

**Course Title: Educational Leadership**

<b>Unit: 1</b>	<b>Instructional Leadership</b>
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<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe the educational organization as a complex social, cultural, and economic system.             <ul style="list-style-type: none"> <li>• Recognizing the importance of creating a vision of success to inspire all learners, teachers, and other stakeholders</li> </ul> </li> <li>2. Determine strategies that foster a positive organizational structure and learning culture for accelerating student achievement and teacher morale.</li> <li>2. Assess school demographics and student assessment data to determine instructional goals that meet individual student needs and interests.</li> <li>4. Describe evidenced-based instructional practices that lead to student achievement.</li> <li>5. Determine instructional resources and technology used for meeting organizational and instructional goals.</li> </ol>
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<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Analyze how the educational organization is a complex social, cultural, and economic system.</li> <li>2. Develop a vision statement for the educational organization that inspires success for all learners, teachers, and stakeholders.</li> <li>3. Assess strategies that present a positive organizational structure and learning culture for promoting student achievement and teacher morale.</li> <li>4. Analyze school demographics and student assessment data to determine instructional goals that meet individual student needs and interests.</li> <li>5. Determine evidenced-based instructional practices that lead to student achievement.</li> <li>6. Determine instructional resources and technology used for meeting organizational and instructional goals.</li> </ol>
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<p><b>Essential Question(s):</b></p>	<p>How is the educational organization impacted by social, cultural, and economic systems?            What strategies can be used to foster a positive organizational structure and learning culture that accelerates student learning and teacher morale?            Why is it important to analyze school demographics and student assessment data to determine instructional goals that meet student needs and interests?            What evidenced-based instructional practices lead to student achievement?            What instructional resources and technology can be used to meet organizational and instructional goals?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Instructional Leadership A. Educational Organization	<b>10 + 5 Discussion:</b> Successful operation of an educational	Lead Questions

<p>B. Creating a Vision for Success</p>	<p>organization requires competent administrators. Educational administrators provide instructional leadership and manage the day-to-day activities in schools, preschools, day care centers, and colleges and universities.</p> <p><b>Brainstorming Session:</b> Students discuss types of instructional leaders employed in their district/school.</p> <p><b>PowerPoint Presentation:</b> Instructional Leaders</p> <ul style="list-style-type: none"> <li>• Types of Instructional Leaders</li> <li>• Tasks and Responsibilities of Instructional Leaders</li> </ul> <p><i>Alabama Standards for Instructional Leaders</i></p> <p><b>Quick Talk:</b> Instructional leaders must have the ability to relate the vision, mission, and goals of the educational organization to the instructional needs of students. They define the terms vision statement, mission statement, and educational goals as they relate to the educational organization and instructional needs of students.</p> <p><b>Educational Organization Goals Activity:</b> In pairs, students research the following:</p> <ul style="list-style-type: none"> <li>• Discuss social, cultural, and economic impact on educational organization.</li> <li>• Define the terms: educational vision and educational mission statements.</li> <li>• Analyze the vision and mission statements of three districts to determine if they reflect the needs of an educational organization in a pluralistic society.</li> <li>• Identify learning goals from three districts to determine if they are appropriate for a pluralistic society.</li> <li>• Classify learning goals from three districts</li> </ul>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Machine <i>Copies of Alabama Standards for Instructional Leaders</i> Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Samples of Learning Goals from Various Districts School District's Learning Goals Lead Questions</p>
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based on social, cultural, and economic factors.

- Identify learning goals of various school districts.
- Determine if their district's vision statement, mission statement, and goals incorporate social, cultural, and economic systems of a pluralistic society. Do they reflect social, cultural, and economic factors? What factors/goals are missing? What factors/goals do the district promote that were not in the list of goals of a pluralistic society?
- Develop a vision statement, mission statement, and goals for their school district.

Share Out.

**Guest Speaker:**

An administrator from the central office, principal, or board member discusses the vision, mission statement, and goals for their school district.

**Large Group Scenario Activity:**

Using the vision statements; mission statements; and goals for their school district developed by each pair, students develop a vision statement, mission statement, and goals for the school district identified in a scenario that is provided by the teacher.

**Quick Talk:**

After a district's board of education approves their vision statement, mission statement, and goals, educational leaders must communicate the vision, mission, and goals to inspire all learners and stakeholders to share the vision, mission, and goals.

