



ED_AD 516

Instructional and Curricular Leadership 3 Credits

NELP Standards

4.1, 4.2, 4.3, 4.4, 7.2, 7.3, 7.4

Since Time Immemorial Standards/Components

Integrate the Since Time Immemorial curriculum into existing programs and courses, and ensure that teacher, principal, and program administrator candidates engage and familiarize themselves with the content. See activity outline and rubric below

Social/Emotional Learning Standards/Components

Interpersonal Support and Development for Staff

Consideration of how different “Ways of Knowing” (Drago-Severson, E. & Blum-DeStefano, 2017) influence the ways that we both give and receive feedback. The “Ways of Knowing” include:

- Instrumental – a rule-oriented way of knowing focused on self-interest, compliance, and doing things the “right way”
- Socializing – a way of knowing based on social relationships, with emphasis on what others value and hold to be “good”
- Self-authoring – a way of knowing based on fidelity to one’s own values, expectations, and standards of practice- what is good is defined by oneself
- Self-transforming – a way of knowing grounded in self-exploration and refinement of oneself based on exposure to different ways of thinking and valuing

These ways of knowing form the basis for feedback conversations that are responsive to adults’ social and emotional ways of being in the world.

CCDEI+ Standards/Components

Leading for Educational Equity: Educators create opportunities and remove barriers to ensure each and every student experiences the full benefit of public education.

Common Course Readings

Drago-Severson, E., & Blum-DeStefano, J. (2016). *Tell me so I can hear you: A developmental approach to feedback for educators*. Cambridge, MA: Harvard Education Press.

Common Course Assessment Tasks and Rubrics

Since Time Immemorial Task (NELP 4.1, 4.2, 4.3, 4.4, 7.2)

1. Preparing for the activity exploring the Since Time Immemorial: Tribal Sovereignty in Washington State curriculum found at <https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state>

- In your school building interview/speak with the principal and 5-6 teachers regarding their understanding and use of the Since Time Immemorial (STI) curriculum materials. Probe for examples of the curriculum in practice with an emphasis on responses from students about their learning and how teachers are using the materials in culturally sustaining ways.
- Select a specific unit in the STI curriculum and explore it in depth. Consider the new insights you gained from your selected unit. Consider the key learnings students should take from this unit.
- Consider how the unit you selected might be integrated with other curricula.
- Consider how the inclusion of the STI curriculum fosters culturally relevant learning in classrooms and schools.

Written Assignment

Directions: Write a summary responding to the bulleted prompts below. Your written summary will depend on your data collected.

1a. Interview (NELP 4.3, 4.4, 7.2)

- Describe highlights from your interviews
- Based on your interviews and interview notes, what are examples of the curriculum being used?
- Note student learning from in-use curriculum from your interviews
- Note manner in which teachers are using the materials to promote culturally sustaining practices

1 b. Exploring a specific unit (NELP 4.1, 4.2, 4.3, 4.4, 7.2)

- Name the unit you selected
- What are the insights you gained from the unit you chose to explore?
- What are the key learnings students should take from the unit?

1c. Unit integration with other curricula (NELP 4.1, 4.2, 4.3, 4.4, 7.2)

- In what ways do you see the unit you selected might be integrated with other curricula?

1d. Fostering culturally relevant learning (NELP 4.1, 4.2, 4.3, 4.4, 7.2)

- Discuss how the inclusion of the STI fosters culturally relevant learning in classrooms and schools.

Rubric for Preparing for Activity Assignment

Component	3 Met expectations	2 Partially met expectations	1 Did not sufficiently partially meet expectations
1a. Interview (NELP 4.3, 4.4, 7.2)			
<ul style="list-style-type: none"> • Describe highlights from your interviews 			

<ul style="list-style-type: none"> Based on your interviews and interview notes, what are examples of the curriculum being used? 			
<ul style="list-style-type: none"> Note student learning from in-use curriculum from your interviews 			
<ul style="list-style-type: none"> Note manner in which teachers are using the materials to promote culturally sustaining practices 			
1 b. Exploring a specific unit (NELP 4.1, 4.2, 4.3, 4.4, 7.2)			
<ul style="list-style-type: none"> Name the unit you selected 			
<ul style="list-style-type: none"> What are the insights you gained from the unit you chose to explore? 			
<ul style="list-style-type: none"> What are the key learnings students should take from the unit? 			
1c. Unit integration with other curriculum (NELP 4.1, 4.2, 4.3, 4.4, 7.2)			
<ul style="list-style-type: none"> In what ways do you see the unit you selected might be integrated with other curriculum? 			
1d. Fostering culturally relevant learning (NELP 4.1, 4.2, 4.3, 4.4, 7.2)			
<ul style="list-style-type: none"> Discuss how the inclusion of the Since Time Immemorial: Tribal Sovereignty in Washington State curriculum fosters culturally relevant learning in classrooms and schools. 			
<ul style="list-style-type: none"> Writing is comprehensible and logical. One idea naturally flows to the next through transitioning. Proofreading and editing have clearly occurred. 			

