Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership & Technology

LEAD 8920 / 8930 / 8940 / 8950
Advanced Leadership Field Based Experiences I, II, III, IV
3-6 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Interstate School Leaders Licensure Consortium Standards (ISLLC)

Standard 1 - Vision and Mission: An educational leader promotes the academic success and personal well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of high quality schooling that is shared by all members of the school community.

Standard 2 - Instructional Capacity: An educational leader promotes the academic success and personal well-being of every student by enhancing instructional capacity

Standard 3 – Instruction: An educational leader promotes the academic success and personal well-being of every student by promoting instruction that maximizes student learning.

Standard 4 - Curriculum and Assessment: An educational leader promotes the academic success and personal well-being of every student by promoting robust and meaningful curricula and assessment programs.

Standard 5 - Community of Care for Students: An educational leader promotes the academic success and personal well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care.

Standard 6 - Professional Culture for Teachers and Staff: An educational leader promotes the academic success and personal well-being of every student by promoting professionally-normed communities for teachers and other professional staff.

Positively Impacting Learning through Evidence-Based Practices

Standard 7 - Communities of Engagement for Families: An educational leader promotes the academic success and personal well-being of every student by promoting communities of engagement for families and other stakeholders in the school's community.

Standard 8 - Operations and Management: An educational leader promotes the academic success and personal well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning.

Standard 9 - Ethical Principles and Professional Norms: An educational leader promotes the academic success and personal well-being of every student by adhering to ethical principles and professional norms.

Standard 10 - Equity and Cultural Responsiveness: An educational leader promotes the academic success and personal well-being of every student by ensuring the development of an equitable and culturally responsive school.

Standard 11 - Continuous School Improvement: An educational leader promotes the academic success and personal well-being of every student by ensuring the development of a culture of continuous school improvement.

COURSE DESCRIPTION

A supervised residency that provided significant opportunities for the leadership candidate to synthesize knowledge and develop and practice the skills necessary to lead a school or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty, supervisors, and school district personnel.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

No textbook is required.

RECOMMENDED RESOURCE MATERIALS

- American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

- VSU Thesis and Dissertation Guide:
  http://www.valdosta.edu/GRADSCHOOL/Student_Forms.htm
  http://www.valdosta.edu/GRADSCHOOL/ Thesis&Dissertation_Guide_2002.pdf

COURSE OBJECTIVES

The Candidates will:

- Demonstrate their research knowledge and skills to complete an approved field-based project directed toward improving student achievement in their schools.
  ISSLC 1-11; $O\text{-}AL_{2.1}$, $O\text{-}AL_{2.2}$, $O\text{-}AL_{3.1}$, $O\text{-}AL_{3.2}$

- Complete the performance -based activities specified by the appropriate program AILE.

Positively Impacting Learning through Evidence-Based Practices

ISSLC 1-11; O-DL$_{2.1}$, O-DL$_{2.2}$, O-DL$_{3.1}$, O-DL$_{3.2}$; O-TL$_{2.1}$, O-TL$_{2.2}$, O-TL$_{3.1}$, O-TL$_{3.2}$; O-AL$_{2.1}$, O-AL$_{2.2}$, O-AL$_{3.1}$, O-AL$_{3.2}$; O-FL$_{1.1}$, O-FL$_{1.2}$, O-FL$_{2.1}$, O-FL$_{2.2}$, O-FL$_{3.1}$, O-FL$_{3.2}$; O-EDL$_{2.1}$, O-EDL$_{2.2}$, O-EDL$_{3.1}$, O-EDL $_{3.2}$; O-CLP$_{2.1}$, O-CPL$_{2.2}$, O-CPL$_{3.1}$, O-CPL$_{3.2}$; O-DL$_{3a}$, O-TL$_{3a}$, O-EDL$_{3a}$, O-FL$_{3a}$, O-AL$_{3a}$, O-CPL$_{3a}$

NOTE: These references are based on the performance of the 17 activities found in the AILE for the program students. The assessments are program assessments.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students must purchase a student College LiveText account.

2. Students will complete all assigned PBA's from the program AILE.

3. Students will read selected readings and /or books assigned by the instructor and participate in class presentations of the assigned reading assignments during seminar sessions.