Contact Guest Speaker  
Lead Questions

Guidelines for Activity  
Scenario of a Description of a School District  
Lead Questions

Lead Questions  
Student Work

<p>C. Strategies to Foster a Positive Organizational Structure and Learning Culture</p> <ol style="list-style-type: none"> <li>1. Accelerating student learning</li> <li>2. Teacher morale</li> </ol>	<p><b>Vision, Mission Statement, and Goals Small Group Activity:</b> Using the vision, mission, and goals developed in the large group activity, students break into small groups and design how the district superintendent, district principals, board of education, and teachers can communicate these statements to their stakeholders. They develop a promotional product. Share Out.</p> <p><b>10 + 5 Discussion:</b> One of the many tasks associated with the duties of an instructional leader is that he/she utilizes strategies to foster a positive organizational structure and learning culture. The teacher defines the concepts of positive organizational structure and learning culture.</p> <p><b>Pair and Share:</b> Students pair and share their thoughts about how they feel about their school’s learning culture as it relates to student learning and teacher morale.</p> <p><b>Positive Organizational Structure and Learning Culture Activity:</b> In small groups, students research characteristics of a positive learning culture and strategies instructional leaders use to promote a learning culture that accelerates student learning and teacher morale. Share Out.</p> <p><b>Scenarios on Learning Culture:</b> Students are provided a scenario describing a school’s learning culture. They identify strategies that an instructional leader can use to increase student learning and create positive teacher morale. Report Out.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Art Supplies Poster Board Lead Questions</p> <p>Lead Questions Definitions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Scenarios Computers Internet Web sites References Lead Questions Copies of the Alabama’s School Climate Survey</p>
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<p>D. Using Data to Determine Instructional Goals to Meet Individual Needs and Interests</p> <ol style="list-style-type: none"> <li>1. Demographics</li> <li>2. Student assessment data</li> </ol>	<p><b>Read, Think, Write, and Share on Climate Survey:</b>  Students read the findings of <i>Alabama Take 20 Teaching and Learning Conditions Survey</i> and write a short paper to summarize the findings of the survey. They describe how the findings impact student learning and teacher morale.</p> <p><b>Quick Talk:</b>  It is very important as instructional goals are being developed that instructional leaders and teachers use appropriate data to ensure that the instruction is meeting the needs and interests of all students. Data should include demographic data and student achievement data.</p> <p><b>PowerPoint Presentation</b>  Alabama’s Accountability System</p> <ul style="list-style-type: none"> <li>• State-wide Data</li> <li>• District Data</li> <li>• School Data</li> </ul> <p><i>No Child Left Behind</i> Legislation  <i>Alabama’s Continuous Improvement Plans</i></p> <p><b>Guest Speaker:</b>  The Assessment Coordinator for the district presents information on how demographic data and student assessment data are analyzed to determine instructional goals.</p> <p><b>Data Driven Instructional Activity:</b>  The teacher demonstrates how to use demographics and student assessment data to determine instructional goals for various grade levels based on <i>No Child Left Behind</i> Legislation mandates and Alabama’s Accountability Plan.</p>	<p>Lead Questions</p> <p><i>Alabama Take 20 Teaching and Learning Conditions Survey: Interim Report</i>  Governor’s Commission on Teacher Quality</p> <p>Lead Questions</p> <p>Guidelines for Activity  Rubric  Computers  Internet  Web sites  References  Lead Questions  Data  Continuous Improvement Plans</p> <p>Arrangements Made with Guest Speaker  Lead Questions</p> <p>Demographic Data  Student Assessment Data  <i>No Child Left Behind</i> Legislation  <i>Alabama’s Accountability Plan</i>  Lead Questions</p>
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<p>E. Evidenced-Based Instructional Practices Leading to Student Achievement</p>	<p><b>Scenarios on Data Analysis:</b> Students are provided with scenarios describing demographics and student assessment data from a specific school. They analyze the data to determine what issues need to be addressed to increase student achievement and teacher morale.</p> <p><b>Quick Talk:</b> After analyzing demographic and student assessment data, it is necessary for instructional leaders and teachers to determine instructional practices that address the needs that are identified in the data. Instructional practices should be data driven. The teacher defines the term evidence-based instructional chart.</p> <p><b>Evidenced-Based Instructional Practice Demonstration:</b> The teacher demonstrates to students how to select the appropriate evidenced-based instructional practices to meet the needs of students as identified in demographic and student assessment data.</p> <p><b>Evidenced-Based Instructional Practices Activity:</b> Students research evidenced-based instructional practices that can be implemented in schools to increase student achievement. Their research is recorded on the evidence-based instructional practices.</p> <p><b>Large Group Activity on Evidenced-Based Instructional Practices:</b> Students compile a list of evidenced-based instructional practices used to increase student achievement. Information is recorded on the</p>	<p>Guidelines for Activity Rubric Scenarios Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Demographic Data Student Assessment Data <i>No Child Left Behind</i> Legislation <i>Alabama's Accountability Data</i> Evidenced-Based Instructional Practices Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Copies of Evidence-Based Instructional Practices Chart Lead Questions</p> <p>Evidenced-Based Instructional Practices Chart Lead Questions</p>
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<p>F. Instructional Resources and Technology Used to Meet Instructional Goals</p>	<p>Evidenced-Based Instructional Practices Chart.</p> <p><b>Scenarios on Specific School Data:</b> Students are provided with scenarios describing demographics and student assessment data from a specific school. They analyze the data to determine the issues that should be addressed to increase student achievement and teacher morale. They identify evidenced-based instructional practices that an instructional leader can use to increase in student achievement. Share Out.</p> <p><b>Quick Talk:</b> It is important that instructional leaders utilize appropriate resources, technology, and information systems to meet instructional objectives and to support instructional programs.</p> <p><b>Guest Speakers:</b> The Technology Coordinator and Elementary and Secondary Curriculum Specialists discuss what instructional resources, technology, and information systems are used in the district to increase student achievement.</p> <p><b>Research, Think, and Write:</b> Students research and write a paper to describe the administrator's roles and responsibilities of being an Instructional Leader. Report Out.</p> <p><b>Guest Speaker:</b> An educational administrator from the central office or school discusses his/her responsibilities as an Instructional Leader with the students.</p>	<p>Guidelines for Activity Rubric Scenarios Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Make Arrangements with Guest Speakers Lead Questions</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p>
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<b>Unit Assessment:</b>	Educational Organization Goals Activity; Large Group Scenario Activity on Vision, Mission, and Goals; Vision, Mission and Goals Small Group Activity; Positive Organizational Structure and Learning Culture Activity; Scenarios on Learning Culture; Read, Think, Write, and Share Climate Survey; Data Driven Instructional Activity; Scenarios on Data Analysis; Evidenced-Based Instructional Practices Activity; Scenarios on Specific School Data; Research Paper on the Roles and Responsibilities of an Instructional Leader; Class Participation; and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Students participate in STAR Events - Early Childhood or Teach and Train. Students participate in TEACH Alabama Events.
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<b>Unit/Course Culminating Product:</b>	Paper on the Roles and Tasks of an Instructional Leader Portfolio and Portfolio Presentation
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments – Early Childhood Education and/or Education Careers
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**Course Title: Educational Leadership**

