GEORGE MASON UNIVERSITY
College of Education & Human Development
Graduate School of Education

EDLE 616.DL1 Curriculum Development & Evaluation
Fall, 2020 [3 credit hours]

Instructor
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Skype Name: edle.program

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Prerequisites: EDLE 620, EDLE 690, and EDLE 791

Course Description: In three Units [micro, micro-macro, and macro] EDLE 616 examines relationship of written, taught, and tested curriculum; understands and can demonstrate the capacity to design, implement & evaluate high quality curricula that supports instructional improvement, equity, student learning and instructional leadership; and develops and evaluates curricula that promote reflection, digital literacy, and data literacy.

Program Vision: The Education Leadership Program is devoted to improving the quality of pre-K through 12 education through teaching, research and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

Course Information

Class Location: Blackboard

Class Dates: Spring 2020 Cohort [O/L], August 24th through December 16th.

Course Delivery Method

This course will be delivered online (100%) using an **asynchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on or about August 22nd.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Video/Screencasting Tools: You may use Kaltura, Jing, to record your videos and Discussion Board assignments.

Group Work: You may use Google Docs or Wikis to collaborate with colleagues on group assignments.   Discussion Board group activities will be pre-assigned on Blackboard.

Bb Collaborate/Zoom: You may communicate also with colleagues using these platforms. Zoom is also an option for Office Hours.

Email: All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.

Expectations

•   **Course Week:**

Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Mondays, and finish on Fridays. [Fall and Thanksgiving holidays will be observed]**.

•   **Log-in Frequency:**

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least daily [or several times per week].

•   **Participation:**

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments,

and participating in course discussions and group interactions.

- **Technical Competence**:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:**

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:**

Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or Skype. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes:

Students who successfully complete the requirements for EDLE 616 will be able to:

[i] demonstrate an in-depth knowledge of curriculum design, development and evaluation and connect all parts to ELCC standards in the design [and presentation] of a mini curriculum framework

[ii] demonstrate the ability to analyze school demographic and assessment data and use the same to create a professional development plan [PDP] to improve student performance in <u>two</u> critical areas

[iii] identify an emerging/controversial issue in curriculum development/evaluation and create a plan to serve as a guide for educators to fully understand it [the plan should connect best thinking/practices on the issue to 2 or 3 essential questions]

[iv] investigate the components of a well-formed BOE policy on curriculum development/evaluation and apply that knowledge to *solve* a problem either at a specific grade level or content area.

<u>Course Objectives:</u>

1. Understand the myriad influences on the Field of Curriculum, Development, Design & Evaluation.

2. Investigate frameworks—Understanding by Design, Curriculum Mapping—that efficiently connect Curriculum Standards to Programs of Study.

3. Analyze Curriculum Leadership practices in the areas of Evaluation, Professional Development, Alignment and Standards-based practices.

<u>Relationships to Program Goals and Professional Organizations</u>:

The importance of strengthening and guiding instruction in educational settings is a leadership theme of academic and professional organizations alike. The purpose of the course is to strengthen the knowledge, skills and dispositions of EDLE candidates as instructional leaders and managers. The course provides models for (1) designing and managing curriculum; (2) relating to school board policy, professional development, and budget to effective instructional leadership; (3) constructing effective teacher-friendly curriculum guides; and (4) collecting and using demographic data to create a plan for improved student performance.

This course meets applicable competencies, standards, and guidelines set forth by the Virginia Department of Education (VA DOE), Interstate School Leaders Licensure Consortium (ISSLC), National Council for Accreditation of Teacher Education (NCATE), and Educational Leadership Constituent Council (ELCC), as shown below.

