

Handout #4b

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Key Assessment #2: Content

Knowledge

Class AA Teacher Leader Program

Teacher Leader Program Portfolio

Purpose: The Teacher Leader Program Portfolio represents the body of knowledge for which the Teacher Leader program has prepared the candidate.

Directions: The portfolio is divided into section themes that cross multiple Teacher Leader Standards. Listed below each section heading is an artifact expected to be submitted for the section.

Scoring: The total points available for the portfolio is 300. In order to successfully complete the portfolio portion of the Teacher Leader Program, a candidate must score a minimum of 255 points on the rubric. Candidate portfolios are scored by a committee of faculty members from the Instructional Leadership and Teacher Leader programs.

Criterion for Success: Candidates must successfully complete most sections at the “Effective” level to achieve a passing score on the Teacher Leader Program Portfolio rubric.

Administration of Assessment: Candidates are informed of this culminating assessment during orientation to their program. Candidates are notified at the beginning of the semester in which they have registered to graduate that the portfolio is due by the conclusion of the semester. Successful completion of the portfolio clears the candidate for graduation at the conclusion of coursework with an acceptable GPA.

Portfolio Sections:

1. Teacher Leader
2. Leadership
3. Research
4. Professional Learning
5. Student Learning
6. Data and Assessments
7. Equitable Practice
8. Advocate for the Profession

Section One: Teacher Leader

Directions: Throughout the Teacher Leader program, candidates have been introduced to characteristics and qualities of effective teacher leaders. In this section of the portfolio, candidates will upload a personal philosophy of teacher leadership in relation to classroom instruction and working with faculty members. At a minimum, candidates will address the following areas:

- Learning Differences
- Learning Environment
- Application of Content
- Assessment

Specific examples should be included in order to exhibit an extensive knowledge of teacher leadership. Sufficient depth is expected. Be sure to review the following rubric for specific scoring criteria.

Criterion	Ineffective (0)	Developing (2)	Effective (4)	Score
Content	<ul style="list-style-type: none"> • Lack of understanding of teacher leadership • Lacks depth and complexity • Does not include examples • Does not include opinions/beliefs/concerns 	<ul style="list-style-type: none"> • Indicates basic understanding of teacher leadership • Lacks sufficient depth and complexity 	<ul style="list-style-type: none"> • Indicates an extensive knowledge of teacher leadership • Includes analytical thoughts, with depth and complexity • Includes examples • Includes opinions/beliefs/concerns 	
Learning Differences	Does not demonstrate a basic understanding of:	Demonstrates a basic understanding of:	Demonstrates an extensive knowledge of:	
	2.1 Meeting diverse learning needs	2.1 Meeting diverse learning needs	2.1 Meeting diverse learning needs	
	2.2 Making appropriate provisions based on individual needs	2.2 Making appropriate provisions based on individual needs	2.2 Making appropriate provisions based on individual needs	
	2.7 Fostering the belief that all can achieve at high levels	2.7 Fostering the belief that all can achieve at high levels	2.7 Fostering the belief that all can achieve at high levels	

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	2.9 Making learners feel valued	2.9 Making learners feel valued	2.9 Making learners feel valued	
Learning Environment	Does not demonstrate a basic understanding of:	Demonstrates a basic understanding of:	Demonstrates an extensive knowledge of:	
	3.1 Safe, positive climate	3.1 Safe, positive climate	3.1 Safe, positive climate	
	3.7 Responsible use of technology	3.7 Responsible use of technology	3.7 Responsible use of technology	
	3.10 Peer relationships	3.10 Peer relationships	3.10 Peer relationships	
	3.11 Supporting learners	3.11 Supporting learners	3.11 Supporting learners	
Application of Content	Does not demonstrate a basic understanding of:	Demonstrates a basic understanding of:	Demonstrates an extensive knowledge of:	
	5.2 Applying content to real-world problems	5.2 Applying content to real-world problems	5.2 Applying content to real-world problems	
	5.4 Engaging learners in questioning to foster innovation	5.4 Engaging learners in questioning to foster innovation	5.4 Engaging learners in questioning to foster innovation	
	5.5 Developing learners' communication skills	5.5 Developing learners' communication skills	5.5 Developing learners' communication skills	
	5.7 Facilitating development of diverse perspectives	5.7 Facilitating development of diverse perspectives	5.7 Facilitating development of diverse perspectives	
	5.8 Supporting literacy across content	5.8 Supporting literacy across content	5.8 Supporting literacy across content	
	Does not demonstrate a basic understanding of:	Demonstrates a basic understanding of:	Demonstrates an extensive knowledge of:	
	6.1 Formative and summative assessments	6.1 Formative and summative assessments	6.1 Formative and summative assessments	
Assessment	6.3 Data-driven instruction	6.3 Data-driven instruction	6.3 Data-driven instruction	
	6.4 Quality work and descriptive feedback	6.4 Quality work and descriptive feedback	6.4 Quality work and descriptive feedback	
				Score

Section Two: Leadership

Directions: Upload the Schoolwide Mentoring Plan from TL 712: Coaching and Mentoring.