<b>Unit: 2</b>	<b>Managerial Leadership</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>6. Describe strategies for enhancing personnel performance and motivation.             <ul style="list-style-type: none"> <li>• Researching the mentoring program for teachers</li> <li>• Identifying strategies for recruiting and retaining school personnel</li> </ul> </li> <li>7. Describe the importance of communicating expectations clearly and in a timely manner to faculty and staff.</li> <li>8. Explain factors involved in managing school building operations.             <ul style="list-style-type: none"> <li>Examples: evaluating cost and benefits, developing a procedures and policies manual, adhering to safety and security guidelines</li> </ul> </li> <li>9. Determine the importance of securing adequate resources to meet organizational objectives.             <ul style="list-style-type: none"> <li>• Researching grant opportunities available to teachers and schools</li> </ul> </li> <li>10. Assess the impact of technology on the administration of educational programs.</li> <li>11. Analyze the importance of evaluating faculty and staff to determine their effectiveness in meeting organizational and instructional goals.             <ul style="list-style-type: none"> <li>• Researching methods used to evaluate faculty and staff</li> </ul> </li> <li>12. Evaluate facility plans to meet organizational goals and to ensure safety and security of students and personnel.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Determine strategies for enhancing personnel performance and motivation.</li> <li>2. Describe characteristics of a successful mentoring program for teachers.</li> <li>3. Describe strategies that can be used to recruit and retain school personnel.</li> <li>4. Explain the importance of administrators in communicating expectations clearly and in a timely manner to faculty and staff.</li> <li>5. Determine factors involved in managing school building operations.</li> <li>6. Assess the importance of securing adequate resources to meet organizational objectives.</li> <li>7. Research grant opportunities available to teachers and schools.</li> <li>8. Evaluate the impact of technology on the administration of educational programs.</li> <li>9. Determine the importance of evaluating faculty and staff to determine their effectiveness in meeting organizational and instructional goals by researching different methods used for evaluation.</li> <li>10. Identify methods used to evaluate faculty and staff.</li> <li>11. Evaluate facility plans to meet organizational goals and to ensure safety and security of students and personnel.</li> </ol>
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<b>Essential Question(s):</b>	<p>What strategies do administrators use to enhance personnel performance and motivation?          What are the characteristics of a successful mentoring program for teachers?</p>
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<p>What strategies can a district/school use to recruit and retain school personnel?</p> <p>Why is it important for an administrator to communicate expectations clearly and in a timely manner to faculty and staff?</p> <p>How does an administrator manage school building operations?</p> <p>Why is it important for an administrator to secure adequate resources necessary to meet organizational goals and objectives?</p> <p>How can grant funding impact a school district?</p> <p>How does technology impact how an administrator manages the educational program?</p> <p>Why is it important for administrators to evaluate faculty and staff to determine their effectiveness in meeting organizational and instructional goals?</p> <p>What methods can be used by administrators to evaluate faculty and staff?</p> <p>How can physical facilities affect the school, district or teachers from reaching their instructional goals?</p> <p>What is the purpose of a faculty meeting?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Managerial Leadership</p> <p>A. Strategies for Enhancing Performance and Motivation</p>	<p><b>10 + 5 Discussion:</b> A skillful administrator recruits, hires, retains, and evaluates faculty and staff and manages building operations to accomplish instructional goals and objectives. Administrators must set high expectations and create a community of learners.</p> <p><b>Brainstorming Session:</b> Students discuss ways that they are motivated to excel in their school work.</p> <p><b>Enhancing Performance and Motivation Activity:</b> Students research strategies that administrators use to enhance performance and motivation of faculty and staff. Complete Strategies Chart. Share Out.</p> <p><b>Whole Group Activity:</b> As a whole group students list and describe strategies an administrator uses to enhance performance and motivate faculty and staff.</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Strategies Chart Lead Questions</p> <p>Lead Questions Strategies Chart</p>