4. All work for each class must be submitted to the instructor two weeks before the end of the semester for a grade other than Incomplete to be awarded.

Institutional Review Board

Students may be required to secure permission from the IRB for any research-based school improvement projects. This application may be done in 8900 or 8910 or another course based on when the candidate actually is ready to initiate the research activity.

COURSE EVALUATION

The course will be evaluated each semester using methods prescribed by the College of Education and the University. Evaluation instruments/methods include the AILE, which is composed of the performance- based activities for the programs coded as:
O-DL$_{3a}$, O-TL$_{3a}$, O-EDL$_{3a}$, O-FL$_{3a}$, O-AL$_{3a}$, O-CPL$_{3a}$

Grading Scale

A grade of "S" or "U" will be assigned at the conclusion of the course. To continue with the companion courses, LEAD 8930, LEAD 8940, or LEAD 8950, a student must receive a grade of "S". At the instructor's discretion, a grade of "I" may be given to provide students with one additional semester to satisfactorily complete the course requirements. Students must also complete the COE Advanced Educator Form in EDUC 5999 and LEAD 8950 in LiveText and the Field Experience Form for Educational Leadership Other School Personnel in LEAD 8950 in LiveText.

ATTENDANCE POLICY

Educational Leadership candidates are professional educators. The instructor expects them to act accordingly. If or when problems arise affecting a candidate's participation or responsibilities, the instructor expects to be notified in a timely manner.

Positively Impacting Learning through Evidence-Based Practices

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

http//www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website

http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).   The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).   According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX,

Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at: *http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml*

Positively Impacting Learning through Evidence-Based Practices

PROGRAM ASSESSMENT: Advanced Inventory of Leadership Activities

The course sequence, LEAD 8920, 8930, 8940, and 8950 are interrelated as candidates work on Performance-Based Activities with proficiencies and assessments embedded in the activities which are designed by and in accordance with the partnership agreements for the program. Individual candidates work on activities appropriate for semester of entry into the program and at the appropriate time during a school year the candidate is enrolled in the program. Therefore, no activity is linked to a particular course; rather they all must be completed while the candidate is enrolled in the program. Assessment of the activities is completed collaboratively by the site mentor and the university supervisor/performance coach. The activities are assessed using program assessments and rubrics designed by program staff and reviewed by many experts in the field of educational leadership across the nation. They are designed to measure leadership competencies found in the ISLLC standards, the EDL GACE competencies, the Georgia Leader Keys evaluation instrument, other leader assessment instruments found in the literature, and feedback from our EDL Advisory Council and our RESA and system partners. There are two sets of activities; one for building level leaders and one for system level leaders. There are similarities and differences between the two based on the location in which the activities are performed.

Candidates receive formative evaluation on each activity as it is submitted in LiveText and given the opportunity to resubmit activities as necessary until the standard is met. This occurs throughout the LEAD 8920, 8930, and 8940 sequence. Summative assessment includes the final assessment of all activities and dispositions and is completed at the end of LEAD 8940 and recorded in LiveText.

Advanced Inventory of Leadership Activities

Instructions to candidates:

- The purpose of the AILE is to demonstrate skills, knowledge and competencies developed in the program through course work, field experiences, and internships. The AILE serves as a formative and summative, performance assessment of the candidate's mastery of VSU's Leadership Candidate Performances. This document will allow faculty to determine the candidate's eligibility for the Ed. S. degree or certification in Performance-Based Educational Leadership. Most importantly, the AILE also serves as a tool for self-assessment and reflection (Brown and Irby, 1997).

- All educational leadership candidates must complete and Inventory of Leadership Activities consisting of performance-based activities conducted in real settings. Candidates are to prepare and present an Initial Inventory of Leadership Experiences in partial fulfillment of the requirements for a degree or certification in Educational Leadership. The AILE is the vehicle by which candidates demonstrate the competencies required for a leadership degree. Candidates should work on their AILEs throughout the time they are in the program. Individual instructors will provide guidance as they assign particular projects or activities. Candidates should work with diverse populations of students and colleagues to include multiple races/ethnicities, special populations, and limited English proficiency when in completing the AILE. Remember activities or projects may represent multiple standards. The AILE will be housed on the COE LiveText website. It is the candidate's responsibility to submit work to LiveText and update the site regularly. For each activity, the candidate is required to provide a learning reflection narrative, proper documentation of the activity, and a school leader's verification signature (school leader is not required to assess the activity).