VA DOE Competencies (a 1,3,4,5 and 6; c1; e1; f 4,5}

NCATE Guidelines (Strategic Leadership: 1.3, 1.6, 2.4; Instructional Leadership: 3.3, 3.4, 3.5, 3.6. 3.9; Organizational Leadership: 9.1)

NELP Standards [2020]: Strategic Leadership (1.2), Equity, Cultural Responsiveness(3.1, 3.2), High Quality Curricula, PD, Data Literacy(4.2, 4.3)

Required Textbook[s]:

[Required]: Lalor, Angela di Michelle [2017]. *Ensuring High Quality Curriculum [How to Design, Revise or Adopt Curriculum Aligned to Student Success.* Alexandria, VA: ASCD.

[**Recommended & optional**]: Mooney Nancy J., & Mausbach, Ann T. [2008]. *Align the Design: A Blueprint for School Improvement.* Alexandria, VA.: ASCD.

[Reference text]: American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington DC: American Psychological Association.

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Course Submission Policies and Evaluation Criteria

1. Major Assignments [3] are due by 11:59 p.m. on the dates listed on the syllabus, electronically via Blackboard. 2. Minor assignments are due on or before the Friday of the week assigned.
    Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines. **Late penalties may be assessed for persistently late work.**

TK20 Performance-Based Assessment Submission Requirement
Every student registered for any Education Leadership course with a required performance-based assessment is required to submit these assessments in edle 616—[i] **Design for Curriculum Framework, and [ii] Demographic Analysis & Assessment Data**, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading

Students can earn a total of 400 points in this course. Graded assignments account for 65% (260 points) of the overall grade, while online course participation accounts for 35% (140 points).

Participation Requirements **(35% or 140 points of total grade)**

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, **participation**

points are given by unit, rather than per learning activity. Participation points are divided into two parts:
[i] Reflections [Journals]—individual submissions [10]
[ii] Discussion Boards [5]: [i] Other than the introductory short video, most Discussion Board activities require **group responses**; [ii] Journals are **individual submissions.**

Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

Introduction [10 points]
- Video Post [Lesson 1]- [10 points]

Unit 1 [52 points]

a. Journal Reflections [4] -[28points]
b. Discussion Boards [2] - [30 points]

Unit 2 [26 points]
c. Journal Reflections [2] - [14 points]
d. Discussion Boards [1]- [15 points]

Unit 3 [52 points]
e. Journal Reflections [4] – [28 points]
f. Discussion Boards [1]- [15 points]

Grading Scale
A+   400+ points
A   375 – 400
A-   350 – 374
B+   335 --- 349
B   315 --- 334
B-   300 --- 314
C   275 --- 299
F   Below 275 points

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Note: Please refer to the Weekly Schedule on Blackboard for the most up---to---date version of the Course Schedule—including reading and viewing assignments, etc.

DATE/WEEK	UNIT	LESSON [s]	ACTIVITIES/READINGS [principal]/ ASSIGNMENTS
Week 1 [Aug 24 – Aug 28]	0/1	Orientation Introduction to Unit 1 [Micro] Lesson 1: Course in Miniature	**See Units on Blackboard**
Week 2 [Aug 31 – Sept 4]	1	Lesson 2: The Taught & Hidden Curriculum	
Week 3 [Sept 8 – Sept 11]	1	Lesson 3: The Written Curriculum	
Week 4 [Sept 14 – Sept 18]	1	Lesson 4: The Tested Curriculum	**ASSIGNMENT #1 due: Sept 18th**
Week 5 [Sept 21 – Sept 25]	1	Lesson 5: Conceptual Frameworks [Understanding by Design & Curriculum Mapping]	
Week 6 [Sept 28 – Oct 2]	2	Lesson 6: Introduction to Unit 2 [Micro-Macro]	
Week 7 [Oct 5 – Oct 9]	2	Lesson 7: Curriculum Evaluation	
[Oct 12 – Oct 16]		Fall Break	
Week 8 [Oct 19 – Oct 23]	2	Lesson 8: Curriculum Alignment	**ASSIGNMENT #2 due : Oct 23rd**
Week 9 [Oct 26 – Oct 30	2	Lesson 9: Curriculum Development & Professional Development	