<p>B. Mentoring Program for Teachers</p>	<p><b>Scenarios on School Culture:</b>  Students are provided with scenarios of descriptions of a school culture that relates to faculty performance and motivation. They describe the school culture, identify strategies used by administrators, and explain how the strategies enhanced performance and motivation of the staff and faculty.</p> <p><b>Quick Talk:</b>  With the teacher shortage predicted for the next few years, it is very important that new teachers are mentored during their first years of teaching so that they are successful and will remain in the teaching profession.</p> <p><b>PowerPoint Presentation:</b>  Mentoring</p> <ul style="list-style-type: none"> <li>• Benefits of Mentoring Programs</li> <li>• Types of Mentoring Programs</li> <li>• Characteristics of a Successful Mentoring Program</li> </ul> <p><b>Read, Think, Write, and Share Mentoring Activity:</b>  Students read the <i>Alabama's Mentoring Grant Guidelines</i>. They write a short paper on how a mentoring program can provide the necessary components to encourage new teachers to remain in the profession.</p> <p><b>New Teacher Interview Activity:</b>  Students develop a questionnaire to use to interview a new teacher. Questions deal with: How the district, administrators, other teachers, and other school personnel provided assistance in making the first year of teaching a rewarding experience? What problems did they encounter? What successes did they have in their teaching? What advice do they have for new teachers about</p>	<p>Guidelines for Activity  Rubric  Scenarios  Computers  Internet  Web sites  References  Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation  Computer  CTX Machine  Lead Questions</p> <p><i>Copies of Alabama's Mentoring Program</i>  Guidelines for Paper  Rubric  Lead Questions</p> <p>Guidelines for Activity  New Teacher Assignments  Lead Questions  Rubric</p>
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<p>C. Recruiting and Retaining School Personnel</p>	<p>their first year of teaching? Report Out.</p> <p><b>Quick Talk:</b> Throughout the United States, there is a shortage of teachers, administrators, and professional support services personnel in school districts. School districts are using various strategies to recruit new teachers and to retain teachers already employed in the district.</p> <p><b>Teacher Recruitment and Retention Activity:</b> Students research strategies that school districts are using to recruit and retain school personnel. They develop a brochure for a district as a recruitment tool. Share Out.</p> <p><b>Guest Speaker:</b> The Human Resources Coordinator from the district discusses the recruitment, retention and mentoring programs used in their district.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sties References Lead Questions Art Supplies</p> <p>Arrangements for Guest Speaker Lead Questions</p>
<p>D. Communicating Expectations to Staff and Faculty</p>	<p><b>Quick Talk:</b> It is very important for an administrator to communicate with his/her faculty and staff in a clear and timely manner. This is usually done during staff or faculty meetings.</p> <p><b>Short Paper on Communicating Expectations:</b> Students research methods an administrator uses to communicate clearly and in a timely manner with faculty/staff concerning high standards, expectations of all personnel, positive and negative consequences of behavior, and applying positive and negative consequences of behavior fairly and consistently. Report Out.</p>	<p>Lead Questions</p> <p>Guidelines for Paper Computers Internet Web sites References Lead Questions</p>