- Candidates are responsible for following the guidelines set forth in the Educational Leadership Program Handbook. Advice on the planning and development of the AILE is available from course instructors,

Positively Impacting Learning through Evidence-Based Practices

the candidates' advisors, and school/system mentors.

- Candidates will present the AILE to the VSU Leadership Advisor for review and formative/summative evaluation during each semester of enrollment. A summative evaluation will be conducted during the last term prior to graduation or certification.

Building Level Leadership Candidate's AILE Assessment

The Initial AILE's are assessed using the following rubric. In order to successfully complete the activity (pass the assessment), the candidate must attain a score of 2 or more on each overall rubric.

Below is an example of one the Field Experiences Assessments. NOTE: These are the same areas found in the Georgia Leader Keys assessment.

Scoring Rubric

- Distinguished (3 points) - The candidate's work could be used as a model to teach others.
- Proficient (2 points) - The candidate's work meets criteria and expectations. All desired behaviors were displayed and performed correctly.
- Developing (1 point) - The candidate's work indicates the need for additional practice. Some of the desired skills and behaviors were adequately displayed.
- Emerging (0 points) - The candidate's work indicates the need for additional study and practice. Few or none of the desired behaviors were adequately displayed.

How effective was the candidate in demonstrating skills, knowledge, and behaviors in these performance areas?

RATING

1. Curriculum   3   2   1   0   NA

2. Instruction   3   2   1   0   NA

3. Assessment   3   2   1   0   NA

4. Data Analysis   3   2   1   0   NA

5. Organizational Culture   3   2   1   0   NA

6. Professional Learning and Development   3   2   1   0   NA

7. Performance Management and Process Improvement   3   2   1   0   NA

8. Managing Operations   3   2   1   0   NA

9. Leading Change   3   2   1   0   NA

10. Relationship Development   3   2   1   0   NA

    Overall Rating   3   2   1   0   NA

Positively Impacting Learning through Evidence-Based Practices

ADVANCED INVENTORY OF LEADERSHIP EXPEREINCES

1. School Action Research Project or Program Evaluation Project
   (ISLLC 2, 3, 4, 11) (O-TL1 O-EDL2, O-EDL 3, O-AL2 O-AL3, O-CPL1.1, O-CPL1.2, O-CPL2.1, O-CPL2.2, O-CPL 3.1, O-CPL3.2)

2. Review the school's vision/mission/beliefs/goals statement(s) and the process used for development. Interview key leadership personnel (professional development, finance, curriculum, personnel, leadership, teachers, parents, students, community members, etc.) to assess whether current policy and practice are aligned with the vision/mission. Determine if the vision/mission/beliefs/goals are congruent with school needs, diversity of learners, resource allocation, and focus on improving student learning. Develop several recommendations for greater alignment and a plan to communicate recommendations to school leadership, system leadership, community, and other appropriate publics. Lead a group discussion to include system and school personnel, community and other appropriate publics to determine strategies for updating the system mission/vision/goals statements. Documentation for this activity should include copies of the vision/mission/beliefs/goal statements, a list of people and positions interviewed, your interview guide, your written recommendations for greater alignment and improving current policy and practice, your rationale for the recommendations, a list of people who participated in the discussions, evidence of your presentation of these to appropriate leadership personnel, the outcomes from the discussions, and your plan for updating these items. Prepare and submit a learning reflection to address this activity.
   (ISLLC 1, 2, 6, 10, 11) (O-AL2.1, O-AL2.2, O-AL3.1, O-AL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2, O-CPL2.1, O-CPL2.2, O-CPL 3.1, O-CPL3.2, O-DL2.1, O-DL2.2, O-DL3.1, O-DL3.2)