Week 10 [Nov 2 – Nov 6]	3	Lesson 10: Introduction to Unit 3 [Macro] Lesson 11: Histories of Curriculum	
Week 11 [Nov 9 – Nov 13]	3	Lesson 11: Philosophies of Curriculum	
Week 12 [Nov 16 – Nov 20]	3	Lesson 12: Sociology of Curriculum	
[Nov 23 – Nov 27]		Thanksgiving Break	
Week 13 [Nov 30 – Dec 4]	3	Lesson 13: Politics of Curriculum	
Week 14 [Dec 7 – Dec 11]	3	Course Themes & Wrap-up	**ASSIGNMENT #3 due : Dec 11**

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

1. GMU Policies and Resources for students

   Policies
a.   Students must adhere to the guidelines of the Mason Honor Code (see **https://catalog.gmu.edu/policies/honor-code-system/**).
b.   Students must follow the university policy for Responsible Use of Computing (see **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).
c.   Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
d.   Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at

the time the written letter from Disability Services is received by the instructor (see
http://ods.gmu.edu/).
e.   Students must follow the university policy stating that all sound emitting devices
shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to
  tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns
  regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- . For information on student support resources on campus, see
  https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

**Notice of mandatory reporting of sexual assault, interpersonal violence, and
stalking:**
As a faculty member, I am designated as a "Responsible Employee," and must
report all disclosures of sexual assault, interpersonal violence, and stalking to
Mason's Title IX Coordinator per University Policy 1202. If you wish to speak
with someone confidentially, please contact one of Mason's confidential
resources, such as Student Support and Advocacy Center (SSAC) at 703-380-
1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You
may also seek assistance from Mason's Title IX Coordinator by calling 703-993-
8730, or emailing titleix@gmu.edu.

**For additional information on the College of Education and Human Development,
please visit our website** https://cehd.gmu.edu/.

COURSE ASSIGNMENTS [3]

The three graded assignments required for this course are as follows:

1. **School Board Policy versus SchoolHouse Practice [50 points]**

   **Identify critical school board policy for curriculum development and evaluation
   [Individual Assignment]**

Purpose:

As educators, it is important that we have a clear understanding of the educational policies developed by our school boards, and our responsibility as educational leaders to implement them. This assignment will challenge your ability to investigate a particular policy adopted by a chosen school board and examine its impact on student learning and existing improvement processes.

Assignment:

Prepare at minimum a 6 to 8 page, double spaced *essay* that investigates one chosen school board policy and analyze its components in relation to the needs of a [i] specific grade level or [ii] content area. Candidates will conduct interviews with administrators and/or multiple stakeholders in order to gain detailed knowledge of the policy and its impact at the local school level.

School Board Policy Assessment Rubric [Assignment #1]
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[Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. [NELP : 1.2; ELCC: 6.3]

Criteria	Exceeds Expectations *90 to 100%*	Meets Expectations *80 to 89%*	Approaching Expectations *70 to 79%*	Falls Below Expectations *0 to 69%*
Includes a statement that relates to area of study [weighting 15%]	The statement is clear with adequate reference to the needs of student learners.	The statement is clear with adequate reference to learners.	The statement is vague or rambling with some reference to student learning.	No statement is included.
Connections made from School Board Policy to grade level and/or content area [weighting 45%]	Connections from School Board Policy to grade level and/or content area in existing improvement processes are clearly and concisely	Connections from School Board Policy to grade level and/or content area listed.	Connections from School Board Policy to grade level and/or content area are vaguely suggested	No connections are made.