Instructions: Refer to the components listed in the course resources for recommended format design. You should include a reference page at the end of your plan. Be sure this is an original plan that you designed. You should interview the school principal or a central office administrator regarding components that should be included in the school mentoring plan. Be sure to include details in your plan from the resources provided in this course and other sources.

Do not use a plan that is already in place. Use the needs of the school or school district for which you are writing the plan as documentation of why you selected the plan format and structure that you used.

At a minimum, your plan should include the sections below. Guiding questions are included to consider as you develop each section.

1. Program Goals
 - a. What are you trying to accomplish with the program?
2. Structure of the Program
 - a. Who will be involved in the supervision of the program?
 - b. Who will receive mentoring?
 - c. How frequently will activities occur?
 - d. Is participation voluntary?
 - e. How long will mentors serve?
3. Selection and Training of Mentors and Mentees
 - a. How will mentors be selected?
 - i. Characteristics of a good mentor
 - ii. Experiences and qualifications
 - iii. Who is involved in selecting mentors?
 - b. How will mentors be trained and supported?
 - i. Who will provide training?
 - ii. What will be the focus of training?
 - iii. When will training take place?
 - c. How will mentees be trained and supported?
 - i. Who will provide training?

ii. What will be the focus of the training? (This training doesn't focus on the content from the mentoring program. This training should focus on the mentees role in the mentor/mentee relationship.)

4. Matching of Mentors and Mentees

- a. How will mentors and mentees be matched?
- b. Who will be involved in selecting the matches?

5. Content

- a. What content will the teachers need and how will it be determined?
- b. How will the content be individualized?
- c. Will the mentors and mentees interact with others in the district?
- d. Will professional development be offered by the district or school?

6. Evaluation

- a. How will the program be evaluated?
- b. Who will be evaluated?
- c. What data will be collected to evaluate the program?

*Include a detailed schedule for the activities related to the mentoring program for one school year. The plan should begin in August and end in May. Break the calendar down into months and include the activities that will take place during that month. Specific meetings should be held throughout the school year with professional development sessions on the topics listed below. Each meeting should have a detailed agenda and a professional development planning template. Specific professional development topics should be related to:

- Instruction
- Planning
- Learner Development
- Learning Differences
- Content Knowledge and Application
- Assessment

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Criterion	Ineffective (0)	Developing (1)	Effective (2)	Score
Plan Design	<p>Plan design is missing multiple sections:</p> <ul style="list-style-type: none"> • Goals • Structure • Selection and training of mentors and mentees • Matching of mentors and mentees • Content • Evaluation 	<p>Plan design includes five of the following sections:</p> <ul style="list-style-type: none"> • Goals • Structure • Selection and training of mentors and mentees • Matching of mentors and mentees • Content • Evaluation 	<p>Plan design includes the following sections explained in detail:</p> <ul style="list-style-type: none"> • Goals • Structure • Selection and training of mentors and mentees • Matching of mentors and mentees • Content • Evaluation 	
Organization	<ul style="list-style-type: none"> • Little or no logical sequencing to develop the plan • Schedule is included, but activities are not appropriate for purposes or for time period 	<ul style="list-style-type: none"> • Mostly logical sequencing to generally develop the plan • Yearly schedule is included 	<ul style="list-style-type: none"> • Highly logical sequencing to fully develop the plan • Yearly schedule is included focused on: <ul style="list-style-type: none"> ○ learner development ○ learning differences ○ learning environment ○ content knowledge ○ application ○ assessment ○ planning ○ instruction 	

