Educational Leadership | Master of Education Programs

MEDU 535: Supervision & Instruction

Fall 2025 | Version 8.18.2025

Mission

Valuing its diverse community of learners, the Department of Education is dedicated to preparing candidates to be culturally responsive and sustaining, curious, engaged, ethical, and purposeful teachers and leaders in local, national and global educational environments.

Course	MEDU 535 Supervision & Instruction (4 semester hours)
Prerequisite	MEDU 500
Meeting Time	Mondays, 5:00 to 8:20 PM, online
Meeting Dates	Fall term, August 25 to October 6, 2025
Meeting Location	Zoom and independent work
IL Principal Exam Alignment	195-2 Instructional Improvement
Instructor	Kathleen B. King Pronouns: she, her, hers | Pronounced kath-leen keeng
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Text	*Instructional Supervision*, 4th Edition, Sally Zepeda. Routledge. ISBN 978-1-138-64934-7
Jump To	Calendar | Assignments | Assignment Guides & Rubrics | Bibliography

Historical Recognition Statement

North Central College occupies the land of the Council of Three Fires—the Ojibwa, Ottawa and Potawatomi peoples, past and present. We acknowledge the painful history of genocide and forced removal from this territory, and honor, respect, and thank the many diverse indigenous peoples still connected to this land on which we gather. We recognize the grave harm that colonialism brought to these lands, in particular the erasure of indigenous and African identities not only under slavery, but via racist laws and segregation of people in our community. We hope this acknowledgement compels those who hear it to take action and to learn more about indigenous and African cultures and our Nation's troubling past. We celebrate this ancestral land of the Council of Three Fires, remember people who have faced violence and exclusion in our community, and stand in solidarity with those who continue to battle hatred and racism today.

Course Description

This course is designed to examine the educational leader's role as a facilitator of learning. The primary objective of the course is to assure instructional efficacy in the classroom through best practices in teacher recruitment, hiring, mentoring, coaching, evaluation, professional development, and remediation. Leadership candidates will develop the skills and virtues needed for developmental conferences as well as courageous conversations. The state requirements in principal licensure regarding supervision will be addressed in this course.

Educational Leadership candidates are required to participate in training by certified staff in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3].

NCC Education Department Educational Leadership Frameworks



Conceptual Framework



Program Framework

Cultures of Character. The Educational Leadership and Instructional Coaching programs are focused on the moral purpose of building the capacity of our graduate candidates so that they can go forward and bring Cultures of Character practices into the heart of their school communities. The North Central College Educational Leadership program is grounded in:

- program-specific leadership virtues,
- the development of leader character, and
- cultivating practical wisdom.

State Principal Redesign Requirements

Requirements addressed in this course include the following:

(1b) Understanding teacher evaluation models/training; preparing candidates for teacher supervision and evaluation, as well as the State training.

(1c) Ability to hold self and others accountable for results; prepares candidates to hold themselves responsible for effective teacher evaluation to provide best practices in instruction and student achievement in which teachers are able to meet the needs of all learners.

(2a) Understanding, applying, and evaluating the specific needs of new teachers for induction and mentoring.

(2b) Ability to coach teachers and staff.

(2c) Ability to understand, apply, and evaluate models of effective professional development.

(2d) Ability to observe instruction and provide coaching, mentoring or professional development feedback to teachers.

(3d) Ability to understand and apply to the learning environment the Illinois Social and Emotional Learning Standards (23 Ill. Adm. Code 555 Appendix A).

Course Objectives

The prospective school leader will be able to:

1. Demonstrate competence in the elements of a comprehensive system of teacher evaluation through articulation of supervision skills, knowledge, and competencies.
2. Demonstrate essential skills of proper teacher/staff supervision through properly documented observation forms.
3. Demonstrate essential skills of proper teacher/staff developmental coaching through effective post observation conference communication.
4. Identify positive practices of supervision and individualized professional development through research/critiques of role-played conferences.
5. Identify essential elements of effective instruction through a study of research regarding best practices.
6. Demonstrate effective professional development planning principles through the creation/critique of professional development plans.
7. Demonstrate best practice in the hiring of exceptional teaching candidates through the creation of a hiring process and associated tools that actively guard against bias, expand representation, minimize cultural dominance, and target candidates of character through fair and equitable best practice.
8. Identify essential elements of the curriculum continuum, instructional strategies, and assessments of literacy, numeracy, social-emotional development and character development across the PK-12 spectrum through classroom demonstrations of content knowledge.

Online Platform

Canvas will be utilized as the instructional platform for this course. This tool will allow students to access documents, course reminders, and grades online. Canvas can be accessed at https://canvas.noctrl.edu/ and through the school website, www.noctrl.edu. Canvas is where instructor feedback and points can be reviewed.

Recording of Sessions and Confidentiality

In some cases, class sessions (lectures and/or discussions) in this course may be recorded in audio or video formats in order to provide increased accessibility to course content for students who were granted permission to record, require ongoing or temporary remote access, or as a means for the instructor to observe small group break-out sessions online. To maintain a classroom environment where everyone can freely exchange ideas relevant to this course, the College has established clear expectations and guidelines around the use of recorded lectures and discussions:

- Recorded course content may be used in a similar fashion as class notes to support learning outcomes in the course.

- Recorded course content may not be shared with anyone who is not registered for this class. Students may not upload recorded content to file-sharing sites, post them to the web or on social media, provide them to journalists, or share them in any other way than specifically approved above.
- Students and faculty may not use recordings to support filing a complaint. However, students and faculty are still encouraged to report bias incidents or discriminatory harassment, which will be addressed or investigated without using the recorded material as evidence.
- Using recorded lectures in a prohibited manner may result in being charged with a violation of the Statement of Student Conduct in the Student Handbook and/or a violation of the Discrimination, Harassment, Sexual Misconduct and Retaliation Policy if used as a form of discriminatory harassment that results in a hostile environment. Sanctions may range from probation to suspension or expulsion.

Course Expectations

This course provides a wonderful opportunity to examine the effective strategies of empowering supervision and effective instruction while honing the leadership skills necessary to foster and encourage such successful practice in the school environment. The rich learning opportunities in this course will involve the following components:

- **Read.** Course readings each week from the identified resources and texts prompt analysis of what is involved in supervision, instruction, and related administrative leadership.
- **Discuss.** Discussions endeavor to further understanding of these concepts and prompt new levels of comprehension. Student contributions to discussion broaden the knowledge base of the group through the wealth of student experiences while affording opportunities for relevant reflection, analysis, and debate.
- **Class Work.** Class work provides an ongoing opportunity to broaden one's knowledge as to effective tools of supervision and instruction and how to foster such success in the schools. Assignments are to be completed thoughtfully and thoroughly, fulfilling minimum requirements while focusing on enriching the student's breadth of expertise in these areas.

Do not hesitate to let the instructor know about personal areas of interest for further exploration or for follow-up on any course content. The learning experience is not limited to the hours when the class meets, so the instructor is happy to serve as a resource to students in any related matters.

This course is not simply a vehicle for graduate credits but an opportunity to become the transformative servant leader that school environments demand. Knowledge gained can only be considered worthwhile if it impacts students through the effectiveness of the classroom teacher and the school community. The course requirements have been designed with this outcome in mind.

Online Training in Supervision

Successful completion of training under Section 24A-3 of the School Code (105 ILCS 5/24A-3) will be a required component for students in the Educational Leadership program seeking the principal endorsement. Students wishing to serve in an evaluative role in the State of Illinois will be required to complete this training. Completion of the assessments in this training is a requirement for completing the supervision project within the Educational Leadership internship courses. Students are encouraged to complete this training in conjunction with this course.

Note: Your school or ROE may have a limited number of vouchers for training funding. It is definitely worth inquiring prior to registering for the training. Plan ahead to assure you are able to find a training that fits with your availability. The IPA and ROE often conduct the training; look for links on the course Canvas site to register.

