

# UConn

NEAG SCHOOL OF EDUCATION



## **UCAPP 3.0 Core Assessments & Syllabi**

**Faculty Review**

**Spring 2018**

**Faculty Review: UCAPP 3.0 Core Assessments & Syllabi – Spring 2018**

Neag School of Education, Department of Educational Leadership

University of Connecticut Administrator Preparation Program

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### **Letter to the faculty**

Dear UCAPP Faculty:

Thank you for your help to review the preliminary core assessments and syllabi for the UCAPP 3.0 program of study which will launch in July 2019. Your feedback will help define the curriculum we will teach and assess in our redesigned program. Constructive criticism in the spirit of *How can we make it better or just right* is what we need at this time.

This review is important to preparing for the Curriculum and Courses approval process which must be completed in the fall to comply with the UConn Registrar's timeline to define a new program of study for cohorts beginning in Summer 2019. We intend to initiate our program and course approval application in March.

Keep in mind what is outlined below as you conduct your review.

Thank you,  
Richard

#### **Aim of core assessments**

- 1) Define project-based tasks aligned to leadership competencies prioritized for building-level leaders in Connecticut (and nationally)
  - a) Tasks will become the drivers for what aspiring UCAPP leaders “do” in their internship
  - b) Leadership coaches will guide completion through planning, observation and feedback
- 2) Produce program outcomes data that will promote ongoing continuous improvement planning

#### **Aim of each preliminary syllabus**

- 1) Provide a foundational outline aligned to the theme of the course
- 2) Define a topical sequence to support the development of leadership knowledge and skill to support competency development (i.e., knowledge, skill, thinking, disposition) aligned to the focus of the course
- 3) Identify 1-3 priority PSEL standards as the focus for each class session
- 4) Approximate a sequence for course content and assignments that supports the completion of the core assessments

**Important decisions we still need to make together as a UCAPP faculty**

- 1) The class session sequence between listed courses for the fall and spring semesters
- 2) Final content and assignments for each course (i.e., minor revisions for depth and coherence)
- 3) Timeline for aspiring UCAPP leaders to submit core assessment tasks
- 4) Which parts of the core assessment tasks – if any – will be submitted as course assignments
- 5) Scoring criteria for assessing core tasks
- 6) Pedagogy: What common approaches will we implement to promote a common preparation experience throughout the program?

**Requested Feedback*****Content***

- 1) Are the class session topics relevant to the building-level leadership, particularly the role of principalship?
- 2) Are the objectives aligned to course theme and the session topic for which it listed? Are there any essential objectives missing?
- 3) Is there an essential topic missing?
- 4) Is there an essential reading missing?

***Sequence***

- 1) Does the session topic make sense at a fundamental level?
- 2) Is the pacing reasonable?

Include comments and/or suggestions as you deem appropriate to help the move the work of completing these assessments and syllabi. You do not need to answer every feedback question listed above or speak to every assessment or course.

Please Note: Special Ed Institute and Law courses are not included in this review as they will not be restructured in UCAPP 3.0.

**Template: Core assessment feedback**

CORE ASSESSMENT	FEEDBACK
Instructional Leadership	Comments:  Suggestions:
Organizational Leadership	Comments:  Suggestions:
Talent Management	Comments:  Suggestions:

**Template: Syllabi feedback**

SEMESTER	COURSE	FEEDBACK
Summer 1  Focus: Principal Leadership	School Leadership & Administration of Educational Organizations	Comments:  Suggestions:
	Human Development for School Leaders (Learning Theory)	Comments:  Suggestions:
SEMESTER	COURSE	FEEDBACK
Summer 2	Contemporary Education Policy	Comments:  Suggestions:

SEMESTER	COURSE	FEEDBACK
<p><b>Year 1</b></p> <p>Focus: Classroom &amp; Individual Teachers and Students</p>	Instructional Leadership:	Comments:
	Instruction and (Student Support) Intervention	Suggestions:
	Organizational Leadership:	Comments:
	Culture and Parent & Community Engagement	Suggestions:
	Instructional Leadership:  Curriculum & Assessment	Comments:  Suggestions:
Talent Management:  Supervision & Performance Evaluation	Comments:  Suggestions:	
SEMESTER	COURSE	FEEDBACK
<p><b>Year 2</b></p> <p>Focus: Whole School &amp; Teams or Groups</p>	Organizational Leadership:  Improving Educational Organizations	Comments:  Suggestions:
	Talent Management:  Professional Learning	Comments:  Suggestions:
	Organizational Leadership:  Developing Organizational & Leadership Capacity	Comments:  Suggestions:

## Faculty Review: UCAPP 3.0 Core Assessments & Syllabi

### Core Assessment for Instructional Leadership

#### *Comments*

- 1) Analysis of curriculum is critical – good to include
- 2) Inclusion of special populations is necessary – are these all special populations?
- 3) The two assessments are appropriate and address directly the real work of an instructional leader.
- 4) Strength of this assessment is clear focus on improving instruction for students/student outcomes.
  - a) Great that task is split to focus candidate attention on both Tier I and Tier II/III.
  - b) What seems to be missing is the idea of grounding improvement work in what is actually happening in classrooms / what the status of curriculum and assessment practices are.
    - i) What are the current instructional practices?
    - ii) What needs for pedagogical improvements are seen by administrators or identified as needs by the teachers themselves?
  - c) The difference between leading professional learning task and coaching cycles task is not clear.
    - i) Both seem to focus on the candidate presenting to the teachers, rather than working with the teachers to identify needs and build ownership of ongoing improvement processes.
- 5) Add District Pyramid of Interventions Model
- 6) Edits to description of assessment:
  - a) After analyzing student achievement data, as well as district and school priorities, you will plan and execute student-centered coaching for a teacher or team of teachers on Tier II/III instruction in order to assist them in them in designing instruction that targets student outcomes.
  - b) You should obtain data from participants on strengths/gaps of the professional learning opportunities regarding Tier II/III instruction.
  - c) In addition, you should reflect on how the coaching addressed equity issues and the needs of special populations (not all students who receive Tier II/III are special education or part of a ‘special population’ – students that are not identified may require this intervention and then move back to Tier I).
  - d) The table below summarizes steps of the core assessment, and you will submit a 3-4-page single-spaced report. You should attach coaching forms or other documents as an appendix.
- 7) I like the incorporation of the Improvement Science language / process.
  - a) Building on SRBI is constructive and helpful for instructional knowledge and process
- 8) The assessment aligns with the IL sessions and requires the students to use the knowledge they have gained and apply it in a real-world setting.
- 9) The Core assessment will provide a meaningful learning opportunity for the students.

- 10) I would consider adding to the syllabus an activity on how to “enroll” teachers in a coaching session or cycle.
- There is a lot of research on coaching principles and if a session or cycle is done to teachers through a “deficit” lens, you will not get the buy in or sense of urgency and engagement.
  - If the students are expected to engage their colleagues in coaching, they will need a toolkit for doing so, or the participation, outcomes and impact cannot be measured.
  - The principals will have to be in full support and should be a lead in communicating this task.
  - “Coaches” walk a fine line and you do not want the message to be from an evaluative standpoint.
  - The students in the course doing this work will need a tremendous amount of support at their building.
- 11) Again, I think it is incumbent upon “us/UCONN” to provide a coaching toolkit (protocols, handouts, questioning protocol, exit tickets, other coaching forms).
- 12) Overall, how can we develop a channel of communication and collaboration to model all the standards and objectives.
- TaskStream is one portal, but it is somewhat of a challenge to navigate.
  - Should we consider Twitter accounts as UCAPP Cohorts / Sites and we (faculty) post after each session new learning, questions, resources etc.
  - All students can follow the feeds?
- 13) Do we consider using Google as a platform for identified topics where there is communication and collaboration?
- Perhaps identify which classes and cohorts will team with each other and over which topic - makes sense in the professional learning portions of the syllabus.
  - This could be a controlled, yet flexible activity / task that the faculty can monitor.
  - It models what many may encounter in the field. Just a thought.

### ***Suggestions***

- Not a fan of this assignment being weighed at 30%
  - Facilitation of Course Reading (30%)
  - Should you consider including an Entry Plan development activity?
    - Every new Principal should have one and emphasizes the important of getting in front of all stakeholders initially and gathering data before jumping to action planning.
    - Potential to have Facilitation of course reading at 15% and entry plan at 15%
- Confused by focus on instructional coaching.
  - Is that the role of the principal or is it his/her role to leverage “middle management” (i.e., literacy coaches, math coaches, etc.) to use instructional coaching strategies.
  - It is high leverage for a principal to know how to use these key teacher leaders to coach others. (session 5 should go with session 7)

- 4) This is less of a suggestion than a lament.
  - a) I see that the most valuable assessment from traditional UCAPP – the “written, taught, learned” curriculum analysis project in the curriculum course has fallen to the cutting room floor.
  - b) Yet, I don’t see how anything else could be added to this already packed assignment list.
- 5) Under "Investigate": both for professional learning and coaching cycles
  - a) Observe instruction in the targeted area of the curriculum.
  - b) Meet with teachers and administrators to discuss and identify goals for instructional improvement.
- 6) For coaching cycles:
  - a) Add language that reflects concept of cycle of coaching.
    - i) How was the teacher involved in goal setting for the coaching cycle?
    - ii) How was feedback provided to teacher?
    - iii) How did candidate assess impact of initial coaching, and revise or refine as cycle continued?
- 7) In planning for professional learning, candidate should be asked to link ideas from Human Development course related to adult learning / developing inquiry-based approaches to professional learning.
- 8) Add student-centered in front of the word coaching
- 9) Instead of a PD Session, I would recommend a PD Plan that includes AT LEAST one working session with a large group and a follow up session with a small group.
  - a) Also, “team of teachers’ is ambiguous and may result in working with three teachers and having no “large group” experience.