2. Discussion Activity: Exploring the Since Time Immemorial: Tribal Sovereignty in Washington State curriculum found at <https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state>

(NELP 4.1, 4.2, 4.3, 4.4, 7.2)

Discussion Prompts:

Based on your **school interview data and exploration of the Since Time Immemorial Curriculum** discuss:

- When did your colleagues and you become aware of the legislation about using the Since Time Immemorial curriculum?
- Which grade levels or what content areas do you know in which the Since Time Immemorial curriculum is being used in your school/district?
- Describe the particular portion of the Since Time Immemorial curriculum used in your own classroom or in professional development for other educators. When, which units, and what was the response from the students and/or educators?
- Discuss the specific unit you decided to explore more in-depth. Discuss new insights from the unit selected.
- As an instructional and curricular leader, how could you provide leadership around how the Since Time Immemorial curriculum is used?
- In your organization/school/district, who are the contacts with Indigenous Tribes in your region?
- When you become a principal/program administrator, how will you advocate for the inclusion of the Since Time Immemorial: Tribal Sovereignty in Washington State curriculum in your school/school district? In what ways can you see yourself fostering culturally relevant and sustaining learning in classrooms and schools for Native American students?

Supervision Tasks and Rubrics (NELP 4.1, 4.2, 4.3, 4.4, 7.2, 7.3, 7.4)

Task 1: Observation: Students are required to observe another teacher and/or video record themselves teaching a regular classroom lesson. If you are currently engaged in the internship and if you are able to observe another teacher, then observe another teacher instead of recording yourself. If you are not currently engaged in the internship or you are not able to observe another teacher, you may video record yourself. Observe a complete lesson. After recording the lesson, students should watch the video, script the dialog, and evaluate the teaching using their school's observation form and teacher TPEP rubric. Lastly, students are required to complete the Post-Observation Self-Reflection.

Task 2: Post-Observation Self-Reflection

After observing another teacher and/or your video-taped lesson, answer the questions below to guide your one-to-two-page reflection.

1. Briefly describe the class (students, content, purpose of lesson, etc). (Remember I will see the lesson plan.)
2. What are the strengths of the lesson?
3. What areas of the lesson could be strengthened?
4. Where did you place the teacher on the TPEP rubric in each of the criteria and why?
5. Based on this lesson, what professional development would help the teacher improve their teaching?
6. What was your experience with scripting?
7. How did you use the evidence from the scripting to place the teacher in certain TPEP criteria categories?
8. What did you learn about instructional supervision in completing this phase of the assignment?

Task 3: Post-Observation Activities and Feedback Session: After observing in the classroom and/or a video-recorded lesson, utilize **evidence** from the observation to place the person in specific TPEP categories on each criterion, and answer the questions on **page one** of the Post-Observation Feedback Session Form (question 1-6 below) to help you prepare for a post-observation feedback session (1-2 pages).

1. Briefly describe the class (students, content, purpose of lesson, etc).
2. What are the strengths of the lesson?
3. What areas of the lesson could be strengthened?
4. What are some wonderings, questions, points you would like to raise with your peer?
5. What approach do you think you will take with this person? How is this approach grounded both in your own way of knowing and in your understanding of the way of knowing of the teacher you observed?
6. Based on this lesson, what professional development would you recommend to improve this teacher's instruction?

After you have completed page one of the Post-Observation Feedback Session Form, ask your partner to send you their TPEP assessment and **evidence**. Look for any discrepancies between your thinking and theirs and consider how you will approach the feedback session. Conduct the post-observation feedback session (preferably close to 30 minutes) and record yourself providing feedback. Following the feedback session, watch your video and complete the questions on page two of the Post-Observation Feedback Session Form (questions 7-10 below) to guide your reflection of the post-observation feedback session (1-2 pages). You should answer the questions **both** from the perspective of a supervisor and a teacher receiving feedback from your supervisor.

7. What aspects of the feedback session went well?
8. What aspects of the session did not go well? Why?
9. What could you have done to improve this aspect of the session? Were there misalignments based on the social or emotional approach you took during this feedback session?
10. What did you learn about conducting post-observation feedback sessions during this activity?

Post-Observation Feedback Session Evaluation Rubric (NELP 4.1, 4.2, 4.3, 4.4, 7.2, 7.3, 7.4)

Criteria	Possible	Score
Identification of the lesson's strengths and weaknesses, recommendations for professional development, identification of issues to be raised and initial approach to be taken in feedback session. Evidence is used to support all claims.	3 pts	
Conduction of post-observation feedback session according to best practices discussed in class, including efforts at social and emotional responsiveness	3 pts	
Thoughtful reflection of the post-observation feedback session, including the session's strengths and weaknesses and recommendations for improving future sessions. Evidence is used to substantiate the reflections.	3 pts	
Total	9 pts	

Task 4: Walk-Through Assignment. (NELP 4.1, 4.2, 4.3, 4.4, 7.2, 7.3, 7.4)

Instructional leaders use multiple types of data and assessments for determining how teaching and learning must improve. Walk-through data is one type of observational assessment, which samples teaching and learning behaviors. Instructional leaders must practice creating appropriate walk-through, data-gather instruments and analyzing data from those instruments.