Tentative: NCC has also scheduled an opportunity to take the 2-day training remotely at a reduced rate for North Central College students ($375). These training times include the required assessment: Illinois Performance Evaluation: Teacher Evaluator Training (AA-2001), December 2025 session scheduled for this cohort.

Grading Criteria

Assignment	Format	Points
Participation & Reflection		
Professional Learner Points		75
Module completion (30)	Solo / modules	
Synchronous session contributions (40)	Group / in-class	
1:1 conference (5)	Solo / one 15-minute session	
Virtue Reflection Log	Solo / weekly log	25
Portfolio Artifact Uploads	Solo / completed with each assignment	50
The 4: Mentor, Observe, Coach, & Interview		
Mentorship	Solo / minimum of 4 sessions over minimum of 4 weeks	50
Coaching	Solo / 1 coaching session	25
Teacher Observation / Role Play	Solo: observation; in-class group: role play	50
Personnel Interview Field Project	Solo / minimum of 5 brief interviews	50
In-Class & Group Projects: Hiring, PD Planning, Supervision, Curriculum, & Evidence-Based		
Hiring Assignment	Group / with in-class planning time	50
Professional Development Planning Assignment	Group / completed entirely in class	25
Supervision Platform Assignment	Group / in class	25
PK-12 Literacy/Numeracy/SEL/Character	Group / with in-class planning time	50
Book Club Sharing	Group / in-class discussion, jigsaw sharing	25
Total points possible		**500**

Letter Grade Equivalents

The letter grades for this class are determined by the following point equivalents:

Points	Percentage	Grade	Grade Points
465–500	93–100%	A	4.00
450–464	90–92.9%	A-	3.70
435–449	87–89.9%	B+	3.30
415–434	83–86.9%	B	3.00
400–414	80–82.9%	B-	2.70
385–399	77–79.9%	C+	2.30
365–384	73–76.9%	C	2.00
350–364	70–72.9%	C-	1.70
300–349	60–69.9%	D	1.00
0–299	0–59.9%	F	0

Course Assignment Overview

Participation & Reflection

Professional Learning / 1:1 Conference (75 pts)

Professional Learning Contributions (40). Students will have an opportunity to earn points for professional learning. Presence and participation in synchronous sessions, preparation, and contributions to small group discussions will be indicators of professional learning. Students will discuss assigned readings; the effective instructional evaluation cycle (including pre-conference, observation technique, post-conference, and follow-up on goal setting); professional development planning (beyond in-services but including good in-service techniques); and development of asset-based character instructional approaches as well as instructional coaching approaches to faculty development.

Module Completion (30). Students will work on independent modules for asynchronous sessions. Completion of modules and associated activities will be indicators of professional learning. The instructor is able to view asynchronous submissions and time on modules as indicators of this professional learning.

Leadership Candidate 1:1 Developmental Conference with Instructor (5). One-on-one conferencing with each leadership candidate will provide an opportunity to experience the same feedback and goal-setting cycle that the candidate is trying to gain expertise in conducting. These conferences should involve prompting regarding the leadership candidate's own (a) perception of self, (b) convictions towards their own development, and (c) inspiration for growth.

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 2 / 2.1 Candidates will critically engage in character development towards becoming a virtuous leader. Developing knowledge and understanding related to character development.

Targeted Virtue Development Log (25 pts)

Students will identify one virtue to target for ongoing development during the course, utilizing course assignments as an opportunity to reflect on opportunities and progress towards goals. The connection between virtue development and leadership development should be one connection of this activity. Students may share a link to their log and complete it weekly without having to resubmit the link.

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 1 / 1.1 Candidates will move through a progression in their acquisition of the program-specific leadership virtues. Developing knowledge and understanding related to leadership virtues.

PLO 2 / 2.1 Candidates will critically engage in character development towards becoming a virtuous leader. Developing knowledge and understanding related to character development.

National Educational Leadership Preparation Standards (NELP)

7.3 Understand and demonstrate the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth.

Illinois Performance Standards for School Leaders

4d Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.

Culminating Portfolio Write-ups & Uploads (50 pts)

Designated assignments will be uploaded for a leadership growth portfolio representative of the standards identified as course goals. Accompanying each uploaded assignment will be a brief summary describing it, explaining how it reflects the leadership standard, and evidence of leadership growth. Prompts for these reflections can be found in the Showcase e-Portfolio. Students are encouraged to complete these uploads at the time of each assignment (as suggested in the accompanying rubrics).

The 4: Mentor, Observe, Coach, & Interview

Mentorship Experience (50 pts)

Each leadership candidate will be asked to establish a mentoring relationship with a colleague, beginning teacher, school leader, future teacher/student teacher, undergraduate, or other approved mentee. If desired, prospective undergraduate teaching candidates can be contacted as a mentee through arrangements with the instructor. At least four meetings will need to take place and appropriate documentation, including a mentoring log, will need to be submitted.

At least one of the goals of the mentoring should be the mentee's guided reflection on how one reflects character and inspires character development.

A reflection (approximately one page) on the mentoring experience will need to be submitted with the documentation. Feedback from the mentee (whether shared verbally, in an email, or via a post-survey) should also be included so the candidate can include reflection on the feedback.

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 2 / 2.1 Candidates will critically engage in character development towards becoming a virtuous leader. Developing knowledge and understanding related to character development.

Professional Standards for Educational Leadership (PSEL)

6b Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

Teacher Leader Model Standards

1c Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.

4c Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator.

Coaching Experience (25 pts)

With a coaching approach, a cycle of feedback, goal setting, monitoring, reassessing, and revised goal setting is employed. Each leadership candidate will gain experience applying "change" psychology to overcoming the coachable challenges of school scenarios. Each leadership candidate will work with their mentee (or other teacher or staff member) for one coaching session, employing open and honest questioning, active listening, and/or other coaching practices, and then reflect on the experience, its challenges, and the strengths of the process related to instructional coaching. Completion of the coaching template will be the work product from this session.

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 2 / 2.1 Candidates will critically engage in character development towards becoming a virtuous leader. Developing knowledge and understanding related to character development.

National Educational Leadership Preparation Standards (NELP)

7.3 Understand and demonstrate the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth.

Illinois Performance Standards for School Leaders

4d Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.

Teacher Leader Model Standards

1c Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.

4c Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator.

Teacher Observation / Evaluation / Role Play Conference / Video Reflection (50 pts)

Leadership candidates will demonstrate knowledge and competency regarding the process to be used to evaluate certified staff.

a) Each leadership candidate will observe a teacher during instruction; no write-up of the observation needs to be shared with the observed teacher or anyone else in the school. (If unable to get permission to observe a colleague or a teacher at a local school, the leadership candidate can make arrangements through the course instructor to observe an instructor.) Each leadership candidate will complete a written observation form of the observed lesson. Various observation tools will be made available, but leadership candidates should consider using a Danielson framework tool and/or the observation tool used at the school/district where the leadership candidate hopes to serve as a leader. This observation documentation must incorporate commentary on the observed teacher's strengths and areas for development.

b) Once the observation tool has been completed, leadership candidates will role play an observation conference in class, taking turns serving as the administrator, the observed teacher, or the "critical friend" giving feedback after the role play. This in-class post-conference will allow leadership candidates to receive feedback/coaching on technique and efficacy.

c) Following the role play experience, leadership candidates are required to record a 2 to 5 minute video (or alternative reflection format) reflecting on the leadership styles identified in the experience: moral, ethical, servant, and transformational. Commentary should also include how the candidate embodied these virtues:

- **Civic:** service (meeting the evaluated teacher where they are)
- **Intellectual:** judgment (focus choice)
- **Moral:** courage (developmental feedback)
- **Performance:** stewardship (investment in development at a pace suitable to success)

This assignment should encourage development in the following Illinois Education Leader Program Requirement: EIGHT. Comprehensive Performance. Conducting teacher hiring, evaluation, induction, mentoring of new teachers and professional development for all teachers. It meets Teacher Leader program requirements 25.32 a3, b1, b4, in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3] and Section 30.50 a.4-7 of the IL Redesign.