### *University of Illinois-Chicago*

- 1) The activities seem to be in isolation and not embedded in authentic school work
- 2) Use the term professional learning as opposed to professional development. There is a different connotation and a centering of ongoing work if we use the term professional learning.
- 3) Use the COI framework prior to the planning and executing of PD
- 4) Before planning and executing PD with teachers, research what has taken place in the past and develop a plan for implementation that includes groups of teachers coming back to their teams to talk about what they have tried, receive feedback then go out and implement again.
- 5) Include in initial data analysis teacher practice data and not just student achievement data and district data
- 6) Under the section Leading PD on Tier I Instruction - Be sure students assess the impact of the learning and not the delivery of the PD
- 7) How will students assess if their work changed professional practices in their school? Surveys do not get to the answer.
- 8) Under **Investigate** - Important to also investigate instructional practices and teachers’ understandings as part of initial investigation. Failing to do so will lead to teachers focusing on students and curriculum rather than their instructional practices.

- 9) Under **Reflect** – Frame differently so aspiring leaders do not think they are building capacity from a PD session. Where is the practice, coming back and adjusting, etc. and learning from implementation and feedback? Will this report include anything related to equity, social justice or cultural responsiveness?
- 10) Under description of Coaching to Improve Tier II&III Instruction - Throughout the courses equity is consistently positioned as an issue related to special populations. So, it kind of reads like ‘we need to worry about equity with Tier II and Tier III, but it’s not an issue otherwise.’ I think that is a really dangerous message to send.
- 11) Coaching to Improve Tier II/III Instruction – Under **Plan** - How is the aspiring leader going to identify high leverage coaching strategies? How is it decided what the teachers actually need?
- 12) Under coaching report instructions - What will the other evidence of teachers’ responses to coaching be? Try to be more specific.
- 13) Add The Art of Coaching by Aguilar to the reading list

## Core Assessment for Organizational Leadership

### *Comments*

- 1) The cycle is a sound way to focus this.
  - a) The sequential focus from Culture-achievement- org improvement feels coherent and sound.
- 2) The tasks are relevant to the standard, the courses and the work of a principal with some small exception such as the one described below.
- 3) I think the scale is off for typical principal work.
  - a) Three to five years of data feels like overkill and it communicates a reality different than what occurs in school improvement work at the principal level.
  - b) I am not saying it never happens at this scale, but smaller scale diagnosis and improvement is much more common and if you have the skills to do the small scale you have the skill to do large.
  - c) Even if you are identifying a larger multiyear issue, 2-3 years of data is plenty to support the need for attention and improvement at a school level.
  - d) We don't want to lose sight of the fact that one of the most important data/improvement cycles principals will lead is the one that is short term/annual (office medicine rather than looking for a silver bullet epidemiology).
- 4) The reflection aspect at the end of each task is a strong way to wrap up the learning for the tasks, but it is unclear where the follow through is in this?
  - a) It is not an explicit component in the written piece, so where will their reflection be made visible?
- 5) Great assessments!
  - a) No longer will UCAPP students get away with paying lip service to the importance of (and difficulty) engaging parents/community.
  - b) Also, they are going to have to get more comfortable viewing their school from the balcony and considering that you can't change one part without effecting others.
- 6) The two areas of focus for this assessment seem to be the clearest and most explicit.
- 7) Add under bullet 2 of assessment description the word outcomes after student learning
- 8) Under investigate: /guardian (or just use 'family') instead of parent
- 9) Edit under artifact #2: In what ways did (or will) the strategies improve student learning outcomes or address related student health, emotional, and social needs?
  - a) How is the plan sustainable?
  - b) What are the methods of measurement to indicate progress toward improved learning outcomes or improvement of student health, emotional and social needs?
- 10) Under investigate for Artifact #3 Edit
  - a) Document existing school programs, curriculum, services, and practices that are relevant to the student group's performance in the priority area and identify the gaps in effectiveness and opportunities for improvement.
- 11) Add outcomes after student learning wherever it appears
- 12) How will leaders engage vulnerable or underrepresented groups?
- 13) Under artifact #1 – More realistic if existing platforms are an option such as smore.com

- 14) Under Artifact #5 – Accountability Index and Climate Data?
- 15) The assessment is all encompassing and will help the students put theory into practice.
- 16) The assignment for marketing and presenting (Artifact 1-2) has an authentic feel and activities we engage regularly with principals for events like Literacy Nights or Curriculum Coffees, etc.
- 17) Artifact 3 seems like a good lead into the school improvement plan and allows the instructor to get a handle on what data the student is considering as a leverage area with the school improvement plan.
- 18) Artifact 4 is important leadership competency in learning how to enact and use the feedback loop.
- 19) Artifact 5 is an important element in a principal's life. It is important for candidates to experience this before assuming a school leadership position.
- 20) Assessments are appropriate to the outcomes and similar to those required in UCAPP 2.0.
- 21) It would be valuable to provide students with specific tools, resources, and models to support the identified objectives. Not sure what the objectives look like in actionable outcomes or if that is something that you are going to include. I have found that students need resources to support the successful partnerships with families and community members.
- 22) I have used the following in the Culture course:
  - a) CT Welcoming Schools (CREC) a protocol for assessing school culture ([www.crec.org/welcomingschools](http://www.crec.org/welcomingschools))
  - b) CT School-Family Compacts (created by Judy Carson, CTSDE, and used nationally as a framework for connecting / linking parents to learning) ([www.ctschoolparentcompact.org](http://www.ctschoolparentcompact.org))
  - c) ASPIRE Survey- an asset mapping tool for inventorying the human capital of parent and community members in an effort to create meaningful connections to the curriculum and enrichment ([www.theaspireurvey.com](http://www.theaspireurvey.com))
  - d) Parent Teacher Home Visits Model ([www.pthvp.org](http://www.pthvp.org))
  - e) Other resources:
    - i) The Connecticut State Board of Education's Five-year Comprehensive Plan (2016-2021) that includes the following:
      - (1) Great schools are safe, diverse, welcoming environments where students thrive and receive exceptional teaching and learning.
      - (2) Great schools build strong community partnerships and authentically engage parents.
      - (3) Great schools develop well-rounded students and focus on student growth as much as on mastery.
      - (4) Great schools support the academic, social, emotional, and physical health needs of students so they can thrive.
      - (5) Great schools are not burdened or distracted by outdated or irrelevant mandates.

*Suggestions*

- 1) Language will have to be clarified or defined (i.e., “identify a priority equity outcome”)
  - a) “An analysis of relevant student and teacher engagement data”:
    - i) I believe this means an analysis of data produced through engagement with teachers and students... not data about whether teachers and students are engaged (language is unclear)
    - b) You should use current students in related classes as focus groups to vet the language for clarity and any other insights they may have.
- 2) Change language under Parent and Community Engagement for Artifact #1:
  - a) Marketing Communication to Communication Tool (marketing feels like the candidate is selling something).
  - b) Include expectation that candidate gets parent/community feedback on the communication tool created.
  - c) I am curious about the concept of strategy mapping.
    - i) We are working on the concept and I find it might be an interesting way of leading into the School Improvement Plan.
    - ii) The three-page letter is not as authentic.
    - iii) As some districts use Strategy Mapping, it might enable candidates to achieve the essence of the Artifact 3 but expose them to the planning tool some districts are using.
  - d) I wonder if there is an element of considering the role of social media in the brochure idea.
    - i) More and more leaders utilize social media as a way to engage parents and community.
    - ii) Might be worth rolling the idea into the assessment.
- 3) The parent community assignment may be a challenge for some as written given the requirement to engage a small work group.
  - a) Suggestions and supports for how to evaluate needs will be a necessary component of the course content.
  - b) This could be a challenging first assignment.
  - c) Teachers may be more comfortable engaging in an analysis of student performance as a first task.
- 4) Not sure I understand the idea of a brochure that identifies needs.
  - a) Is this something we would actually do?
  - b) Not sure I would create a communication that identifies needs.
  - c) A communication that describes plans for the future using some contextual evidence may be developed.
- 5) Additional topics and resources:
  - a) Include information about Title I Parent Involvement Requirements
  - b) CT Legislation on School Governance Councils that actively involve parents and community members.
  - c) Also, the ASCD/CDC (Center for Disease Control) Model is being widely adopted in schools nationally.

- i) It would be beneficial for our students to have an awareness and understanding of the model and its 10 components.
- d) The expanded ten-component Whole School, Whole Community, Whole Child (WSCC) model provides the infrastructure schools can use to engage students, families, staff, and the community-at-large to improve the cognitive, physical, social, and emotional development of every child. When schools employ the WSCC model, there are greater opportunities to seamlessly support the whole child in reaching their full potential (Whole School, Whole Community, Whole Child: A Collaborative approach to Learning and Health, ASCD, 2014).
- e) The ten components that impact school culture include:
  - i) Health Education
  - ii) Nutrition Environment and Services
  - iii) Employee Wellness
  - iv) Social and Emotional School Climate
  - v) Physical Environment
  - vi) Health Services
  - vii) Counseling, Psychological and Social Services
  - viii) Community Involvement
  - ix) Family Engagement
  - x) Physical Education and Physical Activity
- f) Film resource that addresses the impact of trauma on students and families and the importance of community organizations in supporting schools is:
  - i) Resilience: The Biology of Stress and the Science of Hope
  - ii) A New Haven school and its partnership with a community health organization (Clifford Beers Clinic) is featured in the film.
- g) Models of Social/Emotional Curriculum
- h) Restorative Justice
- i) Tara Yosso's research in the area of cultural wealth and critical race theory

### ***University of Illinois-Chicago***

- 1) The change project seems to be an individual activity. Is there a way that this could be done with a small group of teachers at his/ her school (so that this person is actually facilitating a small team engaged in leading this change)?
  - a) Draw more attention to generating a shared understanding of the problem in the investigation stage
  - b) Look at the literature on sensegiving (role of principal in helping teachers make sense of change/improvement).
  - c) Planning phase have them develop goals, a plan for progress monitoring and for diagnosing progress towards goals.
- 2) In the organizational diagnosis, the process of root cause problem finding (for the instructional and organizational problems) that relate to the found student learning problems is very surface-level. Instead go through a process of formal "speculation" of organizational and instructional issues using a fishbone diagram.