	Schedule does not include appropriate activities related to:	Schedule includes minimal activities related to:	Schedule includes detailed activities related to:
Learner Development	1.1 Assessing performance	1.1 Assessing performance	1.1 Assessing performance
	1.2 Developmentally appropriate instruction	1.2 Developmentally appropriate instruction	1.2 Developmentally appropriate instruction
	1.5 Identifying strengths and needs	1.5 Identifying strengths and needs	1.5 Identifying strengths and needs
	Schedule does not include appropriate activities related to:	Schedule includes minimal activities related to:	Schedule includes detailed activities related to:
	2.1 Diverse learning needs	2.1 Diverse learning needs	2.1 Diverse learning needs
Learning Differences	2.3 Prior knowledge	2.3 Prior knowledge	2.3 Prior knowledge
	2.6 Resources and support	2.6 Resources and support	2.6 Resources and support
	2.8 Respecting and valuing diversity	2.8 Respecting and valuing diversity	2.8 Respecting and valuing diversity
	2.10 Integrating second language instruction	2.10 Integrating second language instruction	2.10 Integrating second language instruction
	Schedule does not include appropriate activities related to:	Schedule includes minimal activities related to:	Schedule includes detailed activities related to:
Learning Environment	3.1 Positive learning environment	3.1 Positive learning environment	3.1 Positive learning environment
	3.2 Engaging learning experiences	3.2 Engaging learning experiences	3.2 Engaging learning experiences
	3.3 Respectful interactions	3.3 Respectful interactions	3.3 Respectful interactions

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	3.4 Coordinating resources of time, space, and attention	3.4 Coordinating resources of time, space, and attention	3.4 Coordinating resources of time, space, and attention
	3.5 Evaluating the learning environment	3.5 Evaluating the learning environment	3.5 Evaluating the learning environment
	3.6 Technology to extend learning	3.6 Technology to extend learning	3.6 Technology to extend learning
	3.7 Responsible use of technology	3.7 Responsible use of technology	3.7 Responsible use of technology
	3.10 Peer relations	3.10 Peer relations	3.10 Peer relations
	3.11 Supporting learners in decision making, exploration, and innovation	3.11 Supporting learners in decision making, exploration, and innovation	3.11 Supporting learners in decision making, exploration, and innovation
	3.12 Respectful communication	3.12 Respectful communication	3.12 Respectful communication
	Schedule does not include appropriate activities related to:	Schedule includes minimal activities related to:	Schedule includes detailed activities related to:
Content Knowledge	4.2 Encouraging students to understand form diverse perspectives	4.2 Encouraging students to understand form diverse perspectives	4.2 Encouraging students to understand form diverse perspectives
	4.6 Evaluate materials	4.6 Evaluate materials	4.6 Evaluate materials
	4.9 Accessing resources in primary languages	4.9 Accessing resources in primary languages	4.9 Accessing resources in primary languages
	Schedule does not include appropriate activities related to:	Schedule includes minimal activities related to:	Schedule includes detailed activities related to:
Application of Content	5.1 Cross-disciplinary lessons including literacy	5.1 Cross-disciplinary lessons including literacy	5.1 Cross-disciplinary lessons including literacy
	5.2 Real-world problems, both local and global	5.2 Real-world problems, both local and global	5.2 Real-world problems, both local and global
	5.3 Tools and resources	5.3 Tools and resources	5.3 Tools and resources

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	5.4 Innovation and problem solving	5.4 Innovation and problem solving	5.4 Innovation and problem solving
	5.6 Original work	5.6 Original work	5.6 Original work
	5.7 Developing diverse perspectives	5.7 Developing diverse perspectives	5.7 Developing diverse perspectives
	5.8 Cross content literacy development	5.8 Cross content literacy development	5.8 Cross content literacy development
	5.9 Local and global issues	5.9 Local and global issues	5.9 Local and global issues
	5.11 Exploration and discovery across content	5.11 Exploration and discovery across content	5.11 Exploration and discovery across content
	Schedule does not include appropriate activities related to:	Schedule includes minimal activities related to:	Schedule includes detailed activities related to:
Assessment	6.1 Formative and summative assessment	6.1 Formative and summative assessment	6.1 Formative and summative assessment
	6.4 Descriptive feedback	6.4 Descriptive feedback	6.4 Descriptive feedback
	6.7 Appropriate assessment data	6.7 Appropriate assessment data	6.7 Appropriate assessment data
	6.8 Testing accommodations	6.8 Testing accommodations	6.8 Testing accommodations
	6.13 Multiple assessments to verify learning	6.13 Multiple assessments to verify learning	6.13 Multiple assessments to verify learning
	6.14 ELL accommodations	6.14 ELL accommodations	6.14 ELL accommodations
	6.15 Ethical use of assessments	6.15 Ethical use of assessments	6.15 Ethical use of assessments
	Schedule does not include appropriate activities related to:	Schedule includes minimal activities related to:	Schedule includes detailed activities related to:
Planning	7.1 Goals and standards	7.1 Goals and standards	7.1 Goals and standards
	7.2 Achieving goals	7.2 Achieving goals	7.2 Achieving goals
	7.3 Lesson sequencing	7.3 Lesson sequencing	7.3 Lesson sequencing