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 4 / 4.2 Candidates will explore leadership styles with a focus on moral, ethical, servant, and transformational leadership. Engaging in Program activities through the lens of leadership styles.

National Educational Leadership Preparation Standards (NELP)

7.1 Understand and demonstrate the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.

7.2 Understand and demonstrate the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.

7.4 Understand and have the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.

Professional Standards for Educational Leadership (PSEL)

4c Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

4d Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

6a Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

6d Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

6e Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

7g Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

Illinois Performance Standards for School Leaders

1c Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.

3e Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction as part of the district teacher appraisal system.

6a Builds a culture of high aspirations and achievement for every student.

Teacher Leader Model Standards

1b Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning.

2b Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning.

2d Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

3g Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning.

4a Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.

4b Engages in reflective dialog with colleagues based on observation of instruction, student work and assessment data and helps make connections to research-based effective practices.

Personnel Interviews (Field Experience in your portfolio) (50 pts)

Leadership candidates are to gain understandings involving supervision and development of personnel outside the traditional classroom, such as teacher aides, nurses, speech pathologists, LRC directors, maintenance, etc. Leadership candidates are encouraged to give special attention to personnel involved with appropriate accommodations for gifted/enrichment, EL, and special education students. A deeper understanding of the responsibilities, contributions, and needs of non-faculty staff should be evident, as their contributions to the school are just as crucial. It is essential to gain an understanding of how to foster feedback for their development and work collaboratively and effectively with all stakeholders.

Learning Outcomes & Standards Alignment

Professional Standards for Educational Leadership (PSEL)

10h Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

10j Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Teacher Leader Model Standards

3e Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.

In-Class & Group Projects: Hiring, PD Planning, Supervision, Curriculum, & Evidence-Based

Candidate Hiring Process Assignment (50 pts)

Working collectively, each Learning Team will develop the details for an effective hiring process, guarding against implicit bias, demonstrating attentiveness to diverse hiring recruitment/onboarding practices, and adopting best practice for hiring candidates of character. Candidates of character/ethics and skill/expertise should be assured through the devised process. This assignment will aid in preparation of Project #2 of the Internship for those in the Educational Leadership program. Requirements include the following:

- Create a job description for a teaching position in a faux school.
- Develop a hiring process including whether rounds will be used (and how), who will be a part of the process (and rationale), etc.
- Explain how the interviewers will be oriented to the process for alignment/reliability, anti-bias, etc.
- Develop interview questions and a rubric to assess the qualifications of the candidate.
- Develop a schedule for the candidate, assuring the applicant can get a sense of the school environment.
- Compose a letter of refusal or phone call script for informing candidates not selected.
- Explain targeted recruitment practices that will be employed to encourage diverse applicants.
- Create a rationale on how the process guards against implicit bias.
- Explain what aspects of the process help assure the hiring of candidates of character.
- Provide a mechanism for reviewing the hiring process so it can be further honed/improved.

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 3 / 3.2 Candidates will explore, interpret, and apply practical wisdom in authentic field experiences with a focus on problem solving, equity, and advocacy situations. Practicing with dilemmas that present competing emotions, values in content specific courses.

National Educational Leadership Preparation Standards (NELP)

7.1 Understand and demonstrate the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.

Professional Standards for Educational Leadership (PSEL)

6a Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

Illinois Performance Standards for School Leaders

3d Selects and retains teachers with the expertise to deliver instruction that maximizes student learning.

Teacher Leader Model Standards

4d Serves as a team leader to harness the skills, expertise and knowledge of colleagues to address curricular expectations and student learning needs.

Supervision Platform Assignment (in class) (25 pts)

After examining practices related to supervision and professional development tied to teacher evaluation, each leadership candidate will formulate a position paper that reflects their professional conclusions about attributes essential to strong instructional supervision. (The outline of this paper will generally follow the areas identified in *Supervision and Instructional Leadership* (2010) by Glickman, Gordon, and Ross-Gordon.) The following are required areas:

I. Overview of current status of supervision and evaluation
II. Challenges and potential impact of supervision on student achievement
III. (Background) knowledge a proficient supervisor must possess
IV. Interpersonal skills a proficient supervisor must possess
V. Technical tasks/skills of effective supervision
VI. Cultural tasks (culture-building) of effective supervision
VII. Leadership virtue strengths / ethical principles an effective supervisor must model
VIII. Your personal conclusion, belief statement (values, critical conclusions, commitment) regarding effective supervision
IX. Appropriate Works Cited/Bibliography page (and citations throughout the paper)

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 1 / 1.1 Candidates will move through a progression in their acquisition of the program-specific leadership virtues. Developing knowledge and understanding related to leadership virtues.

Professional Standards for Educational Leadership (PSEL)

3b Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

7a Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

7d Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school.

10j Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Teacher Leader Model Standards

2a Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning.

Professional Development Planning Assignment (in class) (25 pts)

Working collectively, each Learning Team will develop a professional development plan for an academic school year that employs a variety of professional development vehicles to inform, engage, challenge, encourage, and support school community members in enacting change to achieve an identified outcome, as well as a tool to subsequently evaluate the professional development plan's efficacy. The plan will incorporate best practices of the Learning Forward professional development standards, identifying the alignment as part of the plan. The content of this sample professional development training should be aligned to a school improvement goal to foster character development in order to positively impact school culture, social emotional competencies, and ethical decision-making, developing practical wisdom in the process. A PD planning document will be provided to help frame this group work.

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 2 / 2.1 Candidates will critically engage in character development towards becoming a virtuous leader. Developing knowledge and understanding related to character development.

PLO 3 / 3.1 Candidates will explore, interpret, and apply practical wisdom in authentic field experiences with a focus on problem solving, equity, and advocacy situations. Developing knowledge and understanding related to practical wisdom.

National Educational Leadership Preparation Standards (NELP)

4.2 Understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.

7.1 Understand and demonstrate the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.

Professional Standards for Educational Leadership (PSEL)

6a Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

6c Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

6f Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

6g Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

7f Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

Illinois Performance Standards for School Leaders

3f Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance.

3g Develops systems and structures for staff professional development and sharing of effective practices including providing and protecting time allotted for development.

Teacher Leader Model Standards

7d Advocates for professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.

PK-12 Instructional Literacy/Numeracy/SEL/Character Development Overview & Presentation (50 pts)

In a small group, leadership candidates will conduct initial research on the PK-12 scaffolding of an assigned content area (literacy, numeracy, SEL, moral and character development) including related skills, instructional strategies, and developmental assessments. Some resources will be provided on Canvas. A work product with key findings will be compiled. (Section 30.30 d.3 of Illinois State Leadership Redesign)

Each group will identify what key outcomes they hope to target for an in-service for the class related to this research. These outcomes should be centered on what a future administrator/instructional coach/teacher leader generally most needs to know to assure success related to the content area. A short in-service will then be designed by the group that is dynamic, interactive, engaging, and outcomes-driven, assuring targeted content mastery.

Working collaboratively as a team, leadership candidates will then conduct a 30-minute in-service workshop on the scaffolding of the assigned subject area:

- **Literacy Skills:** literacy through the grade levels, including assessment for literacy, developing strategies to address reading problems, reading in the content areas, and scientific literacy.
- **Numeracy Skills:** numeracy through the grade levels, including working collaboratively to improve problem solving and number sense in all grade levels and across content areas.

- **Social Emotional Learning:** SEL standards and implementation recommendations across grade levels and content areas, including content area infusion; the scaffolding of PK-12 social-emotional instruction (skills, strategies and assessments) including its role in a culture of character.
- **Moral Development / Character Development:** character/moral development stages through the grade levels, including the Jubilee Framework of character education, implementation models, and asset-based strategies.

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 2 / 2.1 Candidates will critically engage in character development towards becoming a virtuous leader. Developing knowledge and understanding related to character development.

Professional Standards for Educational Leadership (PSEL)

4a Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

4b Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

5d Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

Teacher Leader Model Standards

3b Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning.

3c Facilitates professional learning among colleagues.