- a) Engage a number of different stakeholder groups (students, admin, teachers) in some conversations/interviews/focus groups to speculate what might be underlying organizational and instructional issues contributing and to consider the kinds of data collection that could investigate these speculations.
  - b) Emphasize this speculation process and the plan for collecting more data rather than a response plan that is likely to be based on weak root cause problem finding.
  - c) Shelby has tool for diagnosing a culture of instructional inquiry she can share. It includes a number of resources (readings) that unpack a culture of instructional inquiry.
- 3) The tasks are designed to make learning "active." The tasks are course embedded but clinically enacted (where some of the work has to be done in the context) and these are the kinds of tasks that are critical to practice development.

## **Core Assessment for Talent Management**

### ***Comments***

- 1) I think this looks fine.
- 2) Good connections from individual teacher eval to schoolwide improvement
- 3) Good to focus on difference between PD and PL
- 4) High quality selection of texts
- 5) May want to give flexibility to weave in current professional articles/research.
- 6) The assessments are spot on!
- 7) The emphasis is properly on the main task of the principalship, developing human capital.
- 8) I am very pleased with the content, including core assessments, we have planned for Year 1 in the Guilford Cohort.
- 9) The language in the first section describing the core assessment for the observation and supervision cycle implies that the candidate will work with a teacher over time, observing, giving feedback, observing again to hold teacher accountable for using feedback.
  - a) The assessment itself reads as if the candidate is completing and documenting a single observation.
  - b) It is not clear that the candidate is expected to actually provide feedback / hold a post-observation conference, share evidence and ratings, etc.
- 10) Coaching aspect of this assessment seems to be the same concept as coaching in the Instructional Leadership assessment and would seem to fall in the same semester (spring of year one).
  - a) Can one of the opportunities be moved so that they do not overlap?
  - b) Is there a particular focus for the practice in this assessment that distinguishes it from the focus on Tier II/III instruction in the IL assessment?
- 11) Add: District Educator Rubrics under #2 of assessment description
- 12) Add to Investigate: Review SLO/IAGD (SMART Goals) and other information about teacher goals and evaluative history
- 13) Add under Artifact 2: Student should submit all documents pertaining to the evaluation process and a report summarizing current teacher instructional performance levels, commendations and recommendations for instructional improvement and a reflection on the observation process.
- 14) How will we help the students distinguish between a coaching model that may be as a result of teacher performance (TM) and a coaching model to support new learning for teachers (IL)?

### ***Suggestions***

- 1) Have students refer to research in the coaching documents (i.e. recommendations should be grounded in research)
- 2) Make stronger connection between spring and fall – how does TVAL inform PL?
- 3) Make explicit individual teacher capacity building and school-wide structures for capacity building. One informs the other but can also stand apart in a Principal's work.
- 4) How does student achievement data inform PL?

- 5) Where do we touch on the processes of hiring the best people?
- 6) Move this language from the reflect portion of the cycle for observation cycle to the assess portion:
  - a) Write a report to include evidence and ratings for teacher performance, recommendations for instructional improvement (this task is assessment, not reflection)

***University of Illinois-Chicago***

- 1) If coaching is introduced with the clinical experience and it is structured to provide for mutual engagement with the mentor principal or coach observing the intern's work, consider redesigning this task to extend beyond this current task.

**Summer 1 Syllabi** (focus: Principal Leadership)**School Leadership & Administration of Educational Organizations***Comments*

- 1) The course looks pretty close to what we've been doing, something with which I'm comfortable.
  - a) I support the additions / revisions suggested by Terrell and Joanne.
  - b) I'm assuming we will continue with the two school visits and that those account for sessions 9 & 10 and that the instructors will gather soon and select principals and decide whether to go back to the Myers Briggs leadership trait analysis or stick with Gallop's strengths finder.
- 2) Leadership Story presentation assignment is not clear.
  - a) How does it relate to course objectives?
- 3) I appreciate the use of the Bolman and Deal as students seem to get a lot from it and it supports a system level understanding of leadership and administration.
  - a) I also think it is great that equity is making an appearance early on.
  - b) I do think there is more to be done in both arenas.
    - i) First, one thing I would like to see is a bit more on how to think about leadership broadly and specifically, shifting away from the "great leader" orientation and towards a view of leadership as creating conditions for others to do their best work. Readings on leadership for learning – or trust in schools could help with this as could some case studies.
    - ii) In terms of the equity stuff – I really appreciate the orientation towards unpacking white privilege. That said, I have some concern in defining the issue only in terms of whiteness.
      - (1) An alternative would be to talk about identity and leadership a bit more broadly with whiteness being one facet.
        - (a) For example, one could discuss microaggressions, gender bias and intersectionality and how no matter who we are people will respond to and engage with us as leaders in different ways.
        - (b) (on a side note, many of the black women principals I studied found the white privilege conversations helpful for white people but not so much for them).
- 4) The objectives are aligned with each of the session topics, however they only require the student to understand. Can we edit them to include actions such as explain, analyze, evaluate?

*Suggestions*

- 1) Building on Joanne's suggestion of adding the Kotter reading, I'm wondering if we ought to add a case study separate from the text (RFK High School) requiring a four-frame analysis.
  - a) There's an excellent Harvard Case Study - Paula Evans and the Redesign of Cambridge Rindge and Latin - that might work.
  - b) It's a bit dated (as am I), so there may be a better example.

- 2) Since the main product of this course is a draft theory of action for leading change, I think a reading such as McREL's "Changing the Odds for Student Success – What Matters Most," or something similar that points to research-based levers for change, is necessary to broaden the context for students considering effective leadership practices.
- 3) Add *Standard 7(e) -- Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.* – to Session 3, The Human Resource Frame.
- 4) Update Bolman and Deal text to 2017 edition
- 5) Put the concept of equity at the front instead of the end of the session and expand the discussion from whiteness to a more holistic conversation regarding identity, discrimination and leadership.
- 6) I loved the narrative idea (there are good resources for this and how to have folks engage in this process) – have this at the front, too, where people investigate what leadership "principal" means in terms of identity to them and unpack that to move to a more shared perspective (this might include readings on shared leadership / care/ etc.)
- 7) Change session 1 objective to read: Understand the nature of organizations and the challenges they face
- 8) Add as a reading "Leading Change Why Transformation Efforts Fail" by John P. Kotter as a reading to support session 8
- 9) Add as a reading Margaret Wheatley's "Willing to be Disturbed"

### ***University of Illinois-Chicago***

- 1) Under course description – change the word administration this to "leadership."
  - a) Do you want to center leadership, administration or management in your program? Students will walk out the first summer with an internalized message of what your program values.
- 2) Under course objectives - These objectives ignore issues of culture and equity which are stated in your four competency elements document.
  - a) Recommendation - de-center the work of Bolman and Deal as their framework is power blind. Supplement Bolman and Deal with some of Colleen Capper's work on Org Theory – she has a new text coming out in October 2018 that would be useful.
- 3) Under Theory of Action –
  - a) Practices are intended to support larger goals. Students need to identify goals before they select 3 to 5 practices to support their goals.
  - b) How does the aspiring leader learn about him or herself and assess themselves against the standards? Not sure that emulating the practices of successful leaders is a good place to start.
- 4) Under Session 4 – Equity in Education - Avoid a week on equity and infuse it throughout the course, so it's viewed as a daily practice.
  - a) How are you defining equity? Are you talking about racism? Or, are you talking about fighting against all forms of oppression?

- b) The content implies that equity, power, privilege, etc. are not present in the HR or structural frame. That can send a dangerous message to students about how to advance equity in their schools.
  - c) Recommend self-assessment to determine bias or mindset or presence and attitude of a leader.
- 5) Under Session 4 Objectives – Avoid the phrase “implicit biases” because it lets people off the hook for their personal actions. There is a large amount of research outside of education that problematizes implicit bias as soft approach that limits individual and organizational improvement.
  - 6) Under Session 7 – Improving Leadership Practices Objective 1 – Clarify what you mean by “real”. Change the word management to leadership.
  - 7) Under Session 7 – Improving Leadership Practices Objective 2 - All four frames are always present and leader needs to be able to unpack how each of the four frames are at play in any situation. There are times when one frame is more salient, but they are all always at play.
  - 8) Under Session 8 – Improving Leadership Practices Readings – Bolman and Deal Cpts. 18-21
    - a) These readings may not support students in thinking deeply about ethical decision making.
    - b) Have more than one session on ethical decision making, especially if equity and cultural responsiveness are key goals of the program.

**Human Development for School Leaders (Learning Theory)*****Comments***

- 1) Ideas built in this course related to capacity building, fostering teacher inquiry need to be explicitly linked to assessments/assignments to develop professional learning opportunities and coaching cycles.
- 2) CT Senate Bill No. 953 Public Act No. 17-37 – An act implementing the recommendations of the task force on professional development and in-service training requirements for educators. Approved June 8, 2017
- 3) Is it worth including any reading on Professional Learning Communities and the impact that collaborating with peers has on teacher learning?
- 4) I have some ideas to expand the issue of adult learning (see below second class on this issue), but overall this looks good to me.
  - a) I do wonder whether we might want to swap these to first talk about why people change or not and the environment
  - b) I only say this as it might help with understanding change overall as shift into policy etc.
- 5) The learning objectives are aligned with the identified standards.

