ELPS 560: Seminar in School Administration: Leadership Theory and Strategic School Improvement
Fall 2013

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Meeting Time: Mondays 7:00 – 9:30 p.m.
Water Tower Campus – 011 School of Communications
Office Hours: Mondays & Wednesdays 4 – 6 p.m.
And by appointment

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

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

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

Conceptual Framework:
This course is designed for students whose goals are school leader positions. “Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of educational organizations. In particular, we will study Bolman and Deal’s (1984; 2002; 2003; 2008; 2013) reframing theory, as well as Collins (2005) and Fullan’s (2010) leadership theories to examine positive leadership practices in schools.
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By applying theory to practice (Spiro, 2011; Watkins 2003), school leaders can refine their craft, understand their schools, and enhance their role as change agents. We will simulate and create opportunities, through problem-based scenarios, to practice what is “right,” with respect to instructional leadership, regardless of the circumstances of the day. In particular, the following School of Education Conceptual Framework Standards will be addressed in this class:

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

Instructor/Course Evaluation

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

Essential IDEA online course assessment objectives:

- Learning to apply course material to improve thinking, problem solving, and decisions.
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Developing a clearer understanding of, and commitment to, personal values.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

ISSLC STANDARDS (2008):
ISLLC 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (Functions A-E).
ISLLC 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).
ISLLC 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner (A-E).

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

**ELCC 4.3:** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

**ELCC 4.4:** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

**ELCC 6.1:** Candidates understand and can advocate for school students, families, and caregivers.

**CPS PRINCIPAL COMPETENCIES**

A) **CHAMPIONS TEACHER AND STAFF EXCELLENCE THROUGH A FOCUS ON CONTINUOUS IMPROVEMENT:**

Principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.

B) **CREATES POWERFUL PROFESSIONAL LEARNING SYSTEMS THAT GUARANTEE LEARNING FOR STUDENTS:**

Principal works with the school staff and community to utilize the district’s framework for effective teaching and learning to improve instruction for all students.

C) **BUILDS A CULTURE FOCUSED ON COLLEGE AND CAREER READINESS:**

Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.

D) **EMPOWERS AND MOTIVATES FAMILIES AND THE COMMUNITY TO BECOME ENGAGED:**

Principal creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school.

E) **RELENTLESSLY PURSUES SELF-DISCIPLINED THINKING AND ACTION:**

Principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

F) **LEADS SCHOOL TOWARD ACHIEVING THE VISION:**

Principal works with the staff and community to build a shared mission and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.

**CPS PRINCIPAL SUCCESS FACTORS**

The success factors are the knowledge, skills, tasks, and abilities that underpin our principal competencies.
Accountability and Driving Results:
Establish challenging and ambitious school goals and take action to achieve them; build a culture of results-orientation, innovation and continuous improvement in the school; use data to assess performance and drive goals and decision making; set clear, high expectations for students and staff; align expectations with college and career readiness objectives; hold self and others accountable for meeting performance standards.

Analytical Thinking and Data Analysis:
Use data to identify and solve problems; identify and set performance improvement targets and monitor for improvement; effectively utilize multiple levels of data; put in place data systems to monitor processes, progress and results; develop systems for using data to drive performance; understand complex and conflicting data.

Building and Maintaining Collaborative Relationships:
Identify and proactively establish effective and trusting work relationships with all internal and external stakeholders; work to understand and manage the concerns, motivations and needs of stakeholders; engage families and the community to realize the goal of college and career readiness for every student.

Developing Others:
Effectively assess individual and team developmental needs; provide prompt, actionable, targeted feedback to others; create tangible action plans that focus on improving in development areas and leveraging strength areas; hold others accountable for their development; create systems that build the capacity of others and facilitate continuous improvement.

Developing Self:
Continuously identify and pursue opportunities for self-development; reflect in order to learn; prioritize personal and professional development and growth.

Impact and Influence:
Use presence and passion to motivate and engage others and drive change; apply knowledge of school and community dynamics to shape outcomes and achieve results; listen to stakeholder needs, effectively address concerns and make changes that will positively impact student achievement and school culture; align and engage stakeholders.