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	7.4 Utilizing multiple data to enhance planning	7.4 Utilizing multiple data to enhance planning	7.4 Utilizing multiple data to enhance planning
	Schedule does not include appropriate activities related to:	Schedule includes minimal activities related to:	Schedule includes detailed activities related to:
Instruction	8.4 Roles of a teacher	8.4 Roles of a teacher	8.4 Roles of a teacher
	8.5 Opportunities to demonstrate mastery	8.5 Opportunities to demonstrate mastery	8.5 Opportunities to demonstrate mastery
	8.6 Higher-order questioning	8.6 Higher-order questioning	8.6 Higher-order questioning
	8.8 Expanding communication skills	8.8 Expanding communication skills	8.8 Expanding communication skills
	8.9 Engaging students in discussion	8.9 Engaging students in discussion	8.9 Engaging students in discussion
	8.11 Using multiple forms of communication	8.11 Using multiple forms of communication	8.11 Using multiple forms of communication
	8.13 Adapting instruction	8.13 Adapting instruction	8.13 Adapting instruction
	Does not include mentoring log or activities with activities that:	Includes mentoring log with activities that somewhat:	Includes mentoring log with activities designed to:
	4.10 Keeps colleagues abreast of new ideas	4.10 Keeps colleagues abreast of new ideas	4.10 Keeps colleagues abreast of new ideas
	6.3 Works collaboratively to examine data	6.3 Works collaboratively to examine data	6.3 Works collaboratively to examine data
	Colleague Development		

Section Three: Research

Directions: Upload the digital presentation of the completed action research project from EDS 709: Action Research II.

Instructions: Complete a digital presentation of your final action research project. In this presentation, provide an overview for the instructor and other students in the course. As you develop the presentation, be sure to preview the rubric and demonstrate the following:

- A complex issue was analyzed based on an identified need or needs
- Current research was utilized
- An appropriate methodology was selected
- Interpretation of data was statistically sound
- Multiple data were included
- Misconceptions and bias were adequately explained

Criterion	Ineffective (0)	Developing (1)	Effective (2)	Score
Statement of Problem and Research	Student failed to present the problem and relevant research focused on:	Student vaguely presented the problem and relevant research focused on:	Student effectively presented the problem and relevant research focused on:	
	5.1 Analyzing a complex issue	5.1 Analyzing a complex issue	5.1 Analyzing a complex issue	
	9.2 Meaningful learning experiences aligned with needs	9.2 Meaningful learning experiences aligned with needs	9.2 Meaningful learning experiences aligned with needs	
Methodology	9.9 Drawing upon current research to improve practice	9.9 Drawing upon current research to improve practice	9.9 Drawing upon current research to improve practice	
	4.3 Presentation was missing the methodology, or the explanation was inappropriate	4.3 Student presented the methodology, but the presentation could be clearer for the audience	4.3 Student presented the methodology accurately and appropriately for the audience	

	Student had some difficulty in demonstrating an ability to:	Student somewhat demonstrated an ability to:	Student demonstrated an ability to:
Interpretation of Data	4.4 Make statistical connections	4.4 Make statistical connections	4.4 Make statistical connections
	8.7 Use technology tools to access, interpret, evaluate, and apply information	8.7 Use technology tools to access, interpret, evaluate, and apply information	8.7 Use technology tools to access, interpret, evaluate, and apply information
Overall Impression	Student had difficulty in:	Student had minor difficulty in:	Student excelled in:
	4.5 Recognizing learner misconceptions	4.5 Recognizing learner misconceptions	4.5 Recognizing learner misconceptions
	4.8 Creating opportunities to practice and master academic language	4.8 Creating opportunities to practice and master academic language	4.8 Creating opportunities to practice and master academic language
	4.12 Recognizing bias	4.12 Recognizing bias	4.12 Recognizing bias
	4.13 Committing to work toward each learner's mastery	4.13 Committing to work toward each learner's mastery	4.13 Committing to work toward each learner's mastery
	9.3 Using a variety of data to evaluate teaching	9.3 Using a variety of data to evaluate teaching	9.3 Using a variety of data to evaluate teaching
	9.9 Seeking opportunities to improve instruction	9.9 Seeking opportunities to improve instruction	9.9 Seeking opportunities to improve instruction
	10.6 Engaging in professional learning	10.6 Engaging in professional learning	10.6 Engaging in professional learning
	10.8 Using meaningful research on issues and policies	10.8 Using meaningful research on issues and policies	10.8 Using meaningful research on issues and policies
	10.15 Taking responsibility for advancing the profession	10.15 Taking responsibility for advancing the profession	10.15 Taking responsibility for advancing the profession