***Suggestions***

- 1) Consider adding reflection prompts to core assessments that ask candidates to use learning from this course in designing professional learning/engaging teachers in inquiry

***University of Illinois-Chicago***

- 1) Under course description the term “a variety of learning theories” may not be the same as a course that focuses on “human development.”
  - a) The UIC course looks at the literature on human development across the lifespan, so school leaders can understand whatever grade level their students and teachers are, within a developmental context.
- 2) This syllabus under-theorizes the early childhood component which is critical for K-8 leaders to understand.
- 3) There should be a greater emphasis on the systems and structures need to support adult learning in schools. It is in the description and objectives, but not as evident in the assessments, assignments or readings.
- 4) Systems and structures for professional learning in the workplace are evident in the second two course objectives. This doesn't align with the readings or the “variety of learning theories” approach.
- 5) Under course assessments – Why is 30% dedicated to “twitter creation and tweeting” when the course is intended to help leaders develop enough understanding of child, youth, and adult learning to inform their leadership practices
- 6) Course readings should reflect a deeper look at how human learning and human development progress throughout the lifespan, from early childhood to adulthood. The emphasis now is on the organizational requirements of such learning.

- 7) The notion that our concepts of human learning should be foundational to leadership practice is illustrated in all 10 PSEL Standards. There is special emphasis on 1, 3, 4, 6, and 7.
- 8) Some useful additional readings for illustrative purposes:
  - a) Allen, L., & Kelly, B. B. (Eds.). (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. National Academies Press.
  - b) Blase, J. & Blase, J (1999). Effective leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38, 130-141.
  - c) Cosner, S. (2009). Building organizational capacity through trust. *Educational Administration Quarterly*, 45, 248-291.
  - d) Cook, T. D., Herman, M. R., Phillips, M., & Settersten, Jr., R. A. (2002). Some ways in which neighborhoods, nuclear families, friendship groups, and schools jointly affect changes in early adolescent development. *Child Development*, 73, 1283-1309. doi: 10.1111/1467- 8624.00472
  - e) Donaldson, G. (2008): *How Leaders Learn: Cultivating Capacities for School Improv.*
  - f) Eccles, J. S. & Roeser, R. W. (2011). School and community influences on human dev.
  - g) Ericsson, A. (2016) *Peak: Secrets from the New Science of Expertise*
  - h) Drago-Severson, E. (2007). Helping teachers learn: Principals as professional development leaders. *Teachers College Record*, 109, 70-125. [SEP] Lawler, P. A. (2003). Teachers as adult learners: A new perspective. *New Directions for Adult and Continuing Education*, 98, 15-22.
  - i) Garner, P. W., Mahatmya, D., Moses, L. K., & Bolt, E. N. (2014). Associations of preschool type and teacher-child relational quality with young children's social-emotional competence. *Early Education and Development*, 25(3), 399-420.
  - j) Hamre, B. B. & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72, 625-638.
  - k) Jones, S. M. & Bouffard, S M. (2012). Social and emotional learning n schools: From programs to strategies. *Social Policy Report*, 26, Society for Research in Child Dev
  - l) Leithwood, K., and Louis, K. (2011) *Linking Leadership to Student Learning*
  - m) J. P. Shonkoff & D. A. Phillips (eds.), *From neurons to neighborhoods: The science of early childhood development* (pp.163-181). Washington, D.C.
  - n) Wiliam, D. (2016) *Leading for Teacher Learning*
- 9) The syllabus seems to lean more heavily toward the generation of new understandings than to the generation of new leadership practices.
  - a) devote more attention to helping students experiment actively with their own leadership development challenges using frameworks like:
    - i) Donaldson's I-C-I (interpersonal, cognitive, intra-personal) learning as described in Donaldson, Gordon (2008) *How Leaders Learn*. New York: Teachers College Press
    - ii) Kegan and Lahey's X-ray of competing commitments as described in Kegan, Robert and Lahey, Lisa (2009) *Immunity to Change*. Cambridge: Harvard Business School Publishing and Kegan, Robert and Lahey, Lisa (2001) "The Real Reason People Won't Change" <https://hbr.org/2001/11/the-real-reason-people-wont-change>

## **Summer 2 Syllabi** (focus: Education Policy)

### **Contemporary Education Policy**

#### ***Comments***

- 1) Course description and focus seems clear and appropriate for school leaders.
- 2) Delete:
  - a) McDonnell, L. & Elmore, R. (1987). *Getting the Job Done: Alternative Policy Instruments. Educational Evaluation and Policy Analysis*, 9 (2), 133-152.
- 3) Under assignments and grading
  - a) delete daily policy briefs and edit to read policy memos
  - b) add after policy study: “Dealing with a Contentious Policy Topic”
  - c) add after policy issue analysis: Analysis, Communication & Implementation Plan
- 4) Edit under course description:
  - a) “is organized under three main parts” to “addresses three main components of the policy process”
- 5) Add to the 4th paragraph after [policy implementation, communication, and leadership]
- 6) Under session 1 Readings to be completed before class:
  - a) delete Policy Studies for Educational Leaders.
- 7) Under session 4 Readings to be completed before class:
  - a) delete “none”
  - b) add TBD (will be related to a contemporary policy issue)
- 8) The Fowler book is a great resource
- 9) Can the objectives that are stated as questions be turned into learning outcome statements?

#### ***Suggestions***

- 1) Change language under session descriptions:
  - a) the questions currently listed as objectives seem like topics for discussion, not actually objectives
- 2) I think a bit more on schools as organizations in which policy is enacted /or not could be useful.
  - a) For example, some more on sensemaking and street level bureaucrats (even something on loose coupling) could help students see how policy is made at the local level and how some of the structural and cultural norms of schools intersect with policy implementation and change.

#### ***University of Illinois-Chicago***

- 1) The materials recommended are good. Ensure that equity as a value is described as existing in a competitive environment of different values operating in this particular policy sector. Whether it's Labaree or Deborah Stone, it's important to explain that context and the demands placed on schools to achieve all these desired ends. Helps explain why the push for equity is so challenging.
- 2) Session 1 – Policy definition – Fowler is a good choice.

- 3) Session 2 – Policy agenda – Standard 10h Seems to belong more in Implementation session
  - a) Recommend Honig & Hatch in Ed Researcher on Crafting Policy Coherence
- 4) Session 3 – Policy Instruments – McDonnell & Elmore matches here. McDonnell wrote a follow up some years later in AJE on assessment as being a hortatory policy instrument (a 5th type).
- 5) Under mid-term project - Recommend ed week. Why just news articles? If you want to keep it non-scholarly there are practitioner journals or policy briefs.
- 6) Final products of Policy Issues Analysis –
  - a) Require the student to actually engage in a conversation with a community representative and report back rather than consider doing it.
  - b) Under analytical framework – Recommend more specific directions to ensure you are addressing this particular standard and the equity value while also allowing for critiques that the policies don't pursue other prominent values such as excellence and efficiency.

**Year 1 Syllabi** (focus: Classroom & Individual Teachers and Students)**Instructional Leadership: Instruction and (Student Support) Intervention***Comments*

- 1) I'm concerned that not enough attention is given to support candidates in deepening their knowledge of curriculum development and analysis.
  - a) What does it mean for a curriculum to be rigorous?
  - b) How can strong curricula and instructional practices lead to deeper student engagement?
  - c) How do schools consider ways in which the curriculum provides windows and mirrors for their student population?
- 2) I do not have expertise here so do not feel comfortable making suggestions
- 3) The course objectives read more than a course description.
- 4) Some of the session objectives are more task oriented than learning outcomes oriented.
- 5) Syllabus IL Yr. 1 Fall
  - a) Session 2 thought on using Future Ready Instruction with an analysis of adjective drive instruction is listed as suggestions below.
  - b) Session 4: Role of Curriculum in Instructional Improvement
    - i) Forming a shared definition of curriculum may not be the right approach, as this is generally board policy driven. I found it helpful to review the definitions of curriculum from the student's district and look for commonalities, consistency and alignment to state statute with a discussion around the roles in curriculum development (asst. supt, dir. of curr., coord, specialist, coach) implementation and monitoring were most valuable as it helped to define what their responsibility would be or should be and how best they could support the work of the district, their school improvement plan, teacher professional learning and communication to all community stakeholders.
    - ii) Additionally, it is the responsibility of the principal to understand who is responsible for the district written curriculum and utilize the system of support for understanding the curriculum and how best to monitor. The principal needs to use the district resources, as they are generally the ones responsible for alignment, provision of resources and identifying the district commitments to the instructional model, framework and practices i.e. workshop model or not.
  - c) Session 4 Assignment:
    - i) This was a helpful assignment when we developed a format for the memo that read like an executive summary - the students asked for a format that was relevant to their current and aspirational role. We framed the memo as a tool for communication to obtain resources and a team to implement the proposed timeline of work and changes. The Memo Template can be found here.
- 6) Syllabus IL Yr. 1 Spring:
  - a) There are different coaching models across districts. Many are in place as a result of identified deficits. I think it will be important for the instructors of the course to be equipped with a few models for coaching that can be presented, aside from the three

readings provided. Then the students can analyze or even assess these models presented against their district model and consider, through the lens of a teacher and building administrator, what coaching model would you develop to sustain a professional learning culture with the objectives outlined in the syllabus (7c). As suggested below, there are many good reads from Jim Knight and we may want to consider the work of Lesson Study as a means for coaching.