<p>E. Managing School Building Operations</p> <p>1. Evaluating cost and benefits</p>	<p><b>Scenarios on Communicating Expectations:</b>  Students are provided with scenarios on an issue an administrator needs to communicate with his/her faculty or staff. The student describes the strategy the administrator used to communicate this information in a clear and timely manner. Additional scenarios provide a list of issues or concerns that an administrator needs to share with his faculty or staff. Students plan a faculty meeting. The meeting includes an agenda for the meeting to address the issues and concerns included in the scenarios.</p> <p><b>Role Play on Communicating Expectations:</b>  Students role play communication skills of principals in a specific situation. In the role play, they present issues that need to be discussed with staff and faculty. The class discusses each role play situation to determine if the issues were handled correctly.</p> <p><b>10 + 5 Discussion:</b>  Administrators must use their knowledge and skill to create an environment conducive to the success of all students. Proper allocation of resources such as school staff and faculty, facilities, and technology is essential to creating a positive learning environment. All managerial decisions should be based on sound organizational practice. Managerial leadership includes managing the organization, facilities, and financial resources; implementing operational plans; and promoting collaboration to create safe and effective learning environments.</p> <p><b>Guest Speaker:</b>  The Financial Director/Controller/Fiscal Officer of the district discusses the organization's financial structure, sources of funding, budget, strategies to secure adequate funding, cost and benefits of faculty and staff, and procedures for</p>	<p>Guidelines for Activity  Scenarios  Lead Questions  Rubric  Computers  Internet  Web sites  References</p> <p>Role Play Situations  Lead Questions</p> <p>Lead Questions</p> <p>Arrangements for Guest Speakers  Lead Questions</p>
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<p>2. Procedures and policies</p>	<p>allocating funds in the district.</p> <p><b>Quick Talk:</b> Managerial leadership requires administrators to use consensus-building processes, conflict-resolution processes, and prepare written procedures and policies.</p> <p><b>PowerPoint Presentation:</b> Using the district’s Procedures and Policies Manual, the teacher discusses the policies and procedures included in the manual and the consequences for not following the procedures and policies.</p> <p><b>Find, Read, Think, and Write on Procedures and Policies:</b> Students select another school district in Alabama. They research the district and locate the district’s Procedures and Policies Manual. They compare this system’s manual to their system’s Procedures and Polices Manual. They identify common policies and procedures. They determine whether there are policies and procedures that need to be added to their district’s manual to make it a more comprehensive and efficient manual.</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Machine Lead Questions District’s Procedures and Policies Manual</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Procedures and Policies Manual from Other Districts in Alabama Lead Questions</p>
<p>3. Safety and security guidelines</p>	<p><b>Quick Talk:</b> It is the responsibility for administrators to ensure that students, faculty, and staff are working in a safe and secure setting.</p> <p><b>PowerPoint Presentation:</b> The teacher discusses the purposes of a district’s/school’s safety and security guidelines. Using their district’s safety and security guidelines he/she describes the safety and security guidelines.</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Machine Copies of District’s Safety and Security Polices Lead Questions</p>

<p>F. Strategies to Secure Adequate Resources</p>	<p><b>Find, Read, Think, and Write Safety and Security Activity:</b>  Students select another school district in Alabama. They research the district to locate their Safety and Security Guidelines. They compare this system’s guidelines to their system's guidelines. They determine common guidelines or if there are any guidelines that need to be deleted or added to their district’s Safety and Security Guidelines.</p>	<p>Guidelines for Activity  Rubric  Computers  Internet  Web sites  References  Safety and Security Guidelines from Other School Districts  Lead Questions</p>
<p>G. Grant Opportunities</p>	<p><b>10 + 5 Discussion:</b>  It is necessary for administrators to be able to secure adequate resources to operate the district’s/schools’ offices, build and maintain existing school facilities, provide transportation for students, employ quality staff and faculty, provide the instructional resources and technology to meet instructional goals and objectives.</p> <p><b>Guest Speaker:</b>  The Assistant Superintendent for Business Operations/Chief Financial Officer or Federal Programs Coordinator discusses strategies the school district uses to secure adequate resources to support the district’s educational program and what grant opportunities are available to teachers, schools, and the district.</p> <p><b>Grant Opportunities Activity:</b>  Using scenarios, students research grant opportunities that are available to provide additional funding and resources for the district/school/ teacher. Students identify grant opportunities, describe the purposes of the grant, who is eligible for the grant, funding allocated in the grant, who can apply, and the deadline date for submission. This information is listed on the Grants Application Form.</p>	<p>Lead Questions</p> <p>Arrangements for Guest Speaker  Lead Questions</p> <p>Guidelines for Activity  Rubric  Scenarios  Web sites  Internet  Computers  Copies of Grant Applications  References  Lead Questions</p>

<p>H. Impact of Technology on the Management of Educational Programs</p>	<p><b>Guest Speaker:</b> The Grant Writer for the district discusses the process of identifying, writing, and submitting proposals for review as a means of securing additional funds for the district, school, and teachers. He/she describes some of the grants already being funded in the district.</p> <p><b>Quick Talk:</b> Administrators must be knowledgeable and competent users of technology. It is the administrator's responsibility to plan, implement, and evaluate the effective use of technology and technology tools in the management, teaching, research, and communication of the educational organization at all levels.</p> <p><b>Guest Speaker:</b> The Director of Technology discusses the impact of technology on the educational organization. (Examples: Email, STI, personal communication devices such as walkie-talkies)</p> <p><b>Technology Survey:</b> Students work in groups to develop a questionnaire about the use of technology in the district/school/classrooms. As a whole group activity, they develop a technology survey to be used to assess how technology is used in the district/schools/classes. They interview administrators, teachers or staff. They write a short paper on their findings. The class develops a technology plan for the district to ensure that administrators, teachers, students have the technology and technology tools to be technologically literate. Report Out.</p>	<p>Arrangements for Guest Speakers Lead Questions</p> <p>Lead Questions</p> <p>Arrangements for Guest Speakers Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Lead Questions Technology Plan</p>
<p>I. Evaluation of Faculty and Staff</p>	<p><b>Quick Talk:</b> Another major responsibility of administrators is the evaluation process of faculty and staff. With</p>	<p>Lead Questions</p>



