standard 1, Function 2	

C. Create and implement plans to achieve goals

www.edplan.cps.k12.il.us/strategies_5.html	Chicago Public Schools Education Plan: Strategies
http://www.nsba.org/sbot/toolkit/spt.html	Strategic Planning Tools Modules
http://www.nais.org/About/article.cfm?ItemNumber=144807&sn.ItemNumber=4181&tn.ItemNumber=142453	Good to Great: Eight Strategic Planning Steps to Making Sense of the Future
www.planware.org/strategicplan.htm	Developing a Strategic Plan—The Community Tool Box
Table 4: Standard 1, Function 3	

D. Promote continuous and sustainable improvement

http://www1.umn.edu/osci/	University of Minnesota Office of Service and Continuous Improvement
http://www.centerforcsri.org/	Center for Comprehensive School Reform; research-based school improvement strategies and assistance;
http://www.ncrel.org/sdrs/	Pathways to School Improvement-North

	Central Regional Educational Laboratory
http://www.dpi.state.wi.us/sig/improvement/index.html	Wisconsin Information Network for Successful Schools Tools for Continuous School Improvement
Table 5: Standard 1, Function 4	

E. Monitor and evaluate progress and revise plans

http://www.oie.eku.edu/SPManual/strategicplanning/	Strategic Planning Manual
http://www.academicleadership.org/emprical_research/Leadership_through_Collaborative_Strategic_Planning_One_School_s_Journey.shtml	Leadership through Collaborative Strategic Planning: One School's Journey
http://www.mcrel.org/success-in-sight/	Success in Sight® School Improvement from the Inside Out
http://www.rurdev.usda.gov/rbs/ezec/Pubs/usebmks.pdf	Using Benchmarks to Monitor Community Progress (ppt)
Table 6: Standard 1, Function 5	

Standard 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.

Nurture and sustain a culture of collaboration, trust, learning, and high expectations

http://dww.ed.gov	U.S. Dept of Education-Doing What Works Library of resources for effective teaching practices
http://www.learningforward.org/stateproflearning.cfm	Status of Professional Learning Research Study

http://www.ascd.org/research-a-topic/School-Culture-Climate.aspx	School Culture and Climate Resources from ASCD website
http://mxtsch.people.wm.edu/Scholarship/JEA_CollaborationandNeedforTrust.pdf	Collaboration and the need for trust
Table 7: Standard 2, Function 1	

Create a comprehensive, rigorous, and coherent curricular program

http://www.ncate.org/public/standards.asp	NCATE –National Council for Accreditation of Teacher Education
www.mcrel.org/standards-benchmarks/	Compilation of K-12 Curriculum Content Standards
http://www.ascd.org/public-policy/common-core-standards.aspx	ASCD-Common Core Standards Adoption by State
http://www.learningforward.org/index.cfm	National Staff Development Council-Resources on Standards, Curriculum Development and Professional Learning
Table 8: Standard 2, Function 2	

Create a personalized and motivating learning environment for students

http://academics.rmu.edu/~tomei/ed711psy/1Ingtheo.htm	Learning Theories—A Primer Exercise
http://www.towson.edu/adminfinance/ots/ciat/CIATInstructional.asp	Learning Theory
www.cat.ilstu.edu/additional/tips/astin.php	Astin's Theory of Student Involvement
http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html	Motivation to Learn: An Overview
Table 9: Standard 2, Function 3	

Supervise instruction

http://www.mcrel.org/keystolearning/	Keys to Learning
http://www.stanswartz.com/adminbook/chap3.htm	Overview of effective supervision of instruction
http://findarticles.com/p/articles/mi_m0JSD/is_11_51/ai_77196962/	A Vision for Instructional Supervision: Mission Impossible?
http://www.tqsource.org/	National Comprehensive Center for Teacher Quality
Table 10: Standard 2, Function 4	

Develop assessment and accountability systems to monitor student progress

www.sedl.org/pubs/catalog/items/pol17exec.html	Theories of Change: Making Programs Accountable and Making Sense of Program Accountability
www.louisville.edu/journal/workplace/issue5p2/singerpezzone.html	Education for Social Change: From Theory to Practice
www.aare.edu.au/02pap/iza02378.htm	Using assessment strategies to inform student learning
http://iris.peabody.vanderbilt.edu/esp/chalcycle.htm	Effective School Practices Module: Promoting collaboration and monitoring students' academic achievement
Table 11: Standard 2, Function 5	

Develop the instructional and leadership capacity of staff

www.brookes.ac.uk/services/ocslid/isl/	Improving Student Learning Symposium
www.leadershipteacher.org/	Leadership Teacher
www.teacherleaders.org	Teacher Leaders Network-Center for Teaching Quality

www.iel.org/resources.html#tools	Institute for Educational Leadership- Leadership Competencies Framework
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Table 12: Standard 2, Function 6

Maximize time spent on quality instruction

http://www.aea1.k12.ia.us/docs/gettinger.pdf	Best practices in increasing academic learning time
http://www.reading.org/downloads/resources/MEMC_070620.pdf	Making Every Moment Count: Maximizing Quality Instructional Time
http://www.wilder.org/download.0.html?report=1527	Lessons Learned about Effective School Management Strategies
http://www.wested.org/cs/we/print/docs/we/timeandlearning/implications.html	WestEd-Improving Student Achievement by Extending School: Is It Just a Matter of Time?