### *Suggestions*

- 1) Identify course objectives more specifically
- 2) Syllabus IL Yr. 1 Fall
  - a) Consider using Building Administrator, rather than principal given that many may not get a principalship, but perhaps an assistant principal or dean, housemaster, etc. Principal seems to narrow given the positions that provide “instructional leadership” to a building.
  - b) There has been much debate on the term “quality instruction”. Jim Knight has been doing a lot of work on High Impact Instruction - not a new name for old business but speaks to why we would focus on the identified practices - wondering if Session 2 is an investigation of Perspectives on Instruction that lead to an analysis of quality vs. high impact vs. inquiry based, vs. leader led and so on. Perhaps a consideration of “Future Ready” Instruction which would speak to the Principal or building leader to identify the adjective and develop a plan to lead to and for this.
  - c) In all work, I suggest an overarching essential question could be provided to consider how to make the learning personal for all learners - this will be an interview question as well a theory of action for building school improvement committees - links to how to implement the curriculum, how to use assessments and data to drive improvement (section 6) and links to the needs for professional learning.
  - d) Section 7: I suggest adding “community” to the topic - seems misleading or a Building a Culture of ongoing professional learning, or as stated in the document - Sustaining a professional culture and engagement, commitment (and urgency).
  - e) I would also consider adding a topic for “Knowledge Management” (process of creating, sharing, using and managing the knowledge and information of an organization). This goes hand in hand with professional learning and ongoing, job embedded learning. Many districts will have a Learning Management System that not only provides a platform for T&L, but for collaboration within and across teams and schools. Knowledge management or crowdsourcing are the new ways to share materials and resources, but also research and engage in professional learning.
- 3) Syllabus IL Yr. 1 Spring
  - a) Session 4: I suggest adding a review of the CSDE Statute and other legislative documents on requirements for a Professional Learning System at the local level. The standards adopted by the state will help frame the structures and formats. It aligns with building a PLC in Session 1 and speaks a great deal to the identified standards for Session 4.
  - b) I think the building administrator’s role is an advocate for the teacher or team for getting and accessing professional learning. They need to analyze what is provided by the district, what are the needs of the school and the needs of individual teams. They work

with central office to access consultants or ongoing, embedded support that will work with them to reach the goals of the school improvement plan. The building administrator is an advocate, may not be the designer of the professional learning - they have to look at the plan from a systems view.

- c) Session 5: I suggest using resources from Jim Knight: Instructional Coaching, Better Conversations, High Impact Instruction, Focus on Learning (videotaping practice)
- d) Session 6: Evidence Based inquiry is a cross cutting concept that should be addressed early and often, as building administrators will have to identify measures and usually report on the outcomes either as the leader or through a central office leader to many audiences.

### ***University of Illinois-Chicago***

- 1) Recommend that the manner in which the activities are presented be amended - shared readings and the activities focused on a deeper understanding of those readings.
  - a) Possibly look to Charlotte Danielson for literature support, Student Centered Leadership by Vivian Robinson and Productive Group Work by Frey, Fisher and Everlove.
- 2) Course titles are mixed up. This syllabus is probably the curriculum syllabus.
- 3) Under course objectives - Be specific in naming student populations rather than generic all references. Offer specific objectives related to knowledge and skills. How will you assess the acquisition of skills?
- 4) Session 2 – Perspectives for Quality Instruction- Objective 1– This is a heavy lift for one class
- 5) Session 1 – “Why and how principals serve as instructional leaders” Objectives - 15 weeks is a short period of time.
  - a) Hit the same objectives numerous time in the semester.
  - b) Reflection regarding equity can be continuous and accomplished through a recurring routine (in addition to specific readings and learning activities.)
- 6) Session 3 – Leading for quality instruction – Readings – Watch overlap with Talent
  - a) Management – Making Teacher Evaluation Work: A Guide for Literacy Teachers and Leaders
- 7) Session 3 – Objective – including teachers and teaching is important. Insert "teachers" so that leaders are very clear they are charged with motivating human beings who are a part of the instructional core and responsible for designing and carrying out instruction.
- 8) Session 4 – Role of curriculum in instructional improvement - Readings in this section don't seem well aligned to stated objectives.
  - a) See Remillard or Matt Brown or Drake & Sherin who write about how teachers interact with mathematics curriculum as an example.
- 9) Session 4 – Role of curriculum in instructional improvement – Activities
  - a) The assignments are good. What methods of data collection are students instructed to use to complete these activities? Do students have an opportunity to develop a shared understanding of what to look for (from data sources) to complete this assignment?

- b) Consider strengthening this type of learning opportunity and embedding it throughout the course - giving students multiple opportunities to assess the key aspects of instructional culture.
- 10) Session 6 – Using assessments and data to drive improvement – Recommend - Inside the Black Box or “A National Study of School Effectiveness for Language Minority Students”; Understanding Co-Teaching Components; Common Core Standards and Early Childhood Literacy Instruction" so that the aspiring leader begins to think of sub groups as they develop their instructional leadership lens.

## **Organizational Leadership: Culture and Parent & Community Engagement**

### ***Comments***

- 1) Course objectives lack any reference to student and parent engagement
- 2) Topics are relevant to course and role of principal.
- 3) Session 5 and 6 are the same objective.
  - a) Yet session 7 is a complex, difficult and critical skill, but only gets one session.
  - b) Related to this is the more general comment across the OL classes that with the decreased contact time it will be critical that the Theory/Skillset/Application balance that the current classes have is not lost.
  - c) Currently the syllabi look theory-heavy, so the pedagogy will be critical to make sure the application is made visible and the applied skills are developed.
- 4) Can't speak to texts since I have not seen or reviewed them.
- 5) It is not clear to me whether assignments listed in this course refer to Core Assessments
- 6) Transforming School Culture – newer version (2014) available
- 7) The parent/community part of this feels a bit underdeveloped – perhaps there is too much here for one course?
  - a) I say this in part because the culture stuff feels a bit 30,000 feet to me.
  - b) I think it would be good to get a bit more specific in terms of the cultural norms that currently exist and what kind of norms we would like to have...
- 8) The sessions are well suited to the demands of schools these days.
  - a) We know culture eats strategy for breakfast and highlighting this in course of study is very important for future building leaders.
  - b) I like the assessing of the culture of the school.
  - c) Once again, I wonder if the course addresses the role of social media as a link to understanding parent engagement/attitude as well as parent/community communication.
- 9) I like the Bryk, et al text as a center reading.
- 10) I have found that rather than developing objectives, articulating essential or enduring understandings has helped me focus the learning I hope to promote throughout the course.

### ***Suggestions***

- 1) Look at possible lesson design to assure the theory/application balance and to make sure that the amount of material is appropriate to the time/credit structure and lesson design that supports student learning.
- 2) Alignment / crosswalk of session objectives and core assessment would be valuable to assure that the course and the objective breakdown support the ability to successfully complete the core assessment.
- 3) Reading assigned in session 7:
  - a) What's a Theory of Action and Why Do We Need One? could be brought over to EDLR 5306 (when candidates first write a Theory of Action)
- 4) I think beyond the bake sale is a great book for thinking about parent engagement in different ways

- 5) In terms of the culture stuff – I think it might be helpful to read about current norms (presentism, etc.) and then talk about the type of norms that help facilitate learning and development – psychological safety, trust, internal accountability etc.
- 6) Edit the objectives to move from understand to HOT verbs - explain, analyze, etc....
- 7) Deal and Peterson *Shaping School Culture* now in its third edition is the foundational text on school culture and should be included.
  - a) All other research is based on this work.
  - b) It is a more substantial text than Gruenert and Whitaker text suggested.

### ***University of Illinois-Chicago***

- 1) Good thinking to have the standards associated with individual sessions.
- 2) Think about the attributes of school culture (teacher beliefs, values, and norms) that you deem most essential (beyond broad conceptions of culture) as "organizational resources" that support improvement; culture of internal accountability, culture of collaboration, culture of instructional inquiry, culture of learning
- 3) Consider addressing the power of culture (sanctions, rewards by members of the culture) There is a nice academic article that might be useful by Charles Bidwell.
- 4) Consider giving attention to issues of trust between teachers and students; and teachers and parents. Resources: Tschannen-Moran's book has a section, Bryk and Schneider's 2002 book, and chapter on student trust in the 2014 book by Van Maele, Forsyth and Van Houtte
- 5) Students will need to diagnose and build certain organizational capacities that enable/encourage improvement. So they see capacity diagnosis and development as a foundational element to continuous improvement.
- 6) Good sequencing of this strand
- 7) This course makes good sense in its implicit assertion that if schools are to succeed they need to engage parents and community proactively in the school culture, and that this is an organizational challenge for leaders
- 8) Recommend a tighter alignment from course description to objectives to readings
- 9) Although dated think about adding Elmore's *School Reform from the Inside Out*

**Instructional Leadership: Curriculum & Assessment*****Comments***

- 1) I don't see the curriculum and assessment in these syllabi.
  - a) There is a little Data Wise, but not much.
  - b) There is also not much that draws from Erin's class that I could see.
- 2) Leading Modern Learning (McTighe and Curtis) is another resource to consider.
  - a) Brings together ideas about aligning curriculum, instruction and assessment processes to the organization's mission and vision.
  - b) Feedback from students was that it was one of the most important texts that they had read in the program.
- 3) Not my area of expertise
- 4) The course objectives read more than a course description.
- 5) Some of the session objectives are more task oriented than learning outcomes oriented.
- 6) Schools on the cutting edge are thinking deeply about the purpose of schooling, how to engage students by putting them in the center of their learning, and the skills needed for success in our ever changing, global world.
  - a) I have tried to bring some of this into the culture course, as there are implications for culture, organizational structures, and certainly curriculum and assessment.
  - b) Is there any way to get some of this into the program?
  - c) I am not as familiar with the text for this module, so perhaps these ideas are promoted.