	explained.			
Candidates conduct interviews with an Administration or [b] Stakeholders regarding selected policy [weighting 35%]	The impact of the School Board Policy is clearly and concisely presented from multiple interviews [a and b].	The impact of the School Board Policy is presented from either interview [a] or interview [b].	The impact of the School Board Policy is discussed in general terms.	The impact of the School Board Policy is not discussed.
Spelling, grammar, mechanics [weighting 5%]	The project is error free and clearly and professionally presented	The project has no spelling errors and no more than two mechanical errors.	The project has some spelling grammar, and/or mechanical errors.	The project has multiple errors in spelling, and/or mechanics

<u>Design of Curriculum Framework—[Assignment #2]-[100 points]</u>

The purpose of this assignment is to demonstrate—*<u>on a smaller scale</u>*-- knowledge of program design in curriculum as evidenced in the creation of a *problem-based* model to be used by emerging leaders in your school/school system.

As one of the middle courses in the licensure program, creating a leadership framework in Curriculum allows students [i] an opportunity to reflect on what they've learned about site-based leadership to date and [ii] what they would still like to explore. Finally, creating the framework ties all [if not most] of the major elements of EDLE 616 together, allowing students to apply what they've learned in a concrete way [theory to practice], such as aligning the program [written, taught, tested curriculum] with standards and assessments, as well as implementing the ideas of Backwards Design [UBD].

These concepts can then be applied to solving any persistent curricular problem/issue as a site-based leader. Some examples of smaller-scale, problem-based program designs in Curriculum might be: Special Education, Contemporary Issues [including Equity], Global Education, Urban Settings, Technology Integration, Leadership for ELL Students, Blended Learning, Problem-based Learning, etc.

<u>Instructions:</u>

Students should first explore and research existing several [at least 3] problem Curriculum programs in their school/school district, then design and construct a Curriculum Framework [in PowerPoint] to address that problem. The PowerPoint should not exceed 25 to 30 slides, including references that are written in APA style. Components to be included in the Curriculum Framework are listed below [see Rubric]:

Your curriculum framework should be comprised of 3 parts:

[i] Part 1 consists of the conceptual design: Philosophy/Vision, Research Rationale, Essential Questions, Knowledge, Skills, Dispositions, Connections to Standards and should be grounded in Adult Learning Theory
 [ii] Part 2 comprises a Design Overview, 5 to 6 course offerings & brief descriptions, [along with course assessment[s]—formative or summative];
 and [iii] Part 3 should include **a** UBD designed Professional Development Session [on ONE of the courses], and References written in APA style.

*it is recommended that you submit the Conceptual Design as a Draft for feedback, <u>at least ONE week prior to submitting the Assignment.</u>

	Levels of Achievement			
Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
NELP 6.3 **ELCC 6.3** Program completers understand and demonstrate skills in supporting the district's collective instructional and leadership capacity to address emerging school issues. Weight 20.00%	90 to 100 % Proposed curriculum design model reflects [i] current best practices; [ii] emerging trends; [iii] connections to Standards; and [iv] current research on Leadership Programs.	80 to 89 % Proposed curriculum design model includes [a] emerging trends, and [b] 2 other elements listed.	70 to 79 % Proposed curriculum design model includes [a] emerging trends, and [b] 1 other element listed.	0 to 69 % Proposed curriculum design model suggests (generally) trends, best practices and current research.
NELP 3.2 **ELCC 6.2** Program completers understand, and demonstrate the capacity to advocate and cultivate for equitable access to opportunities, resources and instructional materials. Weight 10.00%	90 to 100 % Proposed curriculum design model demonstrates candidate's superior ability to advocate for policies and programs that promote equitable learning opportunities for all students	80 to 89 % Proposed curriculum design model demonstrates candidate's ability to advocate for policies and programs that promote equitable learning opportunities for all students	70 to 79 % Proposed curriculum design model demonstrates some capacity to advocate for policies and programs that promote equitable learning opportunities for all students	0 to 69 % The proposed model does not include evidence of the ability to advocate for policies and programs that promote equitable learning opportunities for all students
NELP 1.1 **ELCC 1.1** Program completers	90 to 100 % Proposed curriculum	80 to 89 % Proposed curriculum	70 to 79 % Proposed curriculum	0 to 69 % Proposed curriculum