3d Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning.

3e Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.

Book Club / Sharing (25 pts)

Leadership candidates will work in a group on a candidate-selected text related to effective character development, coaching, instruction and student learning. After several weeks of class discussions on the text, each group will share key concepts and insights gained from the studied text through a brief (10-minute) engaging presentation. Leadership candidates may choose to offer a critique of the book as well. The presentation should be structured in a manner that could work as a PD micro-burst at a faculty or PLC meeting.

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 2 / 2.1 Candidates will critically engage in character development towards becoming a virtuous leader. Developing knowledge and understanding related to character development.

Professional Standards for Educational Leadership (PSEL)

10a Seek to make school more effective for each student, teachers and staff, families, and the community.

10b Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

Teacher Leader Model Standards

7a Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning.

Course Policies

Attendance & Synchronous Sessions. Participation is crucial to gaining maximum benefit from this course. In an 8-week session, more than one absence would be cumbersome to achieving course goals. Of course, your health and the health of your students, colleagues, and loved ones are paramount always. Let me know your concerns so I can assure a learning plan that meets your needs. You should notify me if you will be unable to participate in synchronous sessions online or contribute to small group discussion, either synchronous or via discussion board as directed. It is the leadership candidate's responsibility to acquire information missed, though I will post materials and readily respond to your inquiries regarding missed work.

Grades. Grades for assignments will be posted on Canvas throughout the term. It is each leadership candidate's responsibility to be aware of grade requirements, due dates, and grade progress. All missed work or resubmissions should be resolved by the last scheduled class session. At the end of the semester, I will post grades in Canvas and alert you with at least one day's notice so you can let me know of any discrepancies or disagreements. After that review period has passed, the grade will be considered final.

Feedback and Grading Response Time. Given the workload with both in-module work and assignments, as well as the instructor's commitment to developmental feedback, the instructor will customarily grade submitted work by the following week's synchronous session.

Late Work. Leadership candidates should make every effort to get work in as assigned. The burden of the workload becomes quite overwhelming when assignments are compounded. When an extension is necessary/appropriate, arrangements should be made with the instructor prior to the assignment's due date. **20% per day (calendar day, not class session) will be deducted for late assignments unless an extension has been arranged.**

Writing. Writing assignments should customarily be typed, double-spaced, with standard margins following APA citation and works cited guidelines. A title page or heading should be included to clearly identify the student author, course title, assignment, date, etc.

Student Work Integrity. It is expected that students will never represent someone else's work product or thoughts as their own, but will give proper credit to all applicable sources. This work integrity includes never submitting undocumented work in an author study, copying the work of a peer, and/or submitting papers that have been written by someone outside the institution.

Students working collaboratively on a project have an obligation to ensure each individual makes comparable contributions to the end product. Students are also expected to honor the instructor-student relationship of mutual respect by being honest in all dealings. The instructor, in turn, is committed to the same level of integrity and honesty in all matters related to the administration of the course.

Plagiarism or cheating will be referred to the Office of Academic Affairs and could result in dismissal. Use of AI should be acknowledged in citations/works cited.

Generative Artificial Intelligence (AI) Policy. Generative AI is an emerging technology that is still being situated within the academic context as a tool to advance learning or, when less wisely implemented, as a tool to circumvent or undermine learning. In navigating this landscape, you are required to disclose any use of AI on any assignment or evaluated activity (such as discussion posts) in much the same way that the use of a resource is cited in a Works Cited. At the end of the submission, you can simply state "AI Disclosure" followed by a brief description of the use and rationale for AI use.

In many cases, you may have utilized AI in a very appropriate manner to advance your learning (Example: "AI Disclosure: Spellcheck and Grammarly were utilized in editing this document.") If the instructor has concerns about the use of AI undermining the intention of the assignment/activity or your learning, you will be asked to resubmit

without utilizing AI in that manner. If, however, you do not include an AI Disclosure statement, and AI has been utilized in a manner that defeats the intended learning process as determined by your instructor, the use of AI will be considered a form of plagiarism, representing work generated from an external source as your own. Nondisclosed use of AI will be considered cheating or plagiarism and may result in the procedures outlined in the College's Academic Integrity Policy and Procedures.

Online Decorum. Leadership candidates are encouraged to "allow video" when speaking during synchronous sessions. Muting is encouraged when not speaking to minimize competing audio. Comfortable attire is encouraged unless presenting to the class, in which case slightly more professional attire would be appropriate. Leadership candidates should not be worried about occasional appearances by family/pets and/or other home environment realities. Nevertheless, leadership candidates should work to maximize the efficacy of the synchronous sessions by minimizing distractions.

As a citizen in a digital world, you are responsible for maintaining appropriate communication in all academic situations, including online. Netiquette is a set of guidelines for appropriate online communication. You are responsible for adhering to the following:

- Be sensitive to differences (cultural, political, religious beliefs, etc.); respect others' views/opinions.
- Discussion forums may take the place of an in-class discussion, so be mindful of your language.
- Using all capital letters implies "shouting" online and is considered impolite or aggressive.
- Use appropriate grammar and spelling; avoid text message slang/shortcuts.

Cell Phones / Computer Distractions. Please respect all members of the class by silencing your cell phone upon logging onto the online session. Please abstain from text messaging during class, responding to emails, or browsing unrelated websites. If you need to keep your phone on vibrate in order to take an emergency call, please kill screen to take the call.

Inclement Weather Cancellation. Given our online format, classes rarely need to be canceled. If severe circumstances necessitate the College canceling classes, a decision will be available through NCC PhoneMail and the NCC switchboard at 630-637-5100. If classes are canceled, they may be made up at some later time as indicated by the instructor.

Preferred Pronoun. If you have a preferred pronoun that you would like used when referring to you, please notify the instructor. You may also formalize this with the College for both your preferred pronoun and prefix, making it available in the following locations/offices:

Personal Pronoun

- The photo class roster (for instructors) and photo advisee roster (for advisors)
- The Ellucian UI header (College-wide data management system)
- Other data systems including Maxient (Student Affairs) and Titanium (Dyson Wellness Center)

Gender Identity

- Maxient (Student Affairs) data management system

Preferred Prefix. Students wishing to add/change their designated prefix (i.e. Ms., Mr., Mx., etc.) must contact the Office of Student Affairs at 630.637.5151.

Military. The complexities of being a member of the military community and also a student can be challenging. If you are a member of the military community, please inform the professor of any needed accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. The instructor is committed to assisting you or putting you in contact with college staff who are trained to assist you, so please share any complications encountered.

Student Learning Adjustments/Needs. The instructor is committed to making suitable accommodations for students with special needs, including but not limited to disabilities, and other factors that may affect the student's performance in class or require special instructional approaches. Please alert the instructor of any learning needs that can be supported by the instructor. Ongoing communication is encouraged to assure adjustments prove effective in maximizing the student's opportunities for success. Mental wellness is included as an area the instructor wishes to support.

College Policies & Resources

College Policies. Students are expected to read and abide by the college policies as listed in the appropriate catalog. The Graduate Catalog applies to learners who have earned a bachelor's degree and are pursuing a master's degree or graduate level certificate, or learners who are enrolled in 500+ level courses. Relevant policies include:

- Course Catalogs
- Student Handbook
- Student Code of Conduct
- Non-Discrimination Policy
- Academic Integrity Policy and Procedures (cheating, plagiarism, citations, sanctions)
- Incomplete Policy
- Withdraw Policy
- Accommodation Procedures

North Central College has many staff and resource centers dedicated to student success. They provide support in wide-ranging areas such as writing, tutoring, advising, and financial assistance. To learn more about these resources, click Help in the left side of Canvas and then click Student Support Units to find the service that best meets your needs. Some of these resources are also highlighted below.