Instructional Leadership:
Lead teachers and other staff in developing and delivering effective, standards-based, differentiated instruction; develop strategies and systems for improvement in instruction; encourage development of professional practice; use data to evaluate and connect instructional activities and results; analyze instruction through evidence-based observation; provide direct actionable feedback and coaching; evaluate and hire teachers and staff based on instructional capabilities.

Leading Innovatively Toward the Vision:
Translate a vision of learning into specific tangible action steps; use innovative approaches to achieve vision; acquire the resources and support needed to pursue vision; clearly communicate the vision and action plans to others; build culture within the school to support the vision.
Operational Excellence:
Create a safe, organized, and student-centered environment; identify and obtain the resources and personnel required to meet objectives; organize people, programs, and activities to better meet goals; develop and maintain both operational and instructional school-wide systems, processes, plans, and procedures to support the school vision and objectives; anticipate obstacles and prepare appropriate contingency plans.

Service Leadership:
Demonstrate a belief that all students can obtain college and career readiness; exemplify commitment and service to all stakeholders; inspire trust through demonstration of ethics and integrity; put the needs of students ahead of personal and others’ agenda and make student-focused decisions; promote multicultural awareness and demonstrate respect, sensitivity, and appreciation for individual differences.

Strategic Thinking:
Identify systems-based plans for achieving school and district goals; see the big picture and identify patterns and trends from complex or conflicting data and information; translate vision into tangible actions; prioritize to spend time and resources on most critical issues.

Team Leadership:
Motivate team with a compelling vision; effectively organize team, build leadership capacity, and create a distributed and collaborative leadership system to achieve goals; remove barriers and ensure team has resources necessary to succeed.

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

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

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

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an
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appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

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

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

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

**Required Texts:**

The following books are to be ordered online at the Loyola Bookstore. The web address is: www.luc-wtc.bkstr.com
You are ordering books for ELPS 560 ISRAEL. Section 001.


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

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

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

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

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

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus. If a student is not satisfied with his or her grade, assignments (except for the final SIPPA/CIWP project and presentation) may be rewritten and resubmitted for reevaluation.
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Evaluation

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

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

Dispositions: 11 points

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

Membership on Leadership Team: 5 points

Due: 9/9/2013

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

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

Due: 9/23/2013

Develop a 4–5 page narrative description of your school. Include the history of the school and any shifts in demographics, community and other relevant events in the life of the school. Additional information may include context about the school, community, values, structure of the leadership team, etc. Describe the challenges that your school is currently facing. State your school’s mission. Explain your role in your school, including major areas of responsibility or focus for the 2013-14 school year. Apply theory learned in class to the current workings of your school and of your current leadership.
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**Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions**  
*8 points*

*Due 10/14/2013*

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

- a. Display and analyze these data in a user-friendly manner.
- b. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.

Based on these data, what are the measurable goals and priorities for the 2013-2014 school year? Why do these goals matter above other? Be sure to connect your analysis to these data, theories and goals.

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

*a) Readiness Rubrics Paper*  
*15 points*

*Due 10/28/2013*

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

*b) Resistance Reducer Paper*  
*15 points*

*Due 11/11/2013*

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

**Part 4: Professional Development Needs**  
*8 points*

*Due 11/25/2013*

Develop a professional development plan to provide the necessary support/training to implement the identified changes for the goals of the school improvement plan. Along with this plan (2–3 pages), develop a timeline that is “publishable” to staff to inform them of the professional development sequence. Indicate on the timeline the benchmarks of success of implementation.

**Culminating Assessment:**  
*30 points*

ELCC SPA Assessment #2 - LIVETEXT  
Analysis of a School Improvement Plan (SIPPA/CIWP) – A case study  
Oral Presentation and Final Compilation/Revisions – 12/9 & 12/16/2013

You will use the aforementioned assignments that you have completed throughout the semester (including any additions/revisions you want to make based on new learning and instructor comments) for the creation of the culminating assessment.
As an instructional leader, it is your responsibility to analyze student data and create recommendations, based upon these data, to improve student outcomes. This data-based decision making process is reported annually through the CIWP. This core assessment will ask you to apply the knowledge gained in this class to the analysis of the School Improvement Plan within your current school building.