understand and demonstrate the capacity to design, communicate and evaluate a district mission and vision, in supporting learning for all stakeholders. Weight 10.00%	design model includes [i] a strong mission & philosophy statement; [ii] a vision for a program of excellence; [iii] specific indicators of knowledge, skills and dispositions served; [iv] and at least 4 essential questions to guide the program.	design model includes 3 out of the 4 elements listed.	design model includes 2 out of the 4 elements listed.	design model only focuses on 1 of the elements listed.
NELP 4.2 **ELCC 2.2** Program completers understand and can demonstrate the capacity to evaluate a comprehensive, rigorous, and coherent curricular and instructional school program, that fosters digital literacy, data literacy, equity and improvement for all students. Weight 15.00%	90 to 100 % Proposed curriculum design model incorporates current Adult Learning theories, multiple assessment (formal & informal) models, opportunities to showcase diverse learners, and strong evidence of a backward design model[UBD].	80 to 89 % Proposed curriculum design model includes 3 out of the 4 elements listed.	70 to 79 % Proposed curriculum design model includes 2 out of the 4 elements listed.	0 to 69 % Proposed curriculum design model focuses only on 1 element listed.
NELP 4.4 **ELCC 2.3**	90 to 100 % Proposed	80 to 89 % Proposed	70 to 79 % Proposed	0 to 69 % Proposed

Program completers understand and demonstrate the capacity to design, implement & evaluate coherent [and differentiated]systems of curriculum, instruction and assessment. Weight 15.00%	curriculum design model reflects differentiation in the design, and a strong inquiry-based approach to learning in the entire course sequence.	curriculum design model includes evidence of 2 out of the 3 elements listed.	curriculum design model includes evidence of 1 out of the 3 elements listed.	curriculum design model only hints at generalities in all the elements listed.
NELP 4.1 **ELCC 2.4** Program completers understand and can demonstrate the capacity to design high quality curriculum by using technologies for improved classroom instruction, student achievement and continuous school improvement. Weight 10.00%	90 to 100 % Proposed curriculum design model incorporates the application of technologies in classroom instruction, student achievement, and school improvement.	80 to 89 % Proposed curriculum design model includes 2 out of the 3 elements listed.	70 to 79 % Proposed curriculum design model lists only one of the elements.	0 to 69 % No elements are included in the overall design.
Unblemished Prose. Weight 5.00%	90 to 100 % Proposed curriculum design model is error free.	80 to 89 % Proposed curriculum design model contains 1 or 2 errors.	70 to 79 % Proposed curriculum design model contains 5 or more errors.	0 to 69 % Proposed curriculum design model is riddled with errors.

Study of Demographic Information and Assessment Data
for Improved Student Performance [30 points]—Assignment #3 [110 points]

Purpose
The purpose of this assignment is to demonstrate students' ability to analyze demographic and test data (Standards of Learning or other test results) as it relates to curriculum and/or instructional improvement. Each student will obtain the above-mentioned information from their schools and analyze strengths/weaknesses of existing SIP/Action Plans with a view to helping teachers improve student performance in **two curriculum areas**. Candidates should also include recommendations for involving school staff in the change process, including relevant (recent) research-based strategies as a part of the effort to lead school improvement.

Assignment
Prepare, at minimum, a Mini-Case Study (12 to 15 pages, including graphics) utilizing the analysis of actual demographic and test data from your school, and, after examining existing site-based SIP/Action Plans at your school, analyze the strengths and weaknesses in the SIP/Action Plans with a view to helping teachers/staff members improve student performance in the two targeted curriculum areas.