College Commitment. North Central College is committed to maintaining a positive learning, working, social and residential environment. In pursuit of these goals, and to ensure compliance with local, state and federal civil rights laws and regulations, the College will not tolerate acts of discrimination, harassment, sexual misconduct and/or retaliation, as such behavior seriously undermines the College's effectiveness as an educational institution and a workplace and values of equity, diversity, and inclusion. The Discrimination, Harassment, Sexual Misconduct and Retaliation Policy, the Sexual Misconduct Resource Guide (also available in large text), and the Sexual Misconduct Online Reporting Form to report issues are essential resources.

Title IX: Confidentiality and Mandated Reporter Statement. North Central College faculty are committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including those resulting from pregnancy, sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX of the Education Amendments of 1972. Please note that our Title IX and Sexual Misconduct Policy designates all faculty members as Mandated Reporters. Under this policy, all Mandated Reporters must report all disclosures of sex or gender-based discrimination or violence to Cortney Matuszak, North Central College's Title IX Coordinator. The Title IX Coordinator will reach out to provide resources, support, and information after receiving a report, but community members are not required to respond to such outreach. Reported information will remain private. The Title IX Coordinator can be reached at cmatuszak@noctrl.edu, (630) 637-5156, or by visiting her office in Old Main, Room 524.

If you have (or someone you know has) experienced any form of sex or gender-based discrimination or violence and wish to speak with someone confidentially about rights, options, and referrals, please contact Campus Advocacy Services through Dyson Wellness Center at DysonWellness@noctrl.edu or (630) 637-5550. For more information regarding North Central College's Title IX procedures, reporting, or supportive measures, please visit the Title IX website.

Student Disability Services. North Central College values diversity and inclusion; we are committed to a climate of mutual respect and full participation by providing an equal opportunity and meaningful access for all students. Student Disability Services is the office designated by the College to support students with disabilities under Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008. If you are a student with a disability, you are encouraged to contact Student Disability Services at 630-637-5264 or SDS@noctrl.edu. Please visit the Student Disability Services HUB page for additional information.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not accessible. Be cognizant of those around you and respect the learning and physical access needs of your fellow classmates.

Clinical/Internship Accommodations. Student Disability Services coordinates accommodations with clinical/internship partners. Assigned academic accommodations do not guarantee clinical/internship accommodations. If you are a student with a disability and need clinical/internship accommodations, please contact Student Disability Services at 630-637-5264 or SDS@noctrl.edu. Please visit the Student Disability Services HUB page for additional information.

Early Alert. North Central College cares about, and is committed to, the safety and success of all members of the College community. If you or someone you know may be struggling academically and/or personally, College resources and assistance are available. As your instructor, I may seek support for you by passing information on or sharing concern with the Office of Student Affairs or the Center for Student Success by submitting an Early Alert Referral Form.

Center for Student Success. The Center for Student Success is committed to ensuring that all students have access, opportunities, and resources to achieve their highest level of academic achievement. Our programs, activities, and services support the educational objectives of the faculty and College by emphasizing personal and practical skill development so students become engaged, informed, and confident learners. To help you succeed in your courses, our academic success programs provide a range of support including individual tutoring, structured study groups, academic skills workshops, and supplemental peer-led instruction programs. Additional assistance is provided in our Writing Center, Speaking Center and Math Resource Center. See also Online Resources for Student Success.

Technical Support. If you are encountering difficulties with your NCC email, password, network, wireless, printing, or Box cloud storage, consult the Instructional Technology Services Hub site or contact the Help Desk at helpdesk@noctrl.edu or 630-637-5440.

For help with Canvas, click Help on the left and use the Chat for Students or call the number listed for assistance. You can learn more about using Canvas through the tutorials gathered for students at Introduction to Canvas.

Emergencies. In the event of an emergency, please call the Department of Campus Safety at 630-637-5911 and/or 911. Students may also submit an Early Alert referral if you or another member of our campus community needs assistance.

Dyson Wellness Center. The Dyson Wellness Center focuses on the physical and emotional well-being of members of the North Central College community by offering confidential medical services, counseling services, guidance in health choices, and educational programming. Call 630-637-5550 to schedule an appointment. http://cardinalnet.northcentralcollege.edu/student-life/dyson-wellness-center

Career Development Center. Visit the office at Oesterle Library or the website: http://cardinalnet.northcentralcollege.edu/student-life/career-development. You can also sign up on Handshake for access to all opportunities: https://noctrl.joinhandshake.com/login

Oesterle Library. https://library.noctrl.edu/

Build Belonging Among Staff & Students

1.	**Connection.** Really meet one another, prioritize relationship-building, and show an interest.
2.	**Safety.** Create safety for discourse, assuring voice, respect, and fairness while tackling bias.
3.	**Modeling.** Model vulnerability and resilience in creating a caring community.
4.	**Sensitivity.** Be sensitive to others' needs/emotions, communication preferences, and lived experiences.

> *"A sense of belonging is important in our diverse classrooms where students come from all walks of life, backgrounds, and experiences—while we are different, we are also equal and deserving of inclusion and respect. We want to give students a safe and supportive space that enables learning."*
>
> C. Lee. Adapted from *7 Ways to Give Your Students a Sense of Belonging* (Lee, 2019).

Tentative Course Calendar, Fall 2025 (rev. 8.18.2025)

Week	Date	Content Focus and/or Activities	Assignments Due This Session
Week 1 *Hiring*	Mon 8/25 Synchronous via Zoom	***Welcome*** • Introduction • Syllabus • Look over book selections to choose your "favorites" for Book Club selection • Big 4 planning ***Hiring*** • Intro Hiring Module • Hiring Assignment group work	None
	Remote work to complete before next class	***On Your Own*** • Hiring Module in Canvas. Includes reading at least one article in each of the following areas (your choice on Canvas): reducing bias in hiring processes; recruiting teachers; hiring the best teacher; sample interview questions • Determine Big 4: who you will mentor, who you will observe, who you will coach, and what five people you will interview • Complete readings due Week 2	
Week 2 *Recruit, Retain, Mentor*	Mon 9/1 Labor Day **No class**		**Modules:** Hiring Module completed **Reflection:** Virtue log, week one completed Submit Big 4 Plan **Readings due:** • Ch. 1, *Instructional Supervision*: Leadership. Give particular attention to sections on coherence, culture, norms, collegiality, trust, and beliefs/values (20 pp) • Ch. 2: Give particular attention to supervision at best/worst, developmental supervision, and p. 31 bullets regarding roles of instructional supervisors (10 pp) • Ch. 12: Mentoring & Induction (15 pp)
	Remote work to complete before next class	***Recruiting/Induction/Mentoring Module*** • Reducing Bias in Hiring • Induction/Mentoring • Discussion post on assigned readings due this week ***Evaluation & Conferencing Module*** • Complete readings for Week 3 • Set up observation of colleague, which will involve completing an observation form. Pre-conference optional. No post-conference with observed teacher required. ***Hiring Assignment group work*** (Hiring Assignment due next Friday)	

Week	Date	Content Focus and/or Activities	Assignments Due This Session
Week 3 *Instructional Supervision*	Mon 9/8	***Instructional Supervision*** • Observation focus • Hiring Project sharing • Supervision Assignment • Reading discussion	**Modules:** Recruiting/Induction/Mentoring Module due; Evaluation & Conferencing Module due **Reflection:** Virtue log, week two completed **Readings due:** • Ch. 3: Teacher Evaluations (20 pp) • Ch. 9: Pre-Conference (13 pp) • Ch. 10: Observation (60 pp)
	Remote work to complete before next class	***On Your Own*** • PD & Instructional Coaching Module • Readings for Week 4 • Big Four: assure observation of teacher is completed	**In-Class & Group Projects:** Hiring Assignment due Friday, 9/13/25 (group assignment), 50 pts
Week 4 *Evaluation*	Mon 9/15 Synchronous via Zoom	***Observations*** • Hiring Project sharing • Observation focus • Role play conferences in class • Reading discussion • Supervision in-class assignment review	**Modules:** PD & Instructional Coaching Module due **Big Four #1:** Observation form due in Canvas; observation role play in class **In-Class & Group Projects:** Supervision Assignment in class **Reflection:** Virtue log, week three completed **Readings due:** • Ch. 6: Goal-setting & Adult Learners (20 pp) • Ch. 7: Motivation (13 pp) • Ch. 13: Peer Coaching (10 pp)
	Remote work to complete before next class	***On Your Own*** • PERA & Development Module • Read prep for PD planning • Book Club reading (and Ch. 4) • Complete interviews and write-up reflection	
Week 5 *Professional Development*	Mon 9/22 Synchronous via Zoom	***PD Planning / Group Work*** • Professional Development Activity (in class) • Last text discussion • Book Club Discussion #1	**Modules:** PERA & Development Module due **Big Four #1 & #2:** Teacher Observation follow-up: short leadership reflection video due; Field Experience Personnel Interviews due **Reflection:** Virtue log, week four completed **Readings due:** • Ch. 4: Job-embedded PD (25 pp) • Book Club 1
	Remote work to complete before next class	***On Your Own*** • Retaining & Dismissing Teachers Module • Big Four: mentoring check (3 of 4 sessions completed); make sure coaching session is completed • Role play reflection video on leadership styles	