As an instructional leader, you will be required to present your ideas and decisions based on data to your colleagues, superiors and Local School Council. To simulate this experience, you will be provided 20 minutes to present this aforementioned work to the class through a power-point presentation. This presentation should highlight data collected and recommendations made within each section. You should bring enough hard copies of your presentation for each classroom participant and the instructor.

Part 1: An overview of the School Improvement Plan (SIPPA/CIWP)
   a. Describe the context of your school.
   b. Describe the challenges that your school is currently facing.
   c. State your school’s mission.
   d. Now, list two of the major school improvement plan (SIPPA or CIWP) goals that are stated within your school’s current school improvement plan. For each goal describe how each SIPPA/CIWP goal is:
      - Aligned with the school mission; (ELCC 1.1)
      - Reflects the current school context (ELCC 6.1) – Loyola CF 3
      - Addresses the need to improve student outcomes. (ELCC 1.4)

Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions
Select one of the two goals from the SIPPA/CIWP. For that goal area, analyze the current data that has informed the creation of this goal. These data can be student achievement data, student social/emotional outcome data or community needs assessment data.
   e. Display and analyze these data in a user-friendly manner.
   f. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.
   g. Based on these data, include your recommendations for change, additions, and/or deletions to the plan. Provide a rationale for these changes, additions, and deletions. If you determine that the already identified intervention is appropriate for the goal area, provide the rationale for the current intervention. (ELCC 3.2)

Part 3: Involving the Community and the Needs of Diverse Learners
   a. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school. (ELCC 4.1) – Loyola CF 4
   b. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. (ELCC 4.2)
   c. Discuss funding needs for resources necessary for implementation that you may be able to secure from the school community. Describe how you will begin to mobilize these community resources. (ELCC 4.3)
**Part 4: Professional Development Needs**

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

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

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

<table>
<thead>
<tr>
<th>Dispositions = 11 points</th>
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<tbody>
<tr>
<td><strong>PROFESSIONALISM</strong></td>
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<tr>
<td></td>
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<tr>
<td><strong>Candidate meets all deadlines</strong></td>
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<tr>
<td>Candidate meets all deadlines</td>
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<tr>
<td><strong>Candidate is able to work with peers on assignments</strong></td>
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<tr>
<td>Candidate consistently works with peers in a positive manner.</td>
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<tr>
<td><strong>Candidate attends class and is punctual to class</strong></td>
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<tr>
<td>Candidate consistently attends class and is always punctual.</td>
</tr>
<tr>
<td><strong>Candidate honestly and accurately cites other’s work</strong></td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work in a consistent manner.</td>
</tr>
<tr>
<td><strong>Candidate communicates promptly with faculty</strong></td>
</tr>
<tr>
<td>Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.</td>
</tr>
<tr>
<td><strong>Candidate uses technology in the classroom only for academic purposes</strong></td>
</tr>
<tr>
<td>Candidate consistently uses technology in the classroom only for academic purposes.</td>
</tr>
<tr>
<td><strong>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</strong></td>
</tr>
<tr>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
</tr>
<tr>
<td>FAIRNESS</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>ALL STUDENTS CAN LEARN</td>
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<tr>
<td>Candidate demonstrates respect for cultural differences within the university setting</td>
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<tr>
<td>Candidate demonstrates social justice within the university setting</td>
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</table>

**Membership of Instructional Leadership Team = 5 points**

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

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

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

**Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions = 8 points**

<table>
<thead>
<tr>
<th>CPS Competencies</th>
<th>Target (4)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Creates powerful professional learning systems that guarantee learning for students</td>
<td>The data are presented in a user-friendly manner that clearly connects to recommendations for improvement.</td>
<td>The data are presented in a user-friendly manner but these data do not clearly connect to the recommendations made.</td>
<td>The data are not presented in a user-friendly manner nor do they connect to recommendations made.</td>
</tr>
<tr>
<td>C. Builds a culture focused on college and career readiness</td>
<td>Recommendations are based on data, theory and the mission of the school.</td>
<td>Recommendations are based on data and mission but relevant theory are missing.</td>
<td>Recommendations are not based on data, mission or theory.</td>
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**Part 3 a - Readiness Rubric Paper= 15 points**