Plan of Action
1. Locate the most recent AYP/AMO data for your school.
2. Identify demographic information for your school as it relates to AYP/AMO data for NCLB sub-groups.
3. Analyze the data in two academic areas. Include a brief description of your findings and conclusions regarding curriculum/instruction deficit areas.
4. Examine and critique existing site-based "action plans" (focusing on strengths and weaknesses) that target the two curriculum areas you selected for improving student achievement. Discuss with colleagues in your school why this problem exists [and why it persists] and probable causes for action plan strengths/weaknesses.
5. Locate 3 current research-based strategies (recent) that would help [i] target the identified deficit areas, and [ii] strengthen (and improve) the delivery of curriculum/instruction to improve future student performance in those areas.
6. Finally, make recommendations to site-based leadership on ways to involve school staff in the change process.

Criteria	Levels of Achievement			
	exceeds expectations	**meets expectations**	**approaching expectations**	**falls below expectations**
NELP: 3.1 ELCC 4.1 Program completers	**90 to 100 %** Cultural diversity in the school and its community is	**80 to 89 %** Cultural diversity in the school is described and	**70 to 79 %** Cultural diversity is described and analyzed, but	**0 to 69 %** Cultural diversity of either the school or

understand and demonstrate the capacity to evaluate, cultivate and advocate for a supportive and inclusive district culture. Weight 20.00%	described and analyzed (race, ethnicity, gender, age, socio-economic status, English language learners, and special education) over at least the last three years.	analyzed (race, ethnicity, gender, age, socio-economic levels, English language learners, and special education) over the last three years.	lacks information on all 7 categories.	community is analyzed, but not both.
NELP: 4.2 ELCC 1.2 Program completers understand and demonstrate the capacity to evaluate, design and cultivate coherent systems of support, coaching and PD that promote reflection, digital literacy, distributed leadership data literacy and equity in the pursuit of achievable school/district goals. Weight 15.00%	**90 to 100 %** Candidates provide evidence of a superior ability to collect and use data to identify school goals, assess organizational effectiveness and equity, provide support & coaching in the pursuit of achievable school goals.	**80 to 89 %** Candidates provide evidence of an adequate ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	**70 to 79 %** Candidates provide evidence of some ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	**0 to 69 %** Candidates do not provide evidence, or demonstrate an ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
NELP: 1.2 ELCC 1.3 Program completers understand	**90 to 100 %** Candidates provide evidence of a superior ability to promote continual and	**80 to 89 %** Candidates provide evidence of an adequate ability to promote continual and	**70 to 79 %** Candidates provide evidence of some ability to promote continual and	**0 to 69 %** Candidates do not provide evidence or demonstrates an inability to promote

and demonstrate the capacity to lead continuous and sustainable improvement processes that engage diverse stakeholders in data collection, diagnosis, design and evaluation. Weight 15.00%	sustainable school improvement through thoughtful data analysis, diagnosis and research.	sustainable school improvement though data analysis,	sustainable school improvement.	continual and sustainable school improvement.
NELP: 4.3 ELCC 2.2 Program completers understand and demonstrate the capacity to analyze culturally responsive assessments & data collections, that support instructional improvement, equity & student learning. Weight 15.00%	**90 to 100 %** Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices, equity, instructional programs, and assessments that support student learning in two curriculum areas are described and evaluated.	**80 to 89 %** Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices and/or instructional programs, and/or assessments that support student learning in two curriculum areas are described and evaluated.	**70 to 79 %** Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices, programs, and assessments are not clearly described or evaluated.	**0 to 69 %** Limited analysis provided of school action plan(s) in relation to identified achievement gap areas. Instructional practices, programs, and assessments are not addressed.
Spelling, grammar, mechanics. Weight 5.00%	**90 to 100 %** The project is error free and is clearly and professionally presented.	**80 to 89 %** The project has no spelling errors and no more than two mechanical errors.	**70 to 79 %** The project has some spelling, grammar and/or mechanical errors.	**0 to 69 %** The project has multiple errors in spelling and/or mechanics.