Week	Date	Content Focus and/or Activities	Assignments Due This Session
Week 6 *Marginal Teachers*	Mon 9/29 Synchronous via Zoom	***Marginal Teachers*** • Strategies That Work intro • Marginal teacher review • Critical conversation role play ***Group Work*** • Book Club discussion • PK-12 Assignment work time	**Modules due:** Retaining & Dismissing Teachers **In-Class & Group Projects:** PD Plan due, 25 pts **Big Four #3:** Coaching due, 25 pts **Reflection:** Virtue log, week five completed **Readings due:** • Ch. 16: Marginal Teachers (25 pp) • Book Club 2
	Remote work to complete before next class	***Group Work*** • Book Club discussion • PK-12 Assignment work ***Independent Work*** • Strategies That Work Module • Mentor Assignment write-up	
Week 7 *Teacher Development*	Mon 10/6 Synchronous via Zoom	***Teacher Development*** • Book Club discussion • Critical conversation role play (if needed) • Strategies That Work review ***Group Work*** • Ethical dilemma case study	**Modules due:** Strategies That Work **Big Four #4:** Mentor Assignment due, 50 pts **In-Class & Group Work:** PK-12 Presentations due, 50 pts **Readings due:** • Book Club 3 / in-class share
	Remote work to complete before next class	***Independent Work*** • PK-12 Assignment observed/completed • 1:1 Conference with instructor (if not already done last week) • Portfolio reflections uploaded; link submitted in Canvas	
Week 8	Mon 10/13 Fall Break **No class**		Artifact Reflections & Upload due, 50 pts PK-12 sessions completed 1:1 Conference completed PLC Points, 50 pts Virtue Log, 25 pts
Total			**500 points**

All chapter readings are from *Instructional Supervision* (Zepeda).

Assignment Guides & Rubrics

Virtue Habit-Forming Assignment

Target Virtues
Curiosity
Courage
Service
Stewardship

Virtue Target
Consider the virtue table and others not listed. Adopt a virtue that you consider a bit challenging to target for your development over the weeks in this course. Example: Courage



Weekly Reflection Log

Target Virtue:	How has this virtue been exemplified in your work or experiences this week?	What virtue opportunities do you recognize as underutilized this week?	What is one way you can aim to embody this virtue in the week ahead?
Week One			
Week Two			
Week Three			
Week Four			
Week Five			
Week Six (optional)			

Another Virtue
You are never "done" developing virtues. What is another virtue you would like to target for development, particularly as infused in your professional decision-making as an instructional leader?

Hiring Project (50 pts)

Working collectively, each Learning Team will develop the details for an effective hiring process, guarding against implicit bias, demonstrating attentiveness to diverse hiring recruitment/onboarding practices, and adopting best practice for hiring candidates of character. Candidates of character/ethics and skill/expertise should be assured through the devised process. This assignment will aid in preparation of Project #2 of the Educational Leadership Internship. Requirements include the following:

- Create a teaching position job description that will benefit the school and/or the district, including minimum qualifications. This may be an elementary school, middle school or high school teaching position. Note: a well-written posting impacts the suitability of the hiring pool.
- Develop a hiring process including whether rounds will be used (and, if so, how).
- Determine who will be a part of the hiring process, with rationale and an explanation of how they will be oriented to the process for alignment/reliability, confidentiality, nondiscriminatory attitudes, etc.
- Develop interview questions and a rubric to assess the qualifications of the candidate. (If several rounds, a description of question foci and/or examples for other rounds will suffice in addition to the one fully developed round with questions and rubric.) Consider probing the candidate's knowledge of the philosophy/history of the school/district, SIPs, student learning needs, teaching philosophy, and suitability to the position.
- Detail a schedule for the applicant that demonstrates they have an adequate opportunity to get a sense of the school environment and the suitability of the match.
- Compose a letter of refusal or outline for a phone call to inform candidates not selected.
- Explain targeted recruitment practices that will be employed to encourage diverse applicants.
- Create a rationale on how the process guards against implicit bias.
- Explain what aspects of the process help assure the hiring of candidates of character.
- Provide a mechanism for reviewing the hiring process so the process can be further honed/improved.

Criterion	Inadequate 0–1	Developing 2–3	Proficient 4–5	Score
Hiring Process. Explain the process/rounds/scoring or other system for narrowing to the selected candidate; how does it get to a final decision?				
Job Description. Create qualifications with clarity and without biased language/descriptors.				
Interview Team & Orientation. Provide who will be part of the process, why, and the orientation process emphasizing confidentiality, anti-bias practice, and professionalism.				
Interview Questions & Rubric. Questions and rubric with descriptors (to aid interrater reliability) which include critical thinking, pertinent school issues, and screening of character.				
Applicant Schedule / Opportunities for Applicant to Assess Suitability. Reflects opportunities for the candidate's discernment of a good match.				
Letter, Email, or Script of Refusal. Communicates clearly and directly with a positive tone that's open-ended.				

Criterion	Inadequate 0–1	Developing 2–3	Proficient 4–5	Score
Recruitment Practices Promoting a Diverse Pool. Explain targeted recruitment efforts to assure a pool of diverse applicants.				
Bias Considerations. Detail what steps have been taken to guard against bias.				
Character/Expertise Analysis. Detail how an ethical candidate of character is assured in the process.				
Process Evaluation. Include what tool/process will assure input to improve the hiring process.				
Total (50)				

Portfolio: Describe how this assignment meets these indicators in your e-Portfolio and upload the assignment: NELP 7.1, COC 2, CTRL 8. Part of the Artifact assignment due at the end of the semester.

Supervision Platform Assignment (25 pts)

After examining practices related to supervision and professional development tied to supervision in your district, in course materials, in your research, in your experiences, or more broadly, the student will formulate a product (slides, paper, videocast, etc.) that reflects conclusions about instructional supervision in each of the prescribed areas. Each area must have positions supported by cited research/scholars. These areas have been modified/adapted from *Supervision and Instructional Leadership* (Glickman, Gordon, and Ross-Gordon, 2010):

I. **Brief overview of current status of supervision and evaluation:** consider the national and district-level state of supervision, including current challenges

II. **Impact of supervision on student achievement:** draw a connection between the role of supervision and its impact on student achievement (in any area: academic, social, emotional, etc.)