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	10.16 Embracing the challenge of continuous improvement	10.16 Embracing the challenge of continuous improvement	10.16 Embracing the challenge of continuous improvement	
				Score

Section Four: Professional Learning

Directions: Upload the Professional Learning Project from EDS 708: Advanced Curriculum Development.

Instructions: After reviewing the school improvement plan and interviewing a school administrator and multiple teachers, identify a professional learning topic to improve instructional practices within the school. Develop a professional learning session related to the identified need by completing the professional development planning template. Lead and record the professional development session, utilizing at least two digital formative assessment tools, and share the file with the instructor.

The written portion of this assignment should follow the format below:

Section 1: Description of how the group was determined (1 or 2 paragraphs)

Section 2: Summary of the group interview (1 – 2 pages)

Section 3: Professional development lesson plan/planning template (1 – 2 pages)

Section 4: Reflection of project development including the implementation of the professional development session

Section 5: Include a list of references and copies of any handouts used during the professional development session

Criterion	Ineffective (0)	Developing (1)	Effective (2)	Score
Learning Unit Development	Student had significant difficulty in:	Student had minor difficulty in:	Student excelled in:	
	6.11 Aligning instruction with goals	6.11 Aligning instruction with goals	6.11 Aligning instruction with goals	
	8.2 Adjusting instruction in response to needs	8.2 Adjusting instruction in response to needs	8.2 Adjusting instruction in response to needs	
	9.1 Developing engaging learning experiences	9.1 Developing engaging learning experiences	9.1 Developing engaging learning experiences	
	10.6 Contributing to the knowledge of others	10.6 Contributing to the knowledge of others	10.6 Contributing to the knowledge of others	
	Student had significant difficulty in:	Student had minor difficulty in:	Student excelled in:	
Technology Integration	5.3 Facilitating the use of current tools	5.3 Facilitating the use of current tools	5.3 Facilitating the use of current tools	

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	<p>6.9 Seeking ways to employ technology to assess and address learning needs</p> <p>10.7 Using tools to engage learners</p>	<p>6.9 Seeking ways to employ technology to assess and address learning needs</p> <p>10.7 Using tools to engage learners</p>	<p>6.9 Seeking ways to employ technology to assess and address learning needs</p> <p>10.7 Using tools to engage learners</p>
Quality Assessment	<ul style="list-style-type: none"> Evaluation form and/or data analysis is missing 	<ul style="list-style-type: none"> Evaluation form is limited Data analysis included, but reflection is not included or lacks sufficient depth 	<ul style="list-style-type: none"> Evaluation form is appropriate Data analysis with reflection is included and sufficient in depth
Overall Impression	<ul style="list-style-type: none"> Activities aren't engaging Formative assessments are not placed logically Multiple grammar, punctuation, or spelling errors 	<ul style="list-style-type: none"> One to two grammar, punctuation, or spelling errors 	<ul style="list-style-type: none"> Activities are engaging Formative assessments are placed at appropriate intervals No grammar, punctuation, or spelling errors
			Score

Section Five: Student Learning

Directions: Upload the fishbone diagram and driver diagram from the Improvement Science Project in EDS 701: Professionalism and Ethics in the School Culture.

Instructions:

Fishbone Diagram

You will create a fishbone diagram that details an issue within your school. The issue may be personal or schoolwide, but it should represent an instance of underperformance or a negative outcome that can be addressed. To create your fishbone, you can use any of the following technology options:

- XMind- This mind-mapping software is free and allows you to design concept maps and fishbone diagrams that can be shared electronically.
- PowerPoint – This link will direct you to a free download from Microsoft Office.