3. Review school policies and procedures concerning the collection and use of data for assessment and evaluation including disaggregated assessment data and reviewing student work samples. Determine how the school uses data to assign students to classes and to design, monitor, and revise instruction. Lead a group discussion of these policies and procedures with appropriate colleagues and determine the extent to which these policies and procedures are reflected in the use of data in the decision-making processes and in school improvement initiatives. Make recommendations to school leadership suggesting ways to improve the use of instructional technology and the collection, usage, and communication of these data to improve instruction and student learning for diverse groups of students. Documentation for this activity should include the minutes of your group discussion, your written recommendations, support for the recommendations, and evidence of your presentation of these to appropriate leadership personnel. Prepare and submit a learning reflection that encompasses this activity.
   (ISLLC 2, 3, 4, 11) (O-AL1.1, O-AL2.1, O-AL2.2, O-AL3.1, O-AL3.2, O-AL3a, O-TL1.1, O-TL 2.1, O-TL2.2, O-TL3.1 O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2, O-CPL2.1, O-CPL2.2, O-CPL 3.1, O-CPL3.2)

4. Review the personnel policies and professional development processes utilized by the school. Determine if existing policies and procedures create a positive workplace and focus on developing a pervasive culture for learning based on system need, and address issues of diversity in employment. Discuss your findings with appropriate leadership personnel and make recommendations for improvement. Lead the process of implementing at least one of your recommendations in your school. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to appropriate leadership personnel, implementation plan, and a summary of the results. Prepare and submit a learning reflection that addresses this activity.

Positively Impacting Learning through Evidence-Based Practices

(ISLLC 6, 8, 10) (O-DL2.1, O-DL2.2, O-DL3.1, O-DL3.2, OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2)

5. Collaborate with colleagues to identify areas of the school's curriculum which need alignment with the Georgia Performance Standards and/or the Common Core Standards using school and system data. Align this area of the curriculum vertically and horizontally based on student needs as indicated by school assessment data. Audit this area to determine the levels of expectation and the depth of understanding required. Review current research and best practices including the use of instructional technology, and make recommendations for improving teaching, learning, and student achievement. Documentation for this activity should include a copy of your audit results, your written recommendations, justification for the recommendations, copies of the aligned curriculum documents, and evidence of your presentation of these to appropriate leadership personnel. Prepare and submit a learning reflection that addresses this activity.
(ISLLC 2, 3, 4, 11) (O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2, OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-AL2.1, O-AL2.2, O-AL3.1, O-AL3.2)

6. Participate in the development of the school and system budget focusing on state Quality Basic Education (QBE) funding and local funding in reviewing student population changes, personnel needs, instructional program needs, professional development needs, maintenance and operations needs, transportation needs, facility needs, equipment and supply needs, technology needs, etc., assuring that student learning is supported. Develop a plan that involves parents, community, and school personnel in the budgeting process and communicates the budget plan to all stakeholders. Discuss the process and plans with appropriate leadership personnel. Present the approved plan to the school council, the faculty, and other appropriate groups. Documentation for this activity should include your written recommendations, justification for the recommendations, your plans, and evidence of your presentation of these to appropriate leadership personnel, the school council, the faculty, and other appropriate groups. Prepare and submit a learning reflection that addresses this activity.
(ISLLC 2, 3, 4, 8, 11) (O-DL2.1, O-DL2.2, O-DL3.1, O-DL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2, OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2)

7. Review with school personnel student enrollment projection processes, the development of school master schedule, student grouping policies and procedures for addressing diversity, and personnel assignment procedures assuring that these processes focus on student achievement. Make recommendations to school personnel to improve these processes and procedures. Assure appropriate data for these decisions are collected through the use of needs assessments and other appropriate strategies. Present your recommendations to appropriate leadership personnel. Participate in the development of the school schedule. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to appropriate leadership personnel, and your participation in the development of the school schedule. Prepare and submit a learning reflection that encompasses this activity.
(ISLLC 2, 3, 4, 5, 8) (O-DL2.1, O-DL2.2, O-DL3.1, O-DL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2, OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-AL2.1, O-AL2.2, O-AL3.1, O-AL3.2)

8. Review the literature to determine the components of a comprehensive marketing/public relations campaign. Develop or review an existing marketing plan/ public relations campaign using a variety of strategies to emphasize some aspect of your school's instructional program. Involve school personnel, business people, teachers, parents, students, appropriate media, etc. in the planning process. Prepare and present a marketing/public relations plan/campaign to appropriate leadership personnel, the board of education, and appropriate publics. Documentation for this activity should include your written

Positively Impacting Learning through Evidence-Based Practices

plan/campaign and evidence of your presentation to appropriate audiences. Prepare and submit a learning reflection to address this activity, and describe how it impacted your school.
(ISLLC 8) (O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2, OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2)