***Suggestions***

- 1) Distinguish course objectives from Instruction and Intervention course
- 2) Develop outcome-based objectives that require HOT skills and are aligned with the standards
- 3) Think about including readings from Leverage Leadership to support Session 5
- 4) Think about using some of Jim Knight's and/or Elena Aguilar's readings

***University of Illinois-Chicago***

- 1) The leadership practice tasks that the students will be doing seem good and they required students to engage in instructional leadership at multiple levels. Be sure they are authentic as possible.
- 2) The two IL Yr. 1 Courses titles seem to be mixed up.
- 3) How can the two courses can build upon each other – recommend thinking of the two courses as two parts of one course.
- 4) Push for demonstration of understanding though leadership practice as soon as practicable.
- 5) Be mindful of how these courses work with the talent mgmt stream, especially around teacher evaluation and coaching.
- 6) Spend more time on what good equitable/inclusive instruction looks like. Recommend using NRC reports like “How people Learn” along with texts that highlight the importance of equity and developing student agency and cultural/neighborhood price.
- 7) There's very little disciplinary content

- 8) Course Texts - Consider adopting texts from more scholars of color. If you focus in on disciplinary related readings (scholars of color tend to write in areas of curriculum and instruction) it will strengthen your readings lists.
  - a) Are faculty stepping outside of comfort zone as pertains to readings? Why or why not?
- 9) Course is focused on the right standards.
- 10) Some readings recommended for the fall semester could work in this semester especially as they pertain to sub groups.
- 11) When do the aspiring leaders begin to think about their own leadership dispositions?
- 12) When do they self-assess against the standards and identify evidence of their work, beliefs and dispositions that align to the standards?
  - a) Recommend having candidates construct a specific leadership development plan based on their assessment against the standards and some model like Donaldson's ICI model. The self-assessment and reflection seems to be a missing component.
  - b) How is the work of the aspiring leader is planted in the context of the organization in which they are currently working? Are they learning to assess the organizational structures. The connection is not evident.
- 13) Session 1 – Inclusive instructional leadership
  - a) Recommend including EL students in this session
  - b) Standard 3h - Recommend push for equity and cultural responsiveness beyond special education. This seems to be a general area for improvement across both IL courses.
  - c) Readings – Recommend including some of Martin Scanlan's on ELL work here. Also, some of Capper and Frattura's work would bolster the readings.
- 14) Session 2 – Data for instructional improvement
  - a) Standard 3h – Recommend redesign to better hit the standard. The Data Wise text doesn't discuss much of anything related to cultural responsiveness or equity.
  - b) Recommend look to the work on equity audits to support students in developing a deeper understanding of what counts as data and how to delve into opportunity data instead of outcome data.
- 15) Session 3 – Analyzing data for instructional improvement sets.
  - a) Concerned about having students bring their own data sets. Has there been any work or instruction on the use of data collectively before people go out and collect data sets?
  - b) The reading of Data Wise is the same as Session 2
- 16) Session 4 – Multirole types of professional learning opportunities – Recommending professional learning opportunities that promote equity, social justice, and culturally relevant pedagogy. Look to Brad Kose's work as well as ideas such as Courageous Conversations by Singleton.
- 17) Session 5 – Coaching for instructional improvement –
  - a) Coaching is a really big topic to only spend a week on. Think about the work of coaches, selecting coaches, supporting coaches, etc.
  - b) Recommend adding Neumerski 2013 (EAQ) and some of Melinda Mangin and Sara Stoelinga's work.
- 18) Session 6 – Leading for teaming

- a) Important session, but not sure the clarity of the goal for it. The objectives don't seem to be connected.
  - b) Ideas of equity and cultural responsiveness seemed to be missing from this session.
  - c) I would suggest looking to readings by Stoelinga, Mangin, Cosner, etc.
- 19) Session 7 – Distributing leadership to improve instruction and outcomes
- a) Recommend having session go deeper
  - b) Look to Marks and Printy's work on sharing leadership and Jeff Brooks work on distributed leadership for social justice (JSL piece and a book *Black School White School*)
- 20) Session 8 – Synthesis of instructional and equity-oriented leadership – Recommend having this session come at the very beginning of the IL course sequence. Doing so will allow students to bring these ideas to discussions of all other ideas of instructional leadership. Currently, equity-oriented leadership is positioned as an after-thought.
- 21) General thoughts on IL courses -
- a) They don't seem structured as a cohesive learning experience. Not a lot of connections between the two courses.
  - b) Readings are light in terms of quantity and rigor. Recommend putting research-based peer reviewed pieces in front of students. Recommend be 3 readings per week or about 100 pages, majority being research pieces. Things like the Khalifia et al. or Theoharis piece in this session.
  - c) Feels like equity and cultural responsiveness are after-thoughts throughout the two classes. Students need to see these ideas foregrounded and see how ideas of instructional leadership are shaped by our understandings of racism, sexism, classism, heterosexism, etc.
  - d) Broadly, I think it would be beneficial to take your 16 sessions from across the IL courses and put them on a board and look at if there are ways to rearrange them so they build on one another to create a unified learning experience. At the same time, write under each session how issues of equity and cultural responsiveness are being addressed in each course and through each assignment.

**Talent Management: Supervision & Performance Evaluation*****Comments***

- 1) “Current trends”
  - a) Class 1 readings are all somewhat old; find newer summaries to include.
- 2) I’m not sure about the class breakdown (25% for each).
  - a) Where does the theory of action fit in?
  - b) Where does the final assignment come in?
- 3) For the second half, there should be more readings on eval and maybe put a PL reading in the first half.
  - a) Now the first half is all eval and the second is all about professional learning, which exacerbates the split between eval and PL.
- 4) Makes sense to me
- 5) Assignments and grading are not at all clear.
  - a) Teacher evaluation assignment and school improvement analysis seem to describe Core Assessments, but are not listed as such and do not seem to be accounted for in the grading (contrast to IL: Curriculum and Assessment Spring Year 1)
- 6) The syllabus is clear and aligned with the standards.
- 7) I particularly appreciate the Topic and Focus Questions.
- 8) The class topics are relevant; I am assuming only 6 sessions for this course.
- 9) The Tval Activity is great----real world and the job!
  - a) The School Improvement assignment also gets at coherence.
  - b) The core assessments are strong.
- 10) The Grading section needs to be revised.
  - a) There is no reference to Theory of Action or Presentations any place in Course Syllabus. Perhaps: Assignment 1 and 2 (25% each)
- 11) Session 1 should not list last topic or focus question re: feedback as it is not part of session 1.
  - a) Delete this topic and PSEL standard 6e in session 1.
  - b) Isn’t 6e part of course 2 on Professional Learning?
- 12) Session 2 is all about feedback and the readings need to be strengthened here (see Suggestions below).
  - a) Feedback practice should include both written and oral.
- 13) Session 3---strengthen feedback readings here as well.
  - a) Bambrick is a great resource in sessions 2 and 3.
- 14) The Course description and course objectives do not fit the syllabus.
  - a) This is about building capacity through professional learning with supervision/evaluation linked to PL.
- 15) There is no reference of the Hargreaves and Fullan text to any session.
  - a) The chapters could be tied to the PSEL standards.
- 16) Is there only ONE assignment? (the Interview?)
  - a) Should the design of a PL session, driven by data to determine PL needs and the implementation and assessment of the PL with feedback from participants and follow-up to observe the PL impacting classroom instruction be an assignment in this class?

***Suggestions***

- 1) Consider adding other readings, such as:
  - a) Teaching and Betrayal (Andy Hargreaves), and
  - b) Some of Kim Marshall's writing on mini-observations and effective feedback to broaden conversation from formal teacher evaluation structures.
  - c) A key element for this course is the feedback component.
    - i) The readings need to be strengthened.
    - ii) I would suggest adding the Bambrick/Santoyo text, “Leverage Leadership.”
    - iii) I think additional readings on Feedback could strengthen this syllabus:
      - (1) Grant Wiggins -- “7 Keys to Effective Feedback”
      - (2) Sheila Heen – “Thanks for the Feedback”
      - (3) Birkeland, Lemons, Stevenson – “Improving Schools One Conversation at a Time”, ASCD Express, June 25, 2015.
  - d) The last course objective fits best with the year 2 course on Professional Learning and has little to no evidence in this course document.
- 2) I would suggest the addition of a Project-based task (see above) related to the design of a PL opportunity based on data and need, etc.
- 3) The Grading section needs to be revised to be aligned with course requirements.
  - a) There is one presentation, no mention of a theory of action anywhere in syllabus or sessions 1-6.
- 4) The emphasis of this course is on the role of instructional leadership and building the capacity of others.

***University of Illinois-Chicago***

- 1) Recommend reversing the order of the Talent Management sequence so the “Professional Learning” course would precede the “Supervision and Performance Evaluation” course
- 2) Recommend devoting additional attention to the deep and largely invisible cultural influences on American teaching that exert strong pressure on how teachers think about instruction. Related reading might include:
  - a) Stigler and Hiebert’s (2009) The Teaching Gap and associated Kappan article (2009) entitled “Closing the Teaching Gap”  
<https://static1.squarespace.com/static/59df81ea18b27ddf3bb4abb5/t/59fb7ff6692670f7c69b2ec3/1509654520042/Closing+the+Teaching+Gap.pdf>
  - b) Jal Mehta’s recent article in Education Week called, “A Pernicious Myth: Basics before Deep Learning”  
[http://blogs.edweek.org/edweek/learning\\_deeply/2018/01/a\\_pernicious\\_myth\\_basics\\_before\\_deeper\\_learning.html](http://blogs.edweek.org/edweek/learning_deeply/2018/01/a_pernicious_myth_basics_before_deeper_learning.html)
  - c) Basic information on task complexity and depth of knowledge such as:  
[https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Mathematics/Resources-for-Mathematics/Curriculum-and-Instruction-Resources-for-Mathematics/DOK\\_math\\_samples.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Mathematics/Resources-for-Mathematics/Curriculum-and-Instruction-Resources-for-Mathematics/DOK_math_samples.pdf.aspx)

- 3) Recommend stronger emphasis on using individual observations as a basis for instructional pattern-finding across multiple classrooms and grade levels
  - a) Recommend that final sessions on school improvement planning use this kind of pattern-finding to identify promising strategies for supporting ongoing teacher learning around common problems of practice.

**Year 2 Syllabi** (focus: Whole School & Teams or Groups)**Organizational Leadership: Improving Educational Organizations***Comments*

- 1) Great to have explicit focus on change leadership.
  - a) Timing of course content within program seems appropriate.
- 2) Learning to Improve – good but dense.
  - a) Some practical connections will be needed.
- 3) Instructors will make connections with book and teams.
- 4) I am concerned about the lack of tools for evaluation and thinking about change evaluation from this perspective (including some data literacy) these parts of data wise and the program evaluation course feel quite salient to folks
- 5) The topics are all appropriate but wondering about the placement of professional learning as the last class.
  - a) Perhaps it might be better before Improvement at Scale?
  - b) Would working through that idea impact how to take improvement to scale?
- 6) Perhaps this is included later in the program, but the work of Michael Fullan should be included somewhere.
  - a) His research presented in *The Principal* continues to be enhanced and his website has tremendous resources.
  - b) *Professional Capital* by Hargreaves and Fullan is another important text.
  - c) Note: I found *The Principal* in the curriculum module and *Professional Capital* in the talent management module... both of these text overlap across the courses / modules.