In your diagram, ensure that you include the following items (see chapter 3 from *Learning to Improve* or contact me for further guidance):

- A clear problem to be solved or addressed
- 3-5 major causes of the problem
- Multiple embedded details or minor causes from each major cause that spark insight

Driver Diagram

For this assignment you will create a driver diagram that operationalizes, or spells out, a theory of improvement for the problem you arrayed in your fishbone diagram. While you won't be able to focus on all of the causes you identified, select one cause that you believe to be the most weighty or important, and begin outlining a possible theory of improvement. Ensure that you include the following items in your driver diagram:

- A measurable improvement aim
- 3-5 primary drivers
- At least 1 secondary driver for each primary driver

- At least 1 change idea for each primary/secondary driver pair

Like your fishbone assignment, there are a number of options that will allow you to create your diagram:

- XMind- This mind-mapping software is free and allows you to design concept maps and driver diagrams that can be shared electronically.
- PowerPoint link for driver diagram: <https://www.oahhs.org/sites/default/files/driver-diagram-template.pptx>

Criterion	Ineffective (0)	Developing (1)	Effective (2)	Score
Identification of Issue	<ul style="list-style-type: none"> • The submission fails to identify an instructional issue and/or the supporting information is critically flawed 	<ul style="list-style-type: none"> • An instructional issue is identified, but the framing of the issue needs further revision 	<ul style="list-style-type: none"> • A clear instructional issue is identified • Major and minor causes are included 	
Connection to Research-based Instructional Strategies	Student had significant difficulty in:	Student had minor difficulty in:	Student excelled in:	
	1.1 Identifying specific objectives and drivers to meet learners' needs	1.2 Identifying appropriate instruction that enables learners to advance	1.1 Identifying specific objectives and drivers to meet learners' needs	
	1.2 Identifying appropriate instruction that enables learners to advance	5.10 Valuing knowledge in other content areas	1.2 Identifying appropriate instruction that enables learners to advance	
	5.10 Valuing knowledge in other content areas	5.10 Valuing knowledge in other content areas	5.10 Valuing knowledge in other content areas	

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	Student had significant difficulty in:	Student had minor difficulty in:	Student excelled in:
Diversity and Equity	<p>3.6 Communicating respect for differing perspectives and cultures</p> <p>8.1 Adapting instruction to the needs of individuals and groups of learners</p> <ul style="list-style-type: none"> • Identified issue is not appropriate for the assignment • Supporting ideas need major revisions • Multiple grammar, punctuation, or spelling errors 	<p>3.6 Communicating respect for differing perspectives and cultures</p> <p>8.1 Adapting instruction to the needs of individuals and groups of learners</p> <ul style="list-style-type: none"> • Appropriate technology has been incorporated • Identified issue is appropriate • One to two grammar, punctuation, or spelling errors 	<p>3.6 Communicating respect for differing perspectives and cultures</p> <p>8.1 Adapting instruction to the needs of individuals and groups of learners</p> <ul style="list-style-type: none"> • Appropriate technology has been incorporated • Identified issue is timely and appropriate • No grammar, punctuation, or spelling errors
Overall Impression	Score		

Section Six: Data and Assessment

Directions: Upload the survey project from EDT 703: Digital Age Leadership.

Instructions: This assignment is broken down into two sections.

Part One

Create a technology survey to administer to a representative sample of faculty members at your school. The survey should offer information regarding the current use of technology, familiarity or comfort levels with instructional technology, and knowledge of appropriate uses of instructional technology. Feel free to add areas that you feel would be useful in the collection and analyzing of data.

Before administering the survey to the faculty, take the survey and analyze your own results. You will use your personal results to submit a reflection for this module. In the reflection, you will address your current levels of performance in relation to instructional technology and your plans for improvement in the future.

When administering the survey to your faculty, you will need a good sample size. Since most of our faculties are not large, you will need a participation rate of at least 50% to gather representative data. In some cases, with very small faculties, the participation percentage would need to approach 80%. The larger your sample size is, the more reliable your data will be to make inferences.

Using the data from the survey, you will write a summary (4-6 pages) describing the current state of technology integration in your school. Include at least 5 sources in your summary. At a minimum, the following sections should be included in the summary:

1. Description of the school
2. Analysis of the survey
3. Description of strengths and weaknesses
4. Suggestions for the future
5. References in APA

When submitting your summary, include a copy of your survey results in a spreadsheet.

Part Two

After reviewing the needs of the faculty, complete three reviews of current digital tools that could easily be incorporated into daily instruction with the technology resources available in the school. These reviews will be shared with the faculty and should include the following sections:

- Name of the tool
- Location (url)
- Description
- Specific examples (3 or more) of how the tool could be used
- Difficulty of use (Rate on a scale from 1 to 5 with 1 being very easy and 5 being very difficult)
- Other information that faculty members may find helpful (links to tutorials, videos, etc.)