9. Review the Georgia Code of Ethics for Educators, and prepare a personal Code of Ethics built around the principles of respect for others, confidentiality, dignity, sensitivity to diversity, honesty, and personal integrity. Lead the school faculty and staff in a discussion of the Code of Ethics. Documentation for this activity should include your written personal Code of Ethics and documentation from your meeting with faculty and staff. Prepare a learning reflection addressing the value of Codes of Ethics for professional personnel and personal Codes of Ethics.
(ISLLC 9) (O-EDL 2.1, O-EDL2.2, O-EDL3.1, O-EDL3.2, O-EDL3a, OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2)

10. Review the school emergency preparedness policies and/or plans, the school safety plan, and procedures for dealing with school disruptions and violence. Determine if the plans address the recognition of potential violence and violence prevention, a structure for dealing with local emergency agencies, law enforcement, the news media, and parents. Discuss the policies/plans with school leadership and assist leadership in either developing new or updating existing policies or plans. Make a presentation of the policies/plans to school faculty and other appropriate audiences. Documentation for this activity should include a written summary of your role in this process, evidence of your participation in policy development, and presentation of this policy issue to appropriate groups. Prepare and submit a learning reflection sharing your knowledge and experience gained from this activity.
(ISLLC 5, 8) (OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2)

11. Discuss special education, English Language Learners, and other special needs programs including legal issues with the appropriate system personnel. Review state and local policies and procedures to assure compliance standards are being met, proper fiscal and human resources are being provided, and that instructional programs meet student needs. Provide recommendations from your findings to system leadership. Lead discussions with faculty on how to improve cooperation between special and regular education built around your recommendations. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to leadership, and evidence of your discussions with faculty. Prepare and submit a learning reflection to address this activity which includes your perceptions of the process and suggestions for improvement.
(ISLLC 2, 3, 4, 5, 11) (OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-DL2.1, O-DL2.2, O-DL3.1, O-DL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2)

12. Participate in the state or federal legislative process by attending a legislative event or legislative committee meeting, discussing current or pending education legislation with key officials, making visits or telephone calls, sending e-mails, or lobbying for new legislation or change in existing laws. Discuss with faculty pending legislation and its impact on your school or system. Lead the faculty and/or appropriate group in an effort to either support or oppose pending legislation. Documentation for this activity should include your written log of participation, evidence of your research into the legislative issues, evidence of your legislative efforts, and the results of your activities. Prepare a learning reflection illustrating how the legislative process works and describes your experiences from this activity.
(ISLLC 8) (OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2)

13. Review with school leadership the supervisory approaches employed in the school. Identify a variety of models or approaches which include collaboration, recognition of the role of teacher leadership, reward innovation, build trust and respect, demand a strong work ethic, support professional development, and which directly focus on student learning. Perform several supervisory cycles on staff including developing professional development plans. Discuss your findings with school leadership, and make appropriate recommendations. Documentation for this activity includes evidence of participation in supervisory activities including completed teacher observation/evaluation forms, professional development plan(s), and evidence of your discussions of these observations and recommendations to appropriate leadership personnel. Prepare a learning reflection to support your learning from this activity.
(ISLLC 2, 3, 4, 5, 11) (O-CPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2. O-EDL2.1, O-EDL2.2, O-EDL 3.1, O-EDL3.2, OAL2.1, O-AL2.2, O-AL3.1, O-AL3.2)

14. Work with system personnel and teachers to collaboratively design, monitor, and revise instructional strategies and develop improvement plans to assure student proficiency on state standards. Assure the revisions are based on research-based strategies, accommodate learning styles and special needs, limited English proficiency, and build on Bloom's taxonomy. Present these instructional strategies and improvement plans to appropriate faculty and school leadership. Documentation for this activity should include your written recommendations for instructional change, suggested best practice, justification for the recommendations, and evidence of your presentation of these to appropriate faculty and leadership personnel. Prepare and submit a learning reflection that addresses this activity.
(ISLLC 2, 3, 4, 5) (O-CPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2. O-EDL2.1, O-EDL2.2, O-EDL 3.1, O-EDL3.2, OAL2.1, O-AL2.2, O-AL3.1, O-AL3.2. O-DL2.1, ODL2.2, O-DL 3.1)