Table 13: Standard 2, Function 7

Promote the use of the most effective and appropriate technologies to support teaching and learning

www.pattan.k12.pa.us/Instruction/default.htm	Ten Principles of effective teaching
http://www.pattan.k12.pa.us/teachlead/EffectiveInstructionToolKitSearch.aspx	Effective Instructional Strategies Search Tool
www.tltgroup.org/programs/seven.html	Implementing the Seven Principles of Instruction: Technology as Lever

www.sedl.org/pubs/tec26/flash.html Table 14: Standard 2, Function 8	Connecting Student Learning and Technology
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Monitor and evaluate the impact of the instructional program

http://www.pattan.k12.pa.us/teachlead/CenterforData-DrivenReforminEducation(CDDRE).aspx	Center for Data Driven Reform in Education
www.joe.org/joe/1994october/iw4.html	Journal of Extension-Evaluating Curriculum
http://www.discover.tased.edu.au/sose/assstrat.htm	Assessment Strategies
http://www.aare.edu.au/02pap/iza02378.htm Table 15: Standard 2, Function 9	Using Assessment Strategies to Inform Student Learning

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Monitor and evaluate the management and operational systems

http://www.window.state.tx.us/tspr/christoval/ch04b.htm	Review of a school district's operational features
http://www.hr.com/	Numerous resources and links regarding all aspects of human resources management.
http://www.organizedchange.com/	Organized Change Consultancy
http://margaretwheatley.com/articles/life.html Table 16: Standard 3, Function 1	Margaret J. Wheatley-Bringing Life to Organizational Change

Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

http://3d2know.cosn.org/	Data-Driven Decision Making
http://www.rtec.org/	Technology in Education Resource Center
http://www.cosn.org/	COSN: Advancing K-12 Technology Leadership
http://www.portical.org/	Technology Information Center for Administrative Leadership
Table 17: Standard 3, Function 2	

Promote and protect the welfare and safety of students and staff

http://www.keepschoolssafe.org/	School safety, security and violence prevention resource
http://www.schoolsecurity.org/1_new/topic_sections/hot_topics.html	National School Safety and Security Services-School Safety Hot Topics
http://www.cpsc.gov/cpscpub/pubs/america.html	US Consumer Product Safety Commission-America Goes Back to School Program
http://www.aasa.org/healthyschoolenvironments.aspx	AASA-Healthy School Environments
Table 18: Standard 3, Function 3	

Develop the capacity for distributed leadership

http://www.bls.gov/oco/ocos021.htm	Human Resources, Training, and Labor Relations Managers and Specialists
http://www.uknow.gse.harvard.edu/leadership/leadership002a.html	A New View: Distributed Leadership. An analytical frame to understand school

	leadership activity.
http://www.sde.ct.gov/sde/cwp/view.asp?a=2652&q=320402&pp=12&n=1	State of Connecticut Distributive Leadership Initiative
http://www.distributedleadership.org/DLS/Home.html	Northwestern University – The Distributed Leadership Study

Table 19: Standard 3, Function 4

Ensure teacher and organizational time is focused to support quality instruction and student learning

http://www.cep-dc.org/	Center on Education Policy provides resources for creating more effective public schools.
http://www.mass2020.org/Bibliography%20(Full).pdf	Time and Learning Bibliography
http://www.centerforpubliceducation.org/site/c.kjJXJ5MPIwE/b.2087069/k.B37B/QA_What_do_we_know_about_time_instruction_and_student_learning.htm	What do we know about time, instruction and student learning?
http://www.rand.org/pubs/research_briefs/RB9142/index1.html	Advancing Systemwide Instructional Reform-Lessons from Three Urban Districts Partnered with the Institute for Learning

Table 20: Standard 3, Function 5

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Collect and analyze data and information pertinent to the educational environment

http://www.aasa.org/	Current issues and commentary from the American Association of School Administrators
http://www.naesp.org/advocacy-updates	NAESP Advocacy News
http://www.edst.purdue.edu/mcinerney/main/scanning.htm	Links for Environmental Scanning
http://www.publicagenda.org/educators	Public Agenda for Educators
Table 21: Standard 4, Function 1	

Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

http://www.nameorg.org/	National Association for Multicultural Education—news and links to services and resources
http://www.sedl.org/learning/	Modules for community and family involvement with schools.
http://www.thepraxisproject.org/	The Praxis Project
http://www.dcrs.ca/index.php?section=home&page=home	DIVERSEcity Community Resources Society
Table 22: Standard 4, Function 2	