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

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

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

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

**Analysis of a School Improvement Plan (SIPPA/CIWP) – A case study = 30 points**

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final Document</strong></td>
<td>The final document contains all of the essential elements and displays growth through reflections and revisions.</td>
<td>The final document contains all of the essential elements but does not display growth through reflections and revisions.</td>
<td>The final document does not contain all of the essential elements and does not display growth through reflections and revisions.</td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td>The oral presentation is clearly and succinctly presented displaying command of the subject matter at hand.</td>
<td>The oral presentation is presented but not with smooth delivery, but command of the subject matter at hand is displayed.</td>
<td>The oral presentation is not presented with clarity and it is questionable as to whether the subject matter is well understood.</td>
</tr>
<tr>
<td><strong>ELCC 1.1. Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. ISLLC 1: Functions A &amp; B</strong></td>
<td>The candidate describes the school mission. The candidate comprehensively describes how each of the two school improvement plan goals aligns with this school mission.</td>
<td>The candidate describes the school mission. The candidate describes how one of the two school improvement plan goals aligns with this school mission.</td>
<td>The candidate describes the school mission. The candidate does not describe how either of the two school improvement plan goals aligns with this school mission.</td>
</tr>
<tr>
<td><strong>ELCC 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. ISLLC 1: Function E</strong></td>
<td>The candidate describes comprehensively how each of the two school improvement plan goals addresses the need to improve student outcomes.</td>
<td>The candidate describes comprehensively how one of the two school improvement plan goals addresses the need to improve student outcomes.</td>
<td>The candidate does not describe how either of the two school improvement plan goals addresses the need to improve student outcomes.</td>
</tr>
<tr>
<td><strong>ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. ISLLC 2: Functions D &amp; F</strong></td>
<td>The candidate comprehensively describes and justifies the current or newly proposed professional development program that aligns with the chosen school improvement goal. The candidate describes how this professional development plan will bring about successful teaching and learning.</td>
<td>The candidate describes and justifies the current or newly proposed professional development program that aligns with the chosen school improvement goal. The candidate does not describe how this professional development plan will bring about successful teaching and learning.</td>
<td>The candidate describes the professional development plan. However, the candidate does not justify the current or newly proposed professional development program that aligns with the chosen school improvement goal. Nor does the candidate describe how this professional development plan will bring about successful teaching and learning.</td>
</tr>
<tr>
<td><strong>Loyola CF1</strong></td>
<td>For the chosen SIPPA/CIWP goal, the candidate displays and analyzes data in a user-friendly manner.</td>
<td>For the chosen SIPPA/CIWP goal, the candidate displays and analyzes data in a user-friendly manner.</td>
<td>For the chosen SIPPA/CIWP goal, the candidate displays and analyzes data in a user-friendly manner. The</td>
</tr>
</tbody>
</table>
resources to manage school operations.
**ISLLC 3: Function B**

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>friendly manner. The candidate hypothesizes whether or not the intervention will be effective with justification. Finally, based on these data, the candidate makes recommendations and justifications for changes to the intervention if necessary or justifies why the current intervention is appropriate.</td>
<td>user-friendly manner. The candidate hypothesizes whether or not the intervention will be effective with justification. However, the candidate does not make recommendations and justifications for changes to the intervention if necessary or justifies why the current intervention is appropriate.</td>
</tr>
</tbody>
</table>

**ELCC 4.1. Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment. ISLLC 4: Function A**

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

**ELCC 4.2. Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community. ISLLC 4: Function B**

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

For the chosen SIPPA/CIWP goal, the candidate does not make recommendations regarding the design or implementation processes that provide opportunities for families and community members to collaborate with the school.
| ELCC 4.4. Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. ISLLC 4: Functions C and D | For the chosen SIPP/CIWP goal, the candidate describes the funding needs for the implementation and possible community resources that could provide such funding. The candidate comprehensively describes how to begin to mobilize these community resources. | For the chosen SIPP/CIWP goal, the candidate does not describe the funding needs for the implementation and possible community resources that could provide such funding. Additionally, the candidate does not describe how to mobilize these community resources. |
| ELCC 6.2. Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. ISLLC 6 Function B | Within Part 1 of the assignment, the candidate comprehensively describes the context of the school. The candidate then describes for each of the two SIPP/CIWP goals how these goals reflect the current school context. | Within Part 1 of the assignment, the candidate describes the context of the school. The candidate describes only how one of the two SIPP/CIWP goals reflects the current school context. | Within Part 1 of the assignment, the candidate describes the context of the school. The candidate does not describe how either of the two SIPP/CIWP goals reflect the current school context. |