III. **Core knowledge a proficient supervisor must possess:** what must they know

IV. **Core interpersonal skills a proficient supervisor must possess:** what people skills are needed

V. **Technical tasks/skills involved in effective supervision:** what must a supervisor be able to do to effectively supervise

VI. **Cultural tasks of effective supervision:** how does the supervisor create/build a productive culture of belonging, respect, character, anti-bias, and care

VII. **Character strengths/ethical principles an effective supervisor must model:** what virtues must be modeled by a leader, and how

VIII. **Your personal conclusion:** provide your belief statement (values, critical conclusions, commitment) regarding effective supervision

IX. **Works Cited/Bibliography page** and appropriate citations throughout the paper

Criterion	Inadequate	Developing	Proficient	Score
Overview of current status of supervision and evaluation / challenges	0–1	2	3	
Impact of supervision on student achievement	0–1	2	3	
Knowledge a proficient supervisor must possess	0–1	2	3	
Interpersonal skills a proficient supervisor must possess	0–1	2	3	
Technical tasks/skills of effective supervision	0–1	2	3	
Cultural tasks of effective supervision	0–1	2	3	
Character strengths / ethical principles a supervisor must model	0–1	2	3	
Your personal conclusion, belief statement (values, critical conclusions, commitment) regarding effective supervision	0–1	2	2	
Appropriate Works Cited/Bibliography page (and citations throughout the paper) as well as integration of research	0–1	2	2	
Total (25)				

Portfolio: Describe how this assignment meets this indicator in your e-Portfolio and upload the assignment: NELP 7.4.

Teacher Observation, Evaluation & Role Play Conference (50 pts)

Assignment. The MEDU 535 student will observe a teacher during instruction (online or face-to-face). No write-up of the observation needs to be shared with the observed teacher or anyone else in the school, but a completed observation form with both developmental feedback and positive reinforcement will be submitted to the MEDU 535 instructor in Canvas. Note: If unable to get permission to observe a colleague at the school or a teacher at a local school, the MEDU 535 student can make arrangements through the course instructor to observe a teacher. The student will complete an observation form of the teacher, preferably using the Danielson format and/or the observation tool for their own district (or a district where they aspire to work).

In class, the student will role play an observation conference with a peer student role playing the observed teacher so the student can practice conferencing skills. The student will also be able to observe/comment on classmate conferences as part of the assignment.

Rationale. Teacher observations and evaluations are essential tools for an administrator to develop their faculty's competencies and provide appropriate feedback. Faculty need this vital communication tool to recognize strengths and garner ideas for constructive development. An effective leader must be able to fully utilize this vehicle for communication and development. Practice simulating this experience is bound to enhance the leader's effectiveness. This assignment provides an experiential tool to develop skills in recognizing competencies, areas for improvement, and communication techniques, both written and oral, to foster teacher development.

Assignment Requirements.

- Each student will submit a completed observation form noting strengths and ideas for development based on an observation of a teacher's instruction. Ideally, a complete lesson of at least thirty minutes should be observed. The choice of observation form is flexible and may be student-created, but must include an adequate opportunity to note the lesson focus and development along with specific feedback. A version of the Danielson observation form is recommended. Copies of observation forms will be on Canvas if needed.
- Each student will participate in role playing a conference in which appropriate feedback is provided to the "observed teacher" (role played by a fellow classmate). This role-played session must be interactive, include genuine positive feedback, provide ideas for development or future consideration, and end with an appropriate conclusion such as a summary, request for teacher feedback, articulation of mutual goals, etc.
- Each student will participate in constructive conversation regarding the role-played conferences they observe in class. This feedback and/or participation in role playing an observed teacher is essential to the success of the simulation in developing effective conferencing skills.
- Following the in-class role play, each student will reflect on the encounters related to the assignment, in their school and in their in-class role play exchanges, considering what leadership styles were evident and how they were manifested for impact. The reflection will be recorded as a video and submitted in Flip or the video format designated by the instructor.

Standard Alignment. This assignment should encourage development in NELP 4, NELP 7, and COC 4. EIGHT. Comprehensive Performance. Conducting teacher hiring, evaluation, induction, mentoring of new teachers and professional development for all teachers.

Area	Criterion	Lacking 0–1	Developing 2–3	Proficient 4–5
Observation Evaluation (20 pts)	Lesson focus and content is evident from observation report			
	Remarks are coherent, appropriate, and professional			
	A breadth of teaching aspects is reviewed, whether enabled by the utilized form or not			
	Specific feedback on strengths is provided			
	Specific feedback for development is provided			
Conference Role Play (20 pts)	Interactive, with evidence of active listening			
	Positive feedback is provided in an appropriate and constructive manner			
	Development ideas are provided in an appropriate, diplomatic and constructive manner			
	Conclusion is evident and purposeful with clear future direction			
Peer Participation (5 pts)	Provides conference feedback and/or participation by role playing an observed teacher			
Video Reflection: Leadership Styles (5 pts)	Reflect on leadership styles observed in activities surrounding the assignment and record as a video (Flip). COC PLO 4			
Total (50)				

Portfolio: Describe how this assignment meets this indicator in your e-Portfolio and upload the assignment for NELP 7.3, NELP 4.2, NELP 7.4, and COC 4. Included in Artifact grade at the end of the semester.

Guidelines for Mentorship (50 pts)

Each student will be asked to establish a mentoring relationship with a colleague, beginning teacher, school leader, student teacher, undergraduate, or other approved advisee. At least four meetings will need to take place before the end of the course. A log and reflection paper on the experience will need to be submitted. Each student will be asked to establish a mentoring/coaching relationship and experience using the following guidelines:

A. Who can be mentoring partners?
Almost any combination of partners can be considered. Choices include a colleague, beginning teacher, school leader, student teacher, undergraduate, or other options approved by the instructor. This is an opportunity for you to develop skills of influence and encouragement, particularly as pertaining to curriculum and/or instructional leadership. Be sure to identify goals for the mentoring experience. Minimally, one goal should be the mentee's guided reflection on how an educator reflects character and inspires character development. A mentoring agreement is provided in case that is useful in determining meetings, goals, etc.

B. What commitments will be needed between partners?
Set up a schedule of mentoring/coaching meetings. A minimum of four meetings is required over at least four weeks, though a time requirement is not designated. Sessions should be designed to meet the objectives established at the beginning of the experience. These can be very informal for the brief period of time of this experience. You are encouraged to write some notes and a brief reflection following each session. Utilize part of the final meeting session as a chance to identify the benefits and challenges of your mentoring experience.

C. What are the results and/or products of the mentoring experience?
At the conclusion of the experience, you will need to give the advisee the opportunity to provide feedback on the relationship. Likewise, you will want to reflect on the outcomes of the experience. You will submit to the instructor the following:

- Documentation of contacts in a log which includes goals
- Your analysis/reflection regarding these contacts
- The outcomes of the experience (good/bad/indifferent)
- Feedback from the mentee on the experience (which can be integrated into the reflection or attached)

Criterion	Inadequate	Developing	Proficient
Log & Description of Sessions	**0** Log is missing or description is missing.	**8** Log is incomplete or in need of clarification. Description is vague.	**15** Log is clear and each session is clearly described.
Reflection: Analysis & Outcomes	**0** Reflection is missing or woefully inadequate.	**12** Reflection is adequate but lacks insights or impressive depth.	**25** Substantive reflection on the overall mentoring experience, including impressive insights gained.
Mentee Feedback & Response	**0** Evidence is not provided from the mentee.	**5** Minimal mentee feedback is provided or is not reflected upon.	**10** Perspective of the mentee is included and clearly considered.

Portfolio: Describe how this assignment meets this indicator in your e-Portfolio and upload the assignment: NELP 7.2.

Coaching Experience (25 pts)

Purpose. To practice the art of coaching through the facilitation of a reflective conversation that helps the teacher recognize the beliefs and behaviors that affect their classroom practice and encourages their adoption of practice to improve their efficacy.

What instructional coaching is required? In the course of the mentoring, you likely will identify a practice, skill, or strategy that the mentee could benefit from explicit coaching on. Or perhaps there is a person you work with who has an identified need for a coaching session. Work in concert with the individual to create one focus for an instructional coaching session. In this session, you will apply some of the principles learned from the Instructional Coaching module. The purpose of this coaching session is to encourage the teacher's adoption of practice to improve their efficacy. Unlike mentoring, there should be a discernible outcome achieved from the session.

What is the result or product of the coaching session? Students will complete the instructional coaching template provided.