Criterion	Ineffective (0)	Developing (1)	Effective (2)	Score
Data Collection & Analysis	Data collection and data analysis fail to:	Data collection and data analysis somewhat:	Data collection and data analysis:	
	6.10 Engage learners in assessment process	6.10 Engage learners in assessment process	6.10 Engage learners in assessment process	
	6.12 Provide effective feedback	6.12 Provide effective feedback	6.12 Provide effective feedback	
Technology Integration	Digital tool recommendations are missing or do not:	Digital tools were recommended that somewhat:	Digital tools were recommended that:	
	8.3 Allow learners to develop areas of interest	8.3 Allow learners to develop areas of interest	8.3 Allow learners to develop areas of interest	
	8.5 Provide multiple models that allow students to demonstrate knowledge	8.5 Provide multiple models that allow students to demonstrate knowledge	8.5 Provide multiple models that allow students to demonstrate knowledge	
	9.6 Allow the student to demonstrate respect for others in use	9.6 Allow the student to demonstrate respect for others in use	9.6 Allow the student to demonstrate respect for others in use	

Key Assessment 2

Digital Tool Review	Review needs major revisions and/or missing multiple required components	Most required components are addressed fully	All required components are addressed fully including: <input type="radio"/> name <input type="radio"/> location <input type="radio"/> description <input type="radio"/> 3 examples of use <input type="radio"/> difficulty of use <input type="radio"/> other useful information
Overall Impression	<ul style="list-style-type: none"> • Required sections are missing and/or • Multiple grammar, punctuation, or spelling errors 	<ul style="list-style-type: none"> • Recommendations are somewhat limited • Minor grammar, punctuation, or spelling errors 	<ul style="list-style-type: none"> • Recommendations are explained fully and appropriate • No grammar, punctuation, or spelling errors
			Score

Section Seven: Equitable Practice

Directions: Upload the diversity strategic vision plan from EDS 704: Culturally Proficient Leadership.

Instructions: The prospective teacher leader develops a diversity strategic vision plan based on the results from a multicultural audit. The vision plan is based on the findings of the audit and clearly demonstrates discussions with experts in the field to include experts in ELL, SPED, Gifted, Title I, Title III, federal programs, career technical directors, etc. to pinpoint area of needs for the vision plan.

Criterion	Ineffective (0)	Developing (1)	Effective (2)	Score
Stakeholder Feedback	Student had significant difficulty in:	Student had minor difficulty in:	Student excelled in:	
	2.4 Bringing multiple perspectives into the assignment	2.4 Bringing multiple perspectives into the assignment	2.4 Bringing multiple perspectives into the assignment	
	4.11 Demonstrating an appreciation for multiple perspectives	4.11 Demonstrating an appreciation for multiple perspectives	4.11 Demonstrating an appreciation for multiple perspectives	
Findings	Student had significant difficulty in:	Student had minor difficulty in:	Student excelled in:	
	9.5 Reflecting on personal biases in explaining the findings	9.5 Reflecting on personal biases in explaining the findings	9.5 Reflecting on personal biases in explaining the findings	
	9.8 Exhibiting an understanding of the impact of biases on relationships	9.8 Exhibiting an understanding of the impact of biases on relationships	9.8 Exhibiting an understanding of the impact of biases on relationships	
Recommendations	2.5 Recommendations need major revisions	2.5 Recommendations are appropriate, but more references to current research would be beneficial	2.5 Recommendations are appropriate with clear references to current research	

Key Assessment 2

Overall Impression	<ul style="list-style-type: none"> • Submission is not appropriate for the assignment • Multiple grammar, punctuation, or spelling errors 	<ul style="list-style-type: none"> • All required items are addressed with specific examples • One to two grammar, punctuation, or spelling errors 	<ul style="list-style-type: none"> • All required items are addressed with specific examples • No grammar, punctuation, or spelling errors 	Score
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Section Eight: Advocate for Teaching and Learning

Directions: Upload the Interview Case Study from TL 710: The Teacher Leader.

Instructions: During an interview for an instructional coach position at Riverstone Middle School (5th grade – 8th grade), applicants must submit a written narrative explaining their thoughts/beliefs in relation to the following questions. Each question is addressed as if the applicant is the instructional coach for the school. Specific examples including descriptors (grade, subject, population, etc.) should be included for support, depth, and clarity.