1. Create a walk-through form for assessing the specific instructional improvement needs in your selected grade level/s or content department/unit with the teachers in that grade level/s or content department/unit.
2. Participate in a peer review of your form and refine your form based on this review.
3. Use your form to conduct walk-throughs, and analyze the data you collect.
4. Write a report two to three pages long describing your findings, possible instructional improvements, and professional development needs based on the data you collected. The report should include at least one data display from the analysis.
5. Submit the report and a completed walk-through form.

Walk-Through Rubric (NELP 4.1, 4.2, 4.3, 4.4, 7.2, 7.3, 7.4)

Criteria	Possible	Score
Student submits walk-through form and data collected. The paper describes the walk-through form construction with teachers and the process of conducting walk-throughs.	5 pts	
The paper also describes strengths and weaknesses observed during the walk-throughs, and uses evidence to support all claims.	5 pts	
Professional development needs are identified and recommendations are made for increasing individual and group instructional capacity.	5 pts	
Total	15 pts	

Task 5: Instructional Leadership Improvement Plan (NELP 4.1, 4.2, 4.3, 4.4, 7.2, 7.3, 7.4)

Instructional leadership is a primary responsibility for all effective school administrators. Ed Ad 516's *Instructional Leadership Improvement Plan* requires you to **utilize the data you have collected during the course** and create a plan for moving forward with your own instructional leader development as well as building the instructional capacity in your school.

Complete an eight-to-ten-page instructional leadership improvement plan that includes instructional leader development and instructional leadership for school improvement. The plan will have two main components. The first component is an analysis of your own instructional leader capacity and areas for development. The second component is a plan to build the instructional capacity in your school.

A. Analysis and Reflection of Self as Instructional Leader (NELP 4.1, 4.2)

Develop a four-to-five-page description of yourself as an instructional leader. Your description should address the knowledge, skills, and dispositions for being an instructional leader through previous experience as well as the activities you enacted in the course. You should also address your capacity to interpersonally, intra-personally, socially, emotionally, and cognitively grow as an instructional leader in specific areas. To do this, you will need to:

- (a) consider the professional learning and expertise you bring to instructional leadership and areas for growth;

- (b) review your assignments and the data you collected to determine your approach to creating a culture of teaching and learning, using data to improve instruction, developing leadership capacity in others, conducting observations and walk-throughs, and providing instructional feedback;
- (c) based on your experiences in the course, reflect on your way-of-knowing as a giver of feedback, and how this approach may complement and conflict with the ways of knowing of the teachers to whom you will be offering developmental feedback
- (d) review your reflection documents, including pre-class information sheet and in-class reflections; and
- (d) review feedback from the instructor as well as the feedback you have received from others.

B. Plan for Building Instructional Capacity in School (NELP 4.3, 4.4, 7.2, 7.3, 7.4)

Develop a four-to-five-page description of the instructional capacity in your school. Your description should address the current instructional capacity in your school, such as instructional practices, as well as areas for growth. To do this, you may need to:

- (a) consider the professional learning and expertise existing in your school and areas for growth;
- (b) review your assignments and the data you collected in your data collection and analysis, observations, walk-throughs, and exploration of the Since Time Immemorial curriculum;
- (c) review your reflection documents; and
- (d) consider the professional development needed and where it might be obtained.

Instructional Leadership Improvement Plan Rubric

CATEGORY	3 Met expectations	2 Partially met expectations	1 Did not sufficiently partially meet expectations
Writing is comprehensible and logical. One idea naturally flows to the next through transitioning. Proofreading and editing have clearly occurred.			
Description and evidence of self as instructional leader is provided (NELP 4.1, 4.2)			
Description and evidence of school instructional capacity is provided (NELP 4.3, 4.4, 7.2, 7.3, 7.4)			
A review of course assignments has clearly been conducted to contribute to self and school descriptions.			
Key areas for growth in instructional leader and instructional capacity are provided. (NELP 4.1, 4.2, 4.3, 4.4, 7.2, 7.3, 7.4)			
A plan for building instructional leader development and instructional capacity			

are provided based upon data (broadly). (NELP 4.1, 4.2)			
A plan for building instructional capacity is provided based upon data provided and resources available that aligns with the overall school direction (e.g., mission/vision, SIP). (NELP 4.3, 4.4, 7.2, 7.3, 7.4)			

Related Field Components

All course data comes from authentic sources within the school; attention is given throughout the course to aligning the form of data collected (e.g. informal school-wide instructional observations, post-observation feedback sessions, walk-through assignment) with the problem at hand (e.g. disproportionate achievement, inclusive practices, culturally relevant curriculum) leading to an Instructional Leadership Improvement Plan. Completion of the observation assignments are integrated into the work students do to address Task 3.