15. Observe administrators at the elementary, middle, and high school levels as well as the central office. An attempt should be made to visit at least one school outside your system where there is a different demographic composition.
(ISLLC 8, 10) (O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2)

16. Serve in a full time leadership capacity for the equivalency of 15 days. This time should occur in multiple settings (during the regular school year, during scheduled professional development time, during pre and post planning, during summer sessions, and other days as appropriate) and including working with parents, community groups, local businesses, and others. This time should be in at least half day increments. During this time candidates accept substantial responsibility for the leadership activities and functions. Documentation should include anecdotal notes, meeting agendas or other relevant documents, a candidate log of the activities which include dates, descriptions of the activities led, time spent on the activities, and a supervisor sign-off for the log.
(ISLLC 1-11)

17. Additional activities jointly developed and approved by university advisor, mentor, and students may be added or substituted for specific activities listed.

Note: Any of these activities may be modified by the CST. The modifications must maintain the intent of the activity assuring candidates have knowledge of and experiences within the intent of the activity and are applicable within the school or system setting.

System Level Advanced Inventory of Leadership Experiences

1. System Action Research Project or Program Evaluation Project
   (ISLLC 2, 3, 4, 11) (O-TL1 O-EDL2, O-EDL 3, O-AL2 O-AL3, O-CPL1.1, O-CPL1.2, O-CPL2.1, O-CPL2.2, O-CPL 3.1, O-CPL3.2)

2. Review the system vision/mission/beliefs/goals statement(s). Interview key leadership personnel (professional development, finance, curriculum, personnel, leadership, etc.), parents, and community members to assess whether current policy and practice are aligned with the vision/mission to determine the process used for the development of the vision/mission/beliefs/ goals statements. Determine if the vision/mission/beliefs/goals are congruent with system needs, diversity of learners, resource allocation, and focus on continuously improving student learning. Develop recommendations for greater alignment and a plan to communicate recommendations to system leadership. Lead a group discussion to include system and school personnel to determine strategies for updating the system mission/vision/goals statements. Documentation of this activity should include copies of the vision/mission/beliefs/goal statements, a list of people and positions interviewed, your interview guide, your written recommendations for greater alignment and improving current policy and practice, your rationale for the recommendations, a list of people who participated in the discussions, evidence of your presentation of these to appropriate leadership personnel, the outcomes from the discussions, and your plan for updating these items. Prepare and submit a learning reflection to address this activity.
   (ISLLC 1, 2, 6, 10, 11) (O-AL2.1, O-AL2.2, O-AL3.1, O-AL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2, O-CPL2.1, O-CPL2.2, O-CPL 3.1, O-CPL3.2, O-DL2.1, O-DL2.2, O-DL3.1, O-DL3.2)

3. Review system policies and administrative regulations concerning the collection and use of data for assessment and evaluation including disaggregated assessment data for all subgroups. Discuss these policies and regulations with several colleagues and determine the extent to which policy and administrative decisions reflect the use of available student achievement data in the decision-making process and in student learning improvement initiatives within the school, including the appropriate use of instructional technology. Lead a group discussion of these policies and procedures with appropriate colleagues to determine the extent to which these policies and procedures reflect the appropriate use of data in decision-making processes effecting student achievement. Make recommendations to school/system leadership suggesting ways to improve the collection, use, and communication of these data to improve instruction and student learning, and lead the implementation of at least one of these recommendations in your system. Documentation for this activity should include the results of your group discussions, your written recommendations, support for the recommendations, evidence of your presentation of these to appropriate leadership personnel, and an evaluation of your implementation of a recommendation. Prepare and submit a learning reflection that encompasses this activity.
   (ISLLC 2, 3, 4, 11) (O-AL1.1, O-AL2.1, O-AL2.2, O-AL3.1, O-AL3.2, O-AL3a, O-TL1.1, O-TL 2.1, O-TL2.2, O-TL3.1 O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2, O-CPL2.1, O-CPL2.2, O-CPL 3.1, O-CPL3.2)