- How should the instructional coach function as a leader within and outside of the school? Be sure to address students, faculty, and community.
- Discuss the role of the instructional coach in relation to professional development.
- Explain your philosophy on assessment. What is the role of the classroom teacher? What is the role of the student? How is data used to guide instruction?

Criterion	Ineffective (0)	Developing (1)	Effective (2)	Score
Assessment	The student fails to address the following area or areas or the submission needs major revisions: 6.2 Minimizing bias 6.3 Examining data to guide planning 6.10 Engaging learners to take ownership in the learning process 6.11 Aligning instruction to meet goals	The student minimally addresses the following areas: 6.2 Minimizing bias 6.3 Examining data to guide planning 6.10 Engaging learners to take ownership in the learning process 6.11 Aligning instruction to meet goals	The student effectively addresses the following areas: 6.2 Minimizing bias 6.3 Examining data to guide planning 6.10 Engaging learners to take ownership in the learning process 6.11 Aligning instruction to meet goals	

Key Assessment 2

	6.12 Providing quality descriptive feedback	6.12 Providing quality descriptive feedback	6.12 Providing quality descriptive feedback	
	The student fails to address the following area or areas or the submission needs major revisions:	The student minimally addresses the following areas:	The student effectively addresses the following areas:	
Professional Learning	9.1 Engages in ongoing learning	9.1 Engages in ongoing learning	9.1 Engages in ongoing learning	
	9.2 Engages in professional development aligned with goals	9.2 Engages in professional development aligned with goals	9.2 Engages in professional development aligned with goals	
	9.4 Actively seeks resources in and out of school	9.4 Actively seeks resources in and out of school	9.4 Actively seeks resources in and out of school	
	9.9 Sees himself/herself as a learner drawing on current research and policy	9.9 Sees himself/herself as a learner drawing on current research and policy	9.9 Sees himself/herself as a learner drawing on current research and policy	
	9.10 Understands and models professional standards of practice	9.10 Understands and models professional standards of practice	9.10 Understands and models professional standards of practice	
	The student fails to address the following area or areas or the submission needs major revisions:	The student minimally addresses the following areas:	The student effectively addresses the following areas:	
	10.2 Plans with colleagues on how to meet diverse needs	10.2 Plans with colleagues on how to meet diverse needs	10.2 Plans with colleagues on how to meet diverse needs	
	10.3 Helps to build a shared culture focused	10.3 Helps to build a shared culture focused	10.3 Helps to build a shared culture focused on meeting common goals	
Leadership				

Key Assessment 2

	on meeting common goals	on meeting common goals	
	<p>10.4 Works with learners and families to establish expectations</p> <p>10.5 Builds connections with community resources to enhance learning</p> <p>10.10 Advocates for learners</p>	<p>10.4 Works with learners and families to establish expectations</p> <p>10.5 Builds connections with community resources to enhance learning</p> <p>10.10 Advocates for learners</p>	<p>10.4 Works with learners and families to establish expectations</p> <p>10.5 Builds connections with community resources to enhance learning</p> <p>10.10 Advocates for learners</p>
	<p>10.11 Takes on a leadership role at local, state, and national levels</p> <p>10.12 Actively shapes the mission and vision focusing on learners and accountability</p> <p>10.13 Seeks to work collaboratively with families in setting and meeting challenging goals</p> <p>10.14 Takes initiative to grow and develop with colleagues</p>	<p>10.11 Takes on a leadership role at local, state, and national levels</p> <p>10.12 Actively shapes the mission and vision focusing on learners and accountability</p> <p>10.13 Seeks to work collaboratively with families in setting and meeting challenging goals</p> <p>10.14 Takes initiative to grow and develop with colleagues</p>	<p>10.11 Takes on a leadership role at local, state, and national levels</p> <p>10.12 Actively shapes the mission and vision focusing on learners and accountability</p> <p>10.13 Seeks to work collaboratively with families in setting and meeting challenging goals</p> <p>10.14 Takes initiative to grow and develop with colleagues</p>
<p>Overall Impression</p>	<ul style="list-style-type: none"> Identified issue is not appropriate for the assignment Supporting ideas need major revisions 	<ul style="list-style-type: none"> All required prompts are addressed with specific examples One to two grammar, punctuation, or spelling errors 	<ul style="list-style-type: none"> All required prompts are addressed with specific examples No grammar, punctuation, or spelling errors

Key Assessment 2

	<ul style="list-style-type: none">• Multiple grammar, punctuation, or spelling errors		
			Score