Build and sustain positive relationships with families and caregivers

http://www.pta.org/	National Parent Teacher Association—school and community resources
http://www.nationalpirc.org/	Effective practices regarding parent training and parent involvement.
http://www.ncpie.org/	National Coalition for Parent Involvement in Education

http://www.pta.org/family_school_partnerships.asp	PTA-Family/School Partnerships
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Table 23: Standard 4, Function 3

Build and sustain productive relationships with community partners

http://www.idealists.org/if/idealists/en/FAQ/QuestionViewer/default?section=07&item=01	Non-Profit Marketing overview
http://www.principals.org/KnowledgeCenter/HotTopics/CommunityPartnerships.aspx	NASSP- Community Partnerships
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa400.htm	NCREL-Critical Issue: Constructing School Partnerships with Families and Community Groups
http://www.cesdp.nmhu.edu/toolkit/index.html	Working Together: School-Family-Community PartnershipsA Toolkit for New Mexico School Communities

Table 24: Standard 4, Function 4

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Ensure a system of accountability for every student's academic and social success

http://www.asbj.com/	American School Board Journal
http://www.ed.gov/nclb/landing.jhtml	US Department of Education-Promoting educational excellence for all Americans
http://www.nsba.org/site/page_nestedcats.asp?TRACKID=&CID=60&DID=192	National School Boards Association-School

	Governance
http://www.aft.org/issues/highered/accountability.cfm	AFT-Accountability and Student Success
Table 25: Standard 5, Function 1	

Model principles of self-awareness, reflective practice, transparency, and ethical behavior

http://www.bu.edu/wcp/MainEduc.htm	Papers on the philosophy of education
http://www.edethics.org/	American Society for Ethics in Education
http://www.uvsc.edu/ethics/curriculum/education/	Case studies—Center for the Study of Ethics
http://www.nea.org/aboutnea/code.html?origref=&alias=http://www.nea.org/code.html	Code of ethics of the education profession
Table 26: Standard 5, Function 2	

Safeguard the values of democracy, equity, and diversity

http://crede.berkeley.edu/	Center for Research on Education, Diversity & Excellence
http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/sepbutequal.htm	Exploring Constitutional Conflicts
http://www.eeoc.gov/	U.S. Equal Employment Opportunity Commission-Equal opportunity resources/issues
www.embracediverseschools.com	Strengthening our diverse multicultural schools and

	communities
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Table 27: Standard 5, Function 3

Consider and evaluate the potential moral and legal consequences of decision-making

http://www.abanet.org/publiced/youth/home.html	American Bar Association-Division for Public Education
http://www.schoollaw.com/html/links.php3	School Law Essential Links
http://education.stateuniversity.com/pages/2391/School-Boards.html	School Boards-Decision-making and legal basis for local school board powers
http://www.scu.edu/ethics/publications/iie/v7n1/thinking.html	Thinking Ethically: A Framework for Moral Decision Making

Table 28: Standard 5, Function 4

Promote social justice and ensure that individual student needs inform all aspects of schooling

http://www.hbs.edu/pelp/	Public Education Leadership Project—Harvard Graduate School of Education
http://www.legislature.mi.gov/(S(v4atoh454jvpy2uxjfqaq45))/mileg.aspx?page=home	Michigan Legislature website--Bills and Laws search
http://www.supremecourtus.gov/	Comprehensive source for Supreme Court cases, opinions, etc.

http://www.tolerance.org/teach/index.jsp	Teaching resources to fight hate and promote tolerance from the Southern Poverty Law Center
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Table 29: Standard 5, Function 5

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Advocate for children, families, and caregivers

http://www.nationalpirc.org/resources/research-resources.html	Research and resources in family involvement
http://www.sedl.org/connections/resources/bibsearch.html	The Connection Collection: School-Family-Community Publications Database
http://www.americaspromise.org/Resources/Research-and-Reports.aspx	America's Promise Alliance-Research and Report
http://www.voices.org/about/	Voices for America's Children

Table 30: Standard 6, Function 1

Act to influence local, district, state, and national decisions affecting student learning

http://www.capwiz.com/unitedway/home/	Links to elected officials, legislation and media contacts
http://www.coalition4publicschools.org/	Coalition for Public Schools
http://www.ed.gov/	Resources from the U.S. Department of Education
http://www.soundout.org/howdecisions.html	Soundout—promoting student voice in school-Who

Table 31: Standard 6, Function 2	Makes Decisions in Schools?
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Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

http://www.law.cornell.edu/wex/index.php/Education	Multiple resources on educational law
http://www.uknow.gse.harvard.edu/decisions/index.html	Methods for designing, gathering and applying data to inform decision making.
http://www.mcrel.org/futureofschooling/Home/tabid/2427/Default.aspx	The Future of Education: A Structured Response to Uncertainty
http://www.whiteboardadvisors.com/insider-insight	Whiteboard Advisors-The Insider View of Education Reform
Table 32: Standard 6, Function 3	