4. Review with appropriate system staff personnel issues in light of federal law, Georgia law, and local policies and procedures including employee benefits, diversity, recruiting, screening, hiring, inducting, assigning, supervision, professional development, promotion, and termination of both certified and classified personnel utilized by the system. Determine if existing policies and procedures create a positive workplace and focus on developing a pervasive culture for learning based on system need. Present a variety of research-based strategies to improve student learning based on adult learning theory, and provide teachers and others opportunities to grow professionally by designing a professional development plan for a group of teachers in your system. Discuss your findings and your professional

Positively Impacting Learning through Evidence-Based Practices

development plan with system leadership making recommendations for improvement. Lead the implementation of the professional development plan for a group of teachers. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to appropriate leadership personnel, and evidence of your leadership in the development and presentation of a professional development plan to a teacher group. Prepare and submit a learning reflection that addresses this activity.
(ISLLC 6, 8, 10) (O-DL2.1, O-DL2.2, O-DL3.1, O-DL3.2, OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2)

5. Collaborate with colleagues to identify areas of the system's curriculum for alignment with the Georgia Performance Standards and/or the Common Core Standards. Align this area of the curriculum vertically and horizontally based on student needs as indicated by school and/or system assessment data. Audit this area to determine the levels of expectation and the depth of understanding required. Review current research and best practices including the use of instructional technology, and make recommendations for improving teaching, learning, and student achievement to appropriate system personnel. Documentation for this activity should include your written recommendations, justification for the recommendations, copies of curriculum documents, evidence of your presentation of these to appropriate leadership personnel, and evidence that you led the alignment and auditing of a curriculum area. Prepare and submit a learning reflection that addresses this activity.
(ISLLC 2, 3, 4, 11) (O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2, OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-AL2.1, O-AL2.2, O-AL3.1, O-AL3.2)

6. Participate in the development of the system budget by reviewing Quality Basic Education (QBE) data and local funding data, enrollment data, and forecasts. Review the system support of personnel needs, instructional program needs, maintenance and operations needs, transportation needs, facility needs, equipment and supply needs, technology needs, etc. to assure the support of student learning. Review Georgia's legal requirements for proper procurement, accounting, auditing, and management of fiscal and human resources. Discuss the requirements and procedures with appropriate system personnel, and make recommendations to leadership personnel for improving the budget and fiscal management processes. Participate in the system budgeting process assuring that your recommendations are considered. Documentation for this activity should include your written recommendations, justification for the recommendations, and evidence of your presentation of these to leadership. Prepare and submit a learning reflection that addresses this activity.
(ISLLC 2, 3, 4, 8, 11) (O-DL2.1, O-DL2.2, O-DL3.1, O-DL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2, OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2).

7. Work with system personnel and teachers to collaboratively design, monitor, and revise instructional strategies to assure student proficiency on state standards. Assure the revisions are based on research-based strategies, accommodate learning styles and special needs, and build on Bloom's taxonomy. Lead a teacher professional development activity addressing the improvement and/or implementation of a new instructional strategy. Documentation for this activity should include your written recommendations for instructional change, suggested best practice, justification for the recommendations, evidence of your presentation of these to appropriate leadership personnel, and evidence that you led a professional development activity to improve/implement an instructional strategy. Prepare and submit a learning reflection that addresses this activity.
(ISLLC 2, 3, 4, 5, 8) (O-CPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2. O-EDL2.1, O-EDL2.2, O-EDL 3.1, O-EDL3.2, OAL2.1, O-AL2.2, O-AL3.1, O-AL3.2)

Positively Impacting Learning through Evidence-Based Practices

8. Review the literature to determine the components of a comprehensive marketing/public relations campaign. Review and/ or develop a marketing plan/ public relations campaign using a variety of strategies to emphasize some aspect of your systems' instructional program. Involve system level personnel, school level personnel, business people, parents, students, appropriate media, etc. in the planning process. Prepare and present the plan/campaign to leadership personnel, the board of education, and appropriate publics. Documentation for this activity should include your written plan/campaign and evidence of your presentation to appropriate audiences. Prepare and submit a learning reflection that encompasses this.
   (ISLLC 8) (O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2, OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2)