<p>J. Evaluating Facility Plans</p>	<p>the <i>No Child Left Behind</i> federal legislation and emphasis on highly qualified teachers, and tenure laws, it is most important that faculty and staff are evaluated fairly and consistently.</p> <p><b>Guest Speaker:</b> Instructional Support Coordinator/Educator Evaluations (formerly PEPE) Coordinator/Human Services Director discusses the process of faculty and staff evaluation in the district.</p> <p><b>PowerPoint Presentation:</b> SDE Educator Evaluations</p> <p><b>Read, Think, Write, and Share Educator Evaluations Activity:</b> Using Educator Evaluations (SDE) or equivalent forms necessary to evaluate teacher/administrators, students identify criteria involved in successful evaluations. Report Out.</p> <p><b>Research on Evaluation Systems:</b> Students visit two other State Departments of Education Web sites to determine the Evaluation Program mandated by the state to evaluate administrators and teachers. They will compare the evaluation programs with Alabama's Educator Evaluations.</p> <p><b>Quick Talk:</b> Administrators must have the knowledge and skill to evaluate facility plans for adequacy in meeting instructional goals and objectives and providing a safe and secure environment for students, teachers, administrators and staff.</p>	<p>Arrangements for Guest Speaker Lead Questions</p> <p>PowerPoint Presentation CTX Machine Computer Internet Web site Lead Questions SDE Educator Evaluations Documents</p> <p>Guidelines for Activity Rubric SDE Educators Evaluations Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Lead Questions</p> <p>Lead Questions</p>
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<p><b>Research Study on Safety and Security:</b> Students research characteristics of facilities that provide a safe and secure environment as well as have the space to offer the instructional programs that meet the instructional goals and objectives of the school at various levels. They develop a checklist that can be used to evaluate the safety and security of school facilities at various grade levels.</p>	<p>Guidelines for Activity Rubric Computer Internet Web sites References Lead Questions</p>
<p><b>Evaluating Facility Plans Activity:</b> Students are provided with copies of facility plans. In pairs, they review the plans for safety, security, and space to meet the instructional goals of the school. They analyze the plan for evacuation from tornadoes, fires, bomb threats, lock down, etc. Students discuss how the safety of the students, faculty, and staff are addressed in order to achieve organizational goals in each case. Students also look at the instructional program provided in the facility to determine if adequate space is available to meet instructional goals and objectives. They identify what changes need to be made to ensure the safety and security of faculty, staff, and students and if space is allocated to meet instructional goals.</p>	<p>Guidelines for Activity Rubric Facility Plans Computer Internet Web sites References Lead Questions</p>
<p><b>Manual Activity:</b> Students select a case study that provides a description of the demographics of a community and school. They develop a Procedures and Policy Manual for the district described in the case study. They describe safety and security guidelines for the school. Share Out.</p>	<p>Guidelines for Procedures and Polices Manual and Safety and Security Guidelines Rubric Computers Internet Web sites References Lead Questions</p>
<p><b>Research Paper on the Roles and Responsibilities of a Managerial Leader:</b> Students write a paper on the administrator's roles and responsibilities in managing a school or district. Share Out.</p>	<p>Guidelines for Activity Rubric Facility Plans Computer Internet</p>

	<p><b>Guest Speaker:</b> An Educational Administrator from the central office or school discusses with students his/her managerial responsibilities as a leader.</p>	<p>Web sites References Lead Questions Rubric</p> <p>Arrangements for Guest Speaker Lead Questions</p>
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<p><b>Unit Assessment:</b></p>	<p>Enhancing Performance and Motivation Activity; Scenarios on School Culture; Read, Think, Write and Share Mentoring Activity; New Teacher Interview Activity; Teacher Recruitment and Retention Activity; Short Paper on Communicating Expectations; Scenarios on Communicating Expectations; Role Play on Communicating Expectations; Find, Read, Think, and Write Procedures and Policies Activity; Find, Read, Think, and Write; Safety and Security Activity; Grant Opportunities Activity; Technology Survey; Read, Think, Write, Share Educator Evaluations Activity; Research on Evaluation Systems; Research Study on Safe and Secure Environment; Evaluating Facility Plans Activity; Class Participation; and Rubrics</p>
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<p><b>Unit/Course CTSO Activity:</b></p>	<p>Students participate in the STAR Event - Teacher and Train. Students participate in TEACH Alabama Events. Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.</p>
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<p><b>Unit/Course Culminating Product:</b></p>	<p>Students develop a Policy and Procedures Manual for a District. Research Paper on the Administrator's Managerial Responsibilities</p>
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<p><b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Early Childhood Education and/or Careers in Education</p>
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**Course Title: Educational Leadership**