### COURSE CALENDAR – Fall 2013 – CPS Cohort 2 - Mondays 7:00 – 9:30 p.m.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING TO BE DONE IN ADVANCE</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>8/26/2013</td>
<td></td>
<td>• Advising session</td>
</tr>
<tr>
<td></td>
<td>• Introduction &amp; Overview</td>
<td></td>
<td>• In-class background information</td>
</tr>
<tr>
<td></td>
<td>• A day in the life – begin case analysis process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/2/2013</td>
<td>/////////////////////////////////////////////////////////////////////</td>
<td>/////////////////////////////////////////////////////////////////////////////</td>
<td>Labor Day no class</td>
</tr>
<tr>
<td>Class 2</td>
<td>9/9/2013</td>
<td>Watkins – Preface &amp; Ch. 1</td>
<td>• Completed Leadership team fact sheet</td>
</tr>
<tr>
<td></td>
<td>• Ethics of the Profession and applying them to our work</td>
<td>Collins – entire monograph</td>
<td>• School Mission Statement</td>
</tr>
<tr>
<td></td>
<td>• Adult-learning theory</td>
<td></td>
<td>• Sign-up for SIPP/CIWP presentation</td>
</tr>
<tr>
<td></td>
<td>• Motivation Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Change Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>Class 3 (9/16/2013)</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>----------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>9/16/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td>One hour meeting before our class to meet your coach and begin the coaching relationship</td>
<td></td>
</tr>
<tr>
<td>9/16/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td>Mission Driven Leadership, Systems Theory, Danielson’s – 4 circles</td>
<td>Spiro – Intro, Ch. 1 &amp; 2, Fullan – entire text, Bolman &amp; Deal – Part 1, Watkins – Chap. 2</td>
</tr>
<tr>
<td>9/23/2013</td>
<td>5 – 7 p.m. LT 1030</td>
<td>Concepts of Will &amp; Capacity, Organizational Culture</td>
<td></td>
</tr>
<tr>
<td>9/30/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/7/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/14/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td>Authority and Power, SMART goals, CAIRO</td>
<td>Bolman &amp; Deal - Part 2 &amp; 3, Watkins – Ch. 3 &amp; 4</td>
</tr>
<tr>
<td>10/21/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td>Reframing Theory</td>
<td>Bolman &amp; Deal – Part 4 &amp; 5, Watkins – Ch. 5 &amp; 6</td>
</tr>
<tr>
<td>10/28/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td>Common Core Curriculum Make sure you have access to CC2</td>
<td>Spiro – Ch. 4 &amp; 5, Watkins – Ch. 7</td>
</tr>
<tr>
<td>11/4/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td>Communication theory with multiple stakeholders</td>
<td>Spiro – Ch. 6, 7, &amp; 8, Watkins – Ch. 8</td>
</tr>
<tr>
<td>11/11/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td>School-community relations</td>
<td>Bolman &amp; Deal – Parts 6 &amp; 7, Watkins – Ch. 9</td>
</tr>
<tr>
<td>11/18/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td>Evidenced-based decision making</td>
<td>SAKAI Lambert article, Duffy article</td>
</tr>
<tr>
<td>11/25/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td>Systems thinking: theory to practice implementation</td>
<td></td>
</tr>
<tr>
<td>12/2/2013</td>
<td>5:30 – 6:30 p.m. LT 1030</td>
<td>Leadership – putting the pieces together</td>
<td>Watkins – Ch. 10</td>
</tr>
</tbody>
</table>

- Meet your coach
- Policies and procedures for the internship
- Begin on-boarding plan
- Be sure you are now part of and attending a problem-solving team
- Locate and print your SPPA/CWPP plan

No class – Professor speaking at conference
No class – Loyola Fall Break
Part 1 Paper is Due
Part 2 Paper is Due
Part 3a Paper is Due
Part 3b Paper is Due
Part 4 Paper is Due
## Selected References


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