9. Review the Georgia Code of Ethics for Educators and prepare a personal Code of Ethics built around the principles of respect for others, confidentiality, dignity, sensitivity to diversity, honesty, and personal integrity. Review system policy and procedures for presenting the Code of Ethics to system and school on a regular basis developing a plan to assure at least annual updates to all system and school staff and faculty. Documentation for this activity should include your written personal Code of Ethics, a summary of your review of system policy and procedures, and your plan for updating faculty and staff. Prepare a learning reflection addressing the value of Codes of Ethics for professional personnel and personal Codes of Ethics.
   (ISLLC 9) (O-EDL 2.1, O-EDL2.2, O-EDL3.1, O-EDL3.2, O-EDL3)

10. Review a section of the system policy manual. Discuss with leadership personnel the process of developing new policies and updating current policies. Lead the process of developing a new or updating an existing policy(ies) including presentation of the policy issue to the board of education. Documentation for this activity should include your rationale for the policy change/implementation, evidence of your discussions with system leadership about the change/new policy, a written summary of your role in this process, and evidence of your presentation of this policy issue to the board of education. Prepare and submit a learning reflection sharing your knowledge and experience gained from this activity
    (ISLLC 5,8) (C-OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2)

11. Discuss special education and other special needs programs such as programs for English Language Learners, including legal issues associated with these programs, with the appropriate system personnel. Review state and local policies and procedures to assure the system is meeting local, state, and federal standards, providing proper fiscal and human resources, and providing an appropriate instructional program based on available data. Prepare recommendations from your findings, and present them to appropriate system leadership. Work with special education leadership to implement at least one of your recommendations for improvement. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to appropriate leadership personnel, and the results of the implementation of your recommendation. Prepare and submit a learning reflection to address this activity, which includes your perceptions of the process and suggestions for improvement.
    (ISLLC 2, 3, 4, 5, 11) (OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-DL2.1, O-DL2.2, O-DL3.1, O-DL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2)

12. Participate in the state or federal legislative process by attending a legislative event or legislative committee meeting, discussing current or pending education legislation with key officials, making telephone calls or visits, sending e-mails, or lobbying for new legislation or change in existing laws. Lead an effort to support or oppose pending legislation or make a change in existing law to better serve your system. Documentation for this activity should include your written log of participation, evidence

Positively Impacting Learning through Evidence-Based Practices

of your research into the legislation being addressed, and evidence of the results of your activities. Prepare a learning reflection illustrating how the legislative process works and your experiences from this activity.
(ISLLC 8) (OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2)

13. Review with system facilities personnel school construction legal requirements and local policies and procedures for new construction, renovation, and modification. Work with system personnel to review building and facilities' needs as determined by the system long range facilities plans, instructional and programmatic needs, facilities conditions, and other available data including the system five year facilities plan. Review system maintenance and transportation programs focusing on preventative maintenance, safety concerns, and how these functions support student learning. After your reviews, present recommendations for improvement of these functions to appropriate system personnel. Plan for and lead the implementation of at least one of your recommendations for improvement. Documentation for this activity should include your written recommendations, justification for the recommendations, evidence of your presentation of these to leadership, your plan for implementation of at least one of your recommendations, and the a summary of the results of your work. Prepare a learning reflection to support your recommendations and learning from this activity.
(ISLLC 2, 3, 4, 5, 11) (OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2)

14. Observe administrators at the elementary, middle, and high school levels as well as the central office. An attempt should be made to visit at least one school outside your system where there is a different demographic composition.
(ISLLC 2, 3, 4, 5) (O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2)

15. Serve in a full time leadership capacity for the equivalency of 15 days. This time should occur in multiple settings (during the regular school year, during scheduled professional development time, during pre and post planning, during summer sessions, and other days as appropriate) and including working with parents, community groups, local businesses, and others. This time should be in at least half day increments. During this time candidates accept substantial responsibility for the leadership activities and functions. Documentation should include anecdotal notes, meeting agendas or other relevant documents, a candidate log of the activities which include dates, descriptions of the activities led, time spent on the activities, and a supervisor sign-off for the log.
(ISLLC 1-11) (OCPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-FL1.1, O-FL1.2, O-FL2.1, O-FL2.2, O-FL3.1, O-FL3.2)

16. Additional activities jointly developed and approved by university advisor, mentor, and students may be added or substituted for specific activities listed.

    Note: Any of these activities may be modified by the CST. The modifications must maintain the intent of the activity assuring candidates have knowledge of and experiences within the intent of the activity and are applicable within the school or system setting.