<b>Unit: 3</b>	<b>Political Leadership</b>
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<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>13. Describe the importance of creating stakeholder partnerships to meet organizational objectives and to encourage participation.</li> <li>14. Describe the impact of advocacy groups on the educational system.</li> <li>15. Determine educational resources used to respond to community issues. Examples: violence, drugs, sexually transmitted diseases (STDs), teen pregnancy</li> <li>16. Determine strategies for negotiating within political, social, economical, legal, and cultural contexts to meet organizational objectives.</li> </ol>
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<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Analyze the importance of creating stakeholder partnerships to meet organizational objectives and to encourage participation.</li> <li>2. Identify potential stakeholder partnerships from the community.</li> <li>3. Determine strategies to encourage stakeholders to participate in partnerships.</li> <li>4. Explain the impact of advocacy groups on the educational system.</li> <li>5. Determine advocacy strategies to meet organizational and learner needs.</li> <li>6. Analyze community issues that are of joint concern to both the educational organization and the community.</li> <li>7. Assess educational resources that can be used to respond to community issues.</li> <li>8. Explain the relationship of political, social, economic, legal, and cultural contexts to organizational objectives.</li> <li>9. Determine strategies for negotiating within political, social, economic, legal, and cultural contexts to meet organizational objectives.</li> </ol>
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<p><b>Essential Question(s):</b></p>	<p>Why is it important for administrators to create stakeholder partnerships?          How can stakeholder partnerships assist the district in meeting its organizational goals and objectives?          What strategies can be used by administrators to encourage stakeholders to partner with the educational organization?          What impact can advocacy groups have on the educational system?          What community issues are of joint concern to both the community and the educational system?          What educational resources can be used to respond to community issues?          Why is it important for administrators to be aware of political, social, economic, legal, and cultural contexts as they provide leadership for the school district or school?          What strategies can an administrator use to negotiate within political, social, economic, legal, and cultural context to meet organizational goals and objectives?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Political Leadership A. Creating Stakeholder Partnerships</p>	<p><b>10 + 5 Discussion:</b> As an administrator it is essential that the educational organization is not isolated from the rest of the community. It is important that stakeholders in the community partner with the educational organization so that they can provide advice, resources, and support to assist the district in meeting organizational goals and objectives.</p> <p><b>PowerPoint Presentation:</b> The teacher discusses the educational goals and objectives of the students' school district.</p> <p><b>Read, Think, and Write on Goals and Objectives:</b> Students read the district's goals and objectives and put in their own words the meaning of each goal and objective. Share Out.</p> <p><b>Pair and Share on Creating Partnerships:</b> Students pair up with another student and discuss why they think it is important for education leaders to create partnerships with community leaders and businesses/industries in the community.</p> <p><b>Creating Partnerships Activity:</b> Using the school district's goals and objectives, students identify potential stakeholders in the community that have a stake in assisting their school district in meeting organizational goals. They develop a roster and describe the role each stakeholder can play in assisting the district in meeting its organizational objectives and goals. Next the student selects a school within the</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Machine District's Educational Goals and Objectives Lead Questions</p> <p>Copies of District's Educational Goals and Objectives Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Copies of Surveys Telephone Books Lead Questions</p>

district. They research the school's goals and objectives and create a potential roster of stakeholders that could form partnerships with the school. They identify stakeholders and describe how they can assist the school in meeting its organizational goals and objectives. Students develop a survey to solicit stakeholders to determine how they can assist the educational organization in meeting their goals and objectives. Share Out.

**Quick Talk:**

Developing stakeholder partnerships can be very beneficial to school districts and schools within a district. Many of the potential stakeholders may feel that they do not have the time or the knowledge to be of any assistance to a school district or school. They must be encouraged to become a partner.

**Partnership Strategies Activity:**

Students research strategies that administrators use to encourage potential stakeholders to become partners. They create a marketing plan for encouraging stakeholders to partner with either the school district or specific school within the district. Share Out.

**Quick Talk:**

After stakeholders have been identified and accepted the invitation to be a partner for the school district or specific school within the district, it is important there are guidelines to share with stakeholders as to their role in assisting the school district or specific school in meeting their organizational goals and objectives.