*Suggestions*

- 1) Bring back logic models, equity audits and the chapters on data wise that help people understand what the assessment they are looking at means (the one on bias, etc.)
- 2) Edit the objectives to move from understand to HOT verbs - explain, analyze, etc....
- 3) I think some reading around teacher leadership would be appropriate around the class on professional learning... something by Hargreaves or Fullan.

**Talent Management: Professional Learning*****Comments***

- 1) Overall, the topics and objectives are relevant and appropriate to the course and the role of the principal
- 2) Session 2 Objective: Understand a strategic and systematic process for assessing school culture (related to school improvement??), this objective sounds like something out of the first OL course. It is valuable to make the connection to the first course and the right culture is certainly needed to succeed at building a continuous improvement system, but the object does not reference school improvement, so it is vague/confusing??
- 3) Again, I am concerned that the single session on PDSA cycles in a decreased contact time environment shortchanges a complex set of skills – and how to apply them – that are necessary to actually lead this work. The Theory/Skill/Application balance is possibly out of balance and theory-heavy. This might be alleviated somewhat by lesson design that utilizes application to teach theory, but I don't think that can account for all the issues.
- 4) The last session in this course feels like it might be better aligned to the next OL course, which would free up time to enhance the remaining topics and allow more learning time for them.
- 5) A focus on professional learning makes sense in Year 2, but I find that I have integrated ongoing professional learning in each aspect of Year 1 so far that I'm not sure there is enough left to have it as the sole focus in Year 2, over both semesters
- 6) This course feels out of sequence, as candidates have already been expected to plan and implement effective professional learning sessions related to the IL courses in year 1.
  - a) Content feels repetitive, focusing on adult learning theory addressed in Summer 1.
- 7) Feels a bit underdeveloped – I think much more on why adults learn or don't learn at the individual level could really strengthen this class.
- 8) The syllabus is clear and aligned with the standards.
- 9) I particularly appreciate the Topic and Focus Questions.

***Suggestions***

- 1) Look at possible lesson design to assure the theory/application balance and to make sure that the amount of material is appropriate to the time/credit structure and lesson design that supports student learning.
- 2) Alignment / crosswalk of session objectives and core assessment would be valuable to assure that the course and the objective breakdown support the ability to successfully complete the core assessment.
- 3) Perhaps Leadership Capacity, listed below, should be encompassed in Talent Management...I see it there.
- 4) Consider refocusing course on other aspects of talent management:
  - a) recruiting, hiring/interviewing, developing remediation plans, balancing professional learning to support needs of individual teachers (nurturing talent of high flyers, creating teacher leadership opportunities, building a professional learning culture in a school

- 5) Course assessment could include another round of teacher supervision / feedback (expand experiences to different content areas, specialists, etc.)
- 6) Consider including Kegan's immunity to change book and exercises as a means of discussing why adults learn or change or don't
- 7) Consider "getting to yes" and talking through how we talk to each other (perhaps videotaping re: conflict)

### ***University of Illinois-Chicago***

- 1) Recommend reversing the order of the Talent Management sequence so the "Professional Learning" course would precede the "Supervision and Performance Evaluation" course
- 2) Recommend devoting substantial additional attention to:
  - a) more embedded forms of professional learning that are located in the work of grade/departmental teams, school-wide instructional leadership teams and ad hoc study groups (see for example Joyce & Showers (2002) Student Achievement through Staff Development. Alexandria: ASCD)
  - b) effective strategies for helping teacher leaders grow their capacity to lead progressive cycles of inquiry and collective experimentation around specific problems of practice in grade/departmental teams (see for example Robertson and Timperley (2011). Leadership and Learning. Thousand Oaks: Sage Publications and the UCAPP own Competency Assessment 3.0 model)
- 3) Based on the syllabus (in particular the final assignments in Sessions #5 and #6), it is not clear how much attention will be paid to giving students a strong diagnostic framework for assessing the full range of professional learning supports that exists at their current school site. Encourage making this a central focus of the course and that consideration be given to modifying the "professional learning analysis" assignment as follows:
  - a) Using a template developed by the instructor and vetted by the class, students conduct an inventory of supports for professional learning that exists at their current school
  - b) Students report findings and identify next steps for expanding embedded opportunities/expectations for professional learning opportunities at the school
  - c) Identify likely obstacles for successfully expanding embedded professional learning and one or two promising strategies for overcoming those obstacles

**Organizational Leadership: Developing Organizational & Leadership Capacity*****Comments***

- 1) Topics are relevant and appropriate for the course and the role of the principal
- 2) This course is the newest OL conceptually and takes a different path than the former Ed ORD Course. I think conceptually it is in the right zone, but I think that the four frames (Bowman and Deal) presented in the former course are still valuable and relevant to understanding an organization theoretically and as an applied organizational analysis tool that is highly useful in analyzing, diagnosing and improving a school as a leader. We revitalized the four frames into an analytical tool for the work in Jordan and I have since used it in the Program Eval course as an analytical lens applied to a program or school. I am not sure whether is room in this course or it can be swapped in, but it is worth consideration.
- 3) The Theory/Skill/Application balance appears to be a little better in this course than the other OL courses.
- 4) Syllabus is labeled Fall, Year 2, but I think it is supposed to be Spring Year 2.
  - a) Focus on teacher teams and PLCs is critical.
- 5) This looks great – I do think again some concrete readings on how to manage teams could be helpful as well as what teacher leadership is and how to think about it
- 6) The readings are powerful and aligned to the course objectives.

***Suggestions***

- 1) Look at possible lesson design to assure the theory/application balance and to make sure that the amount of material is appropriate to the time/credit structure and lesson design that supports student learning.
- 2) Alignment / crosswalk of session objectives and core assessment would be valuable to assure that the course and the objective breakdown support the ability to successfully complete the core assessment.
- 3) Add Leverage Leadership as a resource to Session 3
- 4) Add Data Wise as a resource option to Session 5
- 5) I live by Hackman's work on teams – it is really, really straightforward and helpful to school leaders even though not situated in schools
- 6) My dissertation was on ILTs and I have some stuff about how including them requires principals to shift how they think about enacting authority in the school – this is a key issue with teacher leadership, too.
- 7) It may be useful to spend some time defining teacher leadership (informal / formal) and how to build leadership skills, knowledge, and dispositions in staff given the culture of schools.
- 8) Power of protocols

## **Additional comments and questions**

### *Comments*

- 1) Kudos to the design team that put this draft together. In my eyes, it addresses several significant deficiencies in Traditional UCAPP.
  - a) First, it solves the “part/whole” dilemma of course sequencing by which you approach school/district leadership topically (e.g. supervision, curriculum, culture), in a linear fashion one course at a time, and expect that the end result will be a holistic grasp of how the parts form an integrated whole. While the internship was intended to accomplish this magic, it’s requirements paralleled the course sequence, thus reinforcing rather than replacing such thinking.
  - b) Second, it addresses in powerful ways the equity, social justice, and parent/community engagement gaps identified by the curriculum committee’s standards/curriculum analysis of existing UCAPP strands.
  - c) Third, via the new assessments, it moves UCAPP demonstrably into the “doing, skill-demonstrating, results-showing” arena, the path the introduction of the change project three years ago compelled us to take more seriously.
- 2) Thanks for the opportunity.
  - a) What appears missing from the program at a glance is an explicit improvement, data analysis, and equity focus.
  - b) I see the term organizational improvement encompasses data and school improvement.
  - c) I liked Climate at the end because it ties together other components such as school improvement, evaluation, and policy/practice.
  - d) Having it earlier may affect the CAT preparation, not sure.
  - e) I like the connection to the CCL, makes sense.
  - f) I will try to get to this again using the template.
- 3) Note: I focused my attention of this review for courses that I have taught in the past (policy and family and community engagement). This allowed me to tie it back to my own teaching experiences in UCAPP and determine my feedback based both on the needs of the students as well as my own research and teaching pedagogy.
  - a) Content:
    - i) Are the class session topics relevant to the building-level leadership, particularly the role of principalship?
      - (1) Policy: The class sessions as they are presented do in fact present a logical sequence of relevant topics to building-level leadership. One thing that I’ve noticed in the past (I’ve taught the course now three times) is that students appreciate having the opportunity to discuss real life policy issues that are currently impacting school leaders. One way to do this to engage in rich and complex case studies regarding policy adoption and implementation in schools. This however is more aligned with instructional approaches than assessing the topics.
      - (2) One point that I do see missing in the proposed course syllabus is a focus on the role policies have on creating and maintaining inequity in schools. There is a rich

body of literature that deconstructs the ways in which school policies serve to perpetuate inequities in schools. I would recommend supplementing the readings to provide a more critical perspective for aspiring principals. Last year there was a book published entitled *Critical approaches to education policy analysis: Moving beyond tradition* that might be helpful to review.