Lead Questions

Guidelines for Activity

Rubric

Computers

Internet

Web sites

References

Art Supplies

Lead Questions

Samples of Marketing Plans

Lead Questions

<p>B. Advocacy Groups</p>	<p><b>Utilization of Partnerships Activity:</b>  It is important that the superintendent of schools and principals of schools have a group of community partners that serve in an advisory capacity and others that may be asked to provide input on certain issues or concerns. Students develop an advisory council of 8 to 12 stakeholders that serve either at the district or specific school level. They determine if the advisory council will be a district or specific school council. Students identify the stakeholders to sit on their council. They write an official letter of appointment for each stakeholder. They develop advisory council guidelines that need to be followed during the stakeholders' tenure. Students plan the agenda for the first meeting and program of work for the academic year.</p> <p><b>Guest Speaker:</b>  The Community Relations Coordinator or a School Principal discusses how they have developed and used stakeholder partnerships to assist them in meeting their organizational goals and objectives.</p> <p><b>10 + 2 Discussion:</b>  The importance of developing stakeholder partnerships for a school district and schools within the district has already been discussed. There are also advocacy groups that can be both beneficial and disruptive to a school district or school as they implement their instructional programs to meet their organizational goals and objectives.</p> <p><b>Buzz Session:</b>  Students identify advocacy groups that support issues at the local, state, and national levels. They discuss the role that advocacy groups play in addressing issues faced in living in a global</p>	<p>Guidelines for Activity  Rubric  Computers  Internet  Web sites  References  Lead Questions  Samples of Advisory Council Guidelines  <i>Alabama Partnership Handbook</i></p> <p>Make Arrangements for Guest Speaker  Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p>
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<p>C. Educational Resources Used to Respond to Community Issues</p>	<p>and technological society.</p> <p><b>Quick Talk:</b> The teacher identifies advocacy groups that impact education at the local, state, and national levels. They describe the impact of these groups on education.</p> <p><b>Advocacy Group Activity:</b> Students are provided with the name of an advocacy group that impacts education at the local, state, or national levels. They research the advocacy group and determine the goals and purposes of the advocacy group, membership requirements, financial contributions/dues, marketing strategies conducted by the group, and resources available. Students design a poster describing the advocacy group. Share Out.</p> <p><b>Guest Speaker:</b> A member of a local advocacy group discusses their role in addressing issues that impact education in their school district and schools within the district.</p> <p><b>10 + 5 Discussion:</b> Not only do administrators need to secure stakeholders to partner with the school district and schools within the school district, it is just as important for them to explain the mutual benefits of creating partnerships to stakeholders.</p> <p><b>Buzz Session:</b> Students discuss issues in the community that their educational organization can address at the school district, school level, or in the classroom.</p> <p><b>Guest Speaker:</b> The school district's attorney discusses issues and topics that are not appropriate to address in an educational setting. They will share policies</p>	<p>Lead Question List of Advocacy Groups</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Names of Advocacy Groups Lead Questions Samples of Advisory Council Guidelines Art Supplies</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Arrangements for Guest Speaker Lead Questions</p>
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<p>D. Negotiations</p>	<p>and procedures that relate to such issues.</p> <p><b>Teacher Talk:</b> The teacher demonstrates to the students how a school district can respond to a community issue by providing various educational resources from the district, school, and classroom levels.</p> <p><b>Educational Resources Activity:</b> Students are provided with a scenario describing an issue or problem that is a concern of the community. They research how the school district, schools within the district, and/or at the classroom level can provide educational resources to assist the community in addressing the specific issue. Share Out</p> <p><b>Quick Talk:</b> It is important that administrators are able to negotiate within political, social, economic, legal, and cultural contexts to meet organizational goals and objectives.</p> <p><b>Guest Speaker:</b> A District Board Member discusses what types of negotiations within political, social, economic, legal, and cultural contexts are necessary for an educational organizational to promote and meet its vision and provide the programs necessary to meet the needs of the students and community.</p> <p><b>PowerPoint Presentation:</b> The teacher discusses the process of negotiating and why it is important for administrators to negotiate. An example of how a school district's leadership team negotiated with political, social, economic, legal, and cultural context to meet organizational goals and objectives is shared.</p>	<p>Community Issue Educational Resources Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Community Issues Lead Questions</p> <p>Lead Questions</p> <p>Make Arrangements for Guest Speaker Lead Questions</p> <p>PowerPoint Presentation Computer CTX Machine Lead Questions</p>
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	<p><b>Negotiation Activity:</b> Students are placed in teams. Team members are assigned various roles (Administrators: superintendent, high school principal, elementary school principal, teacher, stakeholders, and advocacy group members). Teams are presented a case study that identifies needs or concerns of the school district or schools within the district, and teachers. Several political, social, economic, legal, and cultural factors are included in the description of the community in which the school district/school is located. The students research and determine how each of these contexts may influence action taken by the the various administrators. They role play situations where the team negotiates with stakeholders that impact the decision made by the administrators. The team makes a final decision based on negotiations.</p> <p><b>Research Report on the Administrators in the Political Arena:</b> Students research and write a paper on the roles and responsibilities of an administrator in the political arena. Report Out.</p> <p><b>Guest Speaker:</b> An educational administrator from the central office or school discusses his/her political responsibilities as a leader.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Copies of Surveys Telephone Books Lead Questions Guidelines for Presentation Rubric for Presentation</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Guidelines for Presentation Rubric for Presentation</p> <p>Arrangement for Guest Speaker Lead Questions</p>
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<b>Unit Assessment:</b>	Read, Think, and Write Activity on Goals and Objectives; Creating Partnerships Activity; Partnership Strategies Activity; Utilization of Partnerships Activity; Advocacy Group Activity; Educational Resources Activity; Negotiation Activity; and Research Paper; Class Participation; and Rubrics
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<b>Unit/Course</b> <b>CTSO Activity:</b>	Students participate in FCCLA STAR Events - Early Childhood or Teach and Train. Students participate in Teach Alabama Events. Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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<b>Unit/Course</b> <b>Culminating</b> <b>Product:</b>	Negotiation Activity and Presentation Research Paper on the Roles and Responsibilities of an Administrator in the Political Arena
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Early Childhood Education and/or Education Careers
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