- 4) Org Leadership: Culture and Parent/Community Engagement
  - a) Let me begin by noting that my body of scholarship is focused on family and community engagement particularly as it seeks to disrupt traditional ways of understanding and (re)positioning of families (particularly Parents of Colors) and communities within schools. As such, my feedback is meant to inform the critical importance of families, communities, and school partnerships and may not necessarily align with how others (more broadly) position communities and families in schools particularly.
  - b) UCAPP, particularly UCAPP Plus – Hartford has done a great job of centering families and communities in the curriculum. Having taught the module in the past, I spent twelve sessions (three per semester) deconstructing traditional ways of thinking about family and community engagement in order to (re)imagine what an assets-based inclusive family and community engagement framework might look like. After doing this we then spent sessions reading about and implementing effective strategies that align with our reimagined assets-based inclusive framework. Upon reviewing the syllabus, it appears that there are only two sessions (one session for family engagement and one session for community engagement) within the course. Based on my scholarship and past teaching experiences, this is not enough time to deconstruct, (re)imagine, and engage in effective strategies to promote an inclusive family and community engagement framework.
  - c) I do see however an opportunity to imbed families and communities across the various sessions of the course. Having it be embedded throughout the course will also send a message to students of the importance of family and community engagement in general but also as it relates to school culture in particular. As it stands, having one session for families and one for communities sends a signal that family and community engagement are an aside which I know is not how we as a program position it. I would be more than happy to chat more about how we might be able to thread family and community engagement throughout the course. I do appreciate however that the foci of the weeks on community and families is a critical one.
- 5) Are the objectives aligned to course theme and the session topic for which it listed? Are there any essential objectives missing?
  - a) Policy: I see alignment across the objectives and course theme and session topics.
  - b) Org Leadership: Culture and Parent/Community Engagement: I see alignment across the objectives and course theme and session topics.
- 6) Is there an essential topic missing?
  - a) Policy: As previously noted, I do believe the course is missing a critical perspective as it relates to understanding the role that school policies have on creating and maintaining inequity in schools. There is a rich body of literature that deconstructs the ways in which school policies serve to perpetuate inequities in schools. I would recommend supplementing the readings to provide a more critical perspective for aspiring principals.

Last year there was a book published entitled *Critical approaches to education policy analysis: Moving beyond tradition* that might be helpful to review.

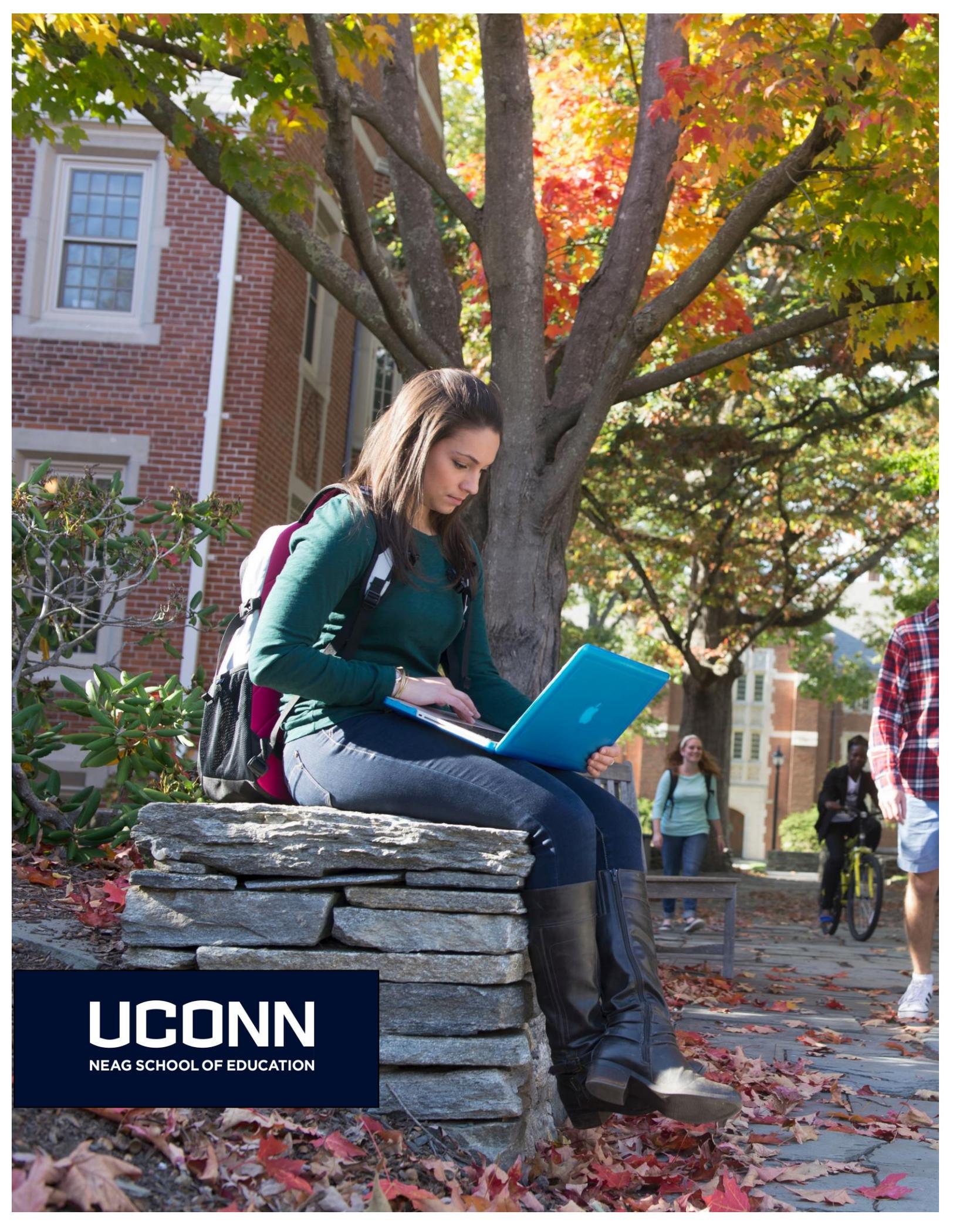
- b) **Org Leadership: Culture and Parent/Community Engagement:** In this case I don't think it is more about a missing topic but rather a missing thread throughout the course. Having a thread of parent and community engagement throughout a culture on course is of critical importance if we are to ensure that future building leaders have an inclusive and assets-based approach to engaging with families and communities. Just a note: In looking more closely at the title of the course the "and" is suggestive of Culture as being separate from parent and community engagement. I do believe that being deliberate of weaving in a thread of parent and community engagement throughout the course would greatly benefit our students.
- 7) Is there an essential reading missing?
- a) **Policy:** I would recommend supplementing the readings to provide a more critical perspective for aspiring principals. Last year there was a book published entitled *Critical approaches to education policy analysis: Moving beyond tradition* that might be helpful to review and select appropriate readings.
- b) **Org Leadership: Culture and Parent/Community Engagement:** The list of readings are just a few suggestions that might help provide a more critical lens of parent/community engagement:
- i) López, G. R. (2003). *Parent Involvement as Racialized Performance*.
  - ii) Bloom, L.R. (2001). "I'm Poor, I'm Single, I'm a Mom, and I Deserve Respect": *Advocating in Schools as/With Mothers in Poverty*.
  - iii) Delgado-Gaitan, C. (1994). *Consejos: The Power of Cultural Narratives*.
  - iv) Khalifa, M. (2012). *A re-new-ed paradigm in successful urban school leadership: Principal as community leader*. *Educational Administration Quarterly*, 48(3), 424-467.
  - v) Deal & Peterson. (2009). Chapter 11. *Building Trust: Connecting to Parents and Communities*.
  - vi) Jiménez-Castellanos, et.al. (2016). *Operationalizing Transformative Parent Engagement in Latino School Communities: A Case Study*. *Journal of Latino/Latin American*
  - vii) Fernández, E. & López, G. (2016). *When parents behave badly: A critical policy analysis of parent involvement in schools*.
- 8) **Sequence:**
- a) Does the session topic make sense at a fundamental level?
- i) **Policy:** Yes.
  - ii) **Org Leadership: Culture and Parent/Community Engagement:** See previous comments.
- 9) Is the pacing reasonable?
- a) **Policy:** Yes.
- b) **Org Leadership: Culture and Parent/Community Engagement:** Yes.

*Questions*

- 1) Can all of this be done and done well?
  - a) Our students need to maintain their performance in their day jobs and the constraints on release time and the turning over of responsibility are real.
- 2) How does this impact the role of the clinical supervisor / coach?
  - a) Reducing the clinical component from 12 to 6 credits does reduce program costs for students, but it cuts in half the resources available to support what I see as an expanded and more challenging set of responsibilities.
- 3) How does this impact the role of the principal mentor?
  - a) Having a more defined task list should help with regard to clarity of mentor expectations, but will asking more make it more difficult to secure the support of the quality principals we need and want?

*University of Illinois-Chicago*

- 1) Across the organizational leadership and talent management courses there is minor attention to teacher learning. Increase the emphasis of the treatment of teacher learning.
- 2) Make connections between course #1 and #3 in this sequence and bundle together the "organizational capacities" that are likely to need diagnostic/developmental attention. The various attributes of the organization's culture are treated in course #1. Draw in several of the organizational resources that are introduced in this course (teacher learning, teacher teams), and then leadership capacity (leadership teams and teacher leaders).
- 3) In order to elevate the intentionality of principal learning include Donaldson, G.A. (2008) *How Leaders Learn: Cultivating Capacities for School Improvement and The Ambitious Elementary School* by Hassrick, Raudenbusch, Rosen (2017) - case study of organizational capacity. To bookend that, use the revised NASSP volume on high school organization as a resource.
- 4) There's not a lot of difference between the emphases of courses **Organizational Leadership – Improving Educational Organizations** and **Organizational Leadership – Developing Organizational and Leadership Capacity**, but the way the objectives are framed, **Organizational Leadership – Developing Organizational and Leadership Capacity**, looks more fundamental than **Organizational Leadership – Improving Educational Organizations**, as if it should precede **Organizational Leadership – Improving Educational Organizations**.
- 5) Develop a tighter alignment from course description to objectives to readings. Create a sharper division of labors among courses **Organizational Leadership – Improving Educational Organizations** and **Organizational Leadership – Developing Organizational and Leadership Capacity**
- 6) Missing from all Organizational Leadership courses is a clear commitment to leaders demonstrating (1) an understanding of how to create systems and structures for adult learning, and (2) the role of change agent in bringing about organizational change in a school to achieve new learning and instructional practices for teachers



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