Task. Have an instructional coaching conversation with your mentee or other teacher. You do not need to identify that you are doing an assignment or "instructionally coaching" them. The conversation(s) should achieve the stated purpose of the assignment. Complete the following template:

Coaching Description (5 pts)		
Your current position	Position of the teacher you coached	Why did you identify this person for coaching (and/or mentoring)?

Qualification (5 pts): How did you qualify to coach the candidate in these three ways? (See explanation below.)		
Pedagogical Knowledge	Content Expertise	Interpersonal Capabilities

Coached Teacher Perceptions (5 pts)	
How did you facilitate the teacher's reflection on practice? Be specific (i.e. helpful questions, etc.).	
What did the teacher identify as an area of concern regarding beliefs or practice?	Did you agree with this as an area of concern? Explain.
What did the teacher identify as an effort to improve practice related to this concern?	What additional considerations would you like the teacher to consider in addition or instead? Explain.

Outcomes (3 pts)
Did the coaching have the impact desired? How were you able to assess this?

Learning Outcomes (2 pts)
Indicate how the coaching related to a leadership standard.

Leadership Reflection (5 pts)
What did you learn about instructional coaching from this activity?
What additional comments/conclusions can you share?

Instructional coaches should possess the following qualities:

- **Pedagogical knowledge.** Experienced teachers with demonstrated success in the classroom who are skilled in developing and implementing instructional strategies, from questioning strategies to classroom management, to improve student learning.
- **Content expertise.** A thorough understanding of the subject curriculum they are coaching. Process-oriented coaches who improve classroom strategies such as data analysis or differentiated instruction must have experience in critical instructional strategies and methods.
- **Interpersonal capabilities.** Strong interpersonal skills and competencies or "people skills": building relationships, establishing trust/credibility, and tailoring assistance to individual educator needs. The ability to encourage and inspire teachers to improve their practices was rated highest.

Programs with instructional coaches should assess teacher perception, instructional practice, and improved student learning:

- **Do teachers value their coaches?** Ask the teachers themselves.
- **Are teachers changing their practices?** Examine teachers' practices/strategies. Do the teachers with coaches use new methods of instruction? Observe and interview.
- **Is student achievement increasing?** Linking coaching to student outcomes is complex, but the effect of coaching on student performance, schools and districts should be considered.

Content from Kowal, J. and Steiner, L. (September 2007). *Issue Brief: Instructional Coaching.* Washington, DC: The Center for Comprehensive School Reform and Improvement.

PK-12 Literacy/Numeracy/SEL/Character Development In-Service (50 pts)

Rationale. In order to encourage best practices in teacher instruction and effectively supervise positive school growth, school leaders must have competency in best practices related to PK-12 literacy and numeracy across all grade levels and content areas. These skills are foundational to student success and must be appropriately fostered through teacher instruction at all levels. This assignment is intended to foster a deeper understanding of best practices related to literacy and numeracy, while providing an opportunity to hone skills in effective peer collaboration.

Assignment. Conduct initial research on the PK-12 scaffolding of an assigned content area (literacy, numeracy, SEL/character development) including related skills, instructional strategies, and assessment approaches. Some resources will be shared on Canvas to aid the research efforts.

Each group will then identify what key outcomes they hope to achieve from the in-service for the class related to this research. These outcomes should be centered on what a future leader generally most needs to know to assure success related to the content area.

A short in-service will then be designed by the group: a dynamic, interactive, engaging, and outcomes-driven session that assures participants gain an understanding of the scaffolding of the content area across grade levels. Working collaboratively as a team, students will conduct a 30 to 35 minute in-service workshop on the scaffolding of the assigned subject area (literacy, numeracy, or character/SEL), including the following:

- **Literacy Skills:** literacy through the grade levels, including assessment for literacy, developing strategies to address reading problems, reading in the content areas, and scientific literacy.
- **Numeracy Skills:** numeracy through the grade levels, including working collaboratively to improve problem solving and number sense in all grade levels and across content areas.
- **Socio-emotional Learning:** SEL standards and implementation recommendations across grade levels and content areas, including content area infusion; the scaffolding of PK-12 social-emotional instruction (skills, strategies and assessments) including its role in a culture of character.
- **Character Development:** character/moral development stages through the grade levels, including the Jubilee Framework of character education, implementation models, and asset-based strategies. (This area is usually combined with SEL.)

Section 30.30 d.3 of Illinois State Leadership Redesign (Teacher Leader Model Standard 3e)

Please note: Common Core standards and SEL standards should be an aid in this process, but this assignment needs to be far more fully developed than a listing of standards per grade level.

PK-12 Overview Rubric (50 pts). Each group is scored on its own five rows.

Criterion	Lacking	Developing	Proficient	Score
Group 1: Literacy				
Literacy Skills: Appropriate literacy skills are noted from early literacy through adolescence and upper levels.	0–4	5–7	8–10	
Literacy Assessment: Developmentally appropriate assessments for literacy are noted.	0–4	5–7	8–10	
Literacy Strategies: Specific strategies to support reading development and address reading problems across grade levels are noted.	0–4	5–7	8–10	
Content Reading / Scientific Literacy: Specific strategies for development of literacy in the content areas and scientific literacy are addressed.	0–4	5–7	8–10	
Professionalism/Functionality: Materials are functional and enlightening. **Presentation:** Engaging, professional; coherent and free of errors. **Teamwork:** Contributions from all group members with comprehensive knowledge.	0–4	5–7	8–10	
Group 2: Numeracy				
Numeracy Skills: Appropriate numeracy skills from early numeracy through upper levels are noted.	0–4	5–7	8–10	
Numeracy Assessment: Developmentally appropriate assessments for numeracy are noted.	0–4	5–7	8–10	
Numeracy Strategies: Specific strategies to support problem solving and number sense across grade levels.	0–4	5–7	8–10	
Content Connections: Specific strategies for development of numeracy in the content areas are addressed.	0–4	5–7	8–10	
Professionalism/Functionality: Materials are functional and enlightening. **Presentation:** Engaging, professional; coherent and free of errors. **Teamwork:** Contributions from all group members with comprehensive knowledge.	0–4	5–7	8–10	
Group 3: Social-Emotional Learning				
Socio-Emotional Skills: Appropriate SEL skills are identified at all levels.	0–4	5–7	8–10	
SEL Assessments: Developmentally appropriate assessments for SEL are noted.	0–4	5–7	8–10	
SEL Strategies: Specific strategies for development of SEL in the content areas are addressed.	0–4	5–7	8–10	
Content Connections: Specific strategies for development of SEL in content areas are addressed, as well as its role in an infused, school-wide culture of character.	0–4	5–7	8–10	

Criterion	Lacking	Developing	Proficient	Score
Professionalism/Functionality: Materials are functional and enlightening. **Presentation:** Engaging, professional; coherent and free of errors. **Teamwork:** Contributions from all group members with comprehensive knowledge.	0–4	5–7	8–10	
Group 4: Character Development				
Character Development: Character education across levels is identified.	0–4	5–7	8–10	
Character Frameworks: Developmentally appropriate frameworks for character education are provided.	0–4	5–7	8–10	
Character Strategies: Specific strategies for character development in schools are outlined.	0–4	5–7	8–10	
Content Connections: Specific approaches to fostering character in an infused, school-wide manner that impacts school culture.	0–4	5–7	8–10	
Professionalism/Functionality: Materials are functional and enlightening. **Presentation:** Engaging, professional; coherent and free of errors. **Teamwork:** Contributions from all group members with comprehensive knowledge.	0–4	5–7	8–10	

Portfolio: Describe alignment to NELP 7.3 and upload to your e-Portfolio.

Professional Development Planning Assignment, In Class (25 pts)

Working collectively, each student group will develop a professional development plan for an academic school year that employs a variety of professional development vehicles to inform, engage, challenge, encourage, and support school community members in enacting change to achieve an identified outcome, and a tool to subsequently evaluate professional development efficacy. The plan will incorporate best practices of the Learning Forward professional development standards, identifying the alignment as part of the plan.

SIP Goal Focus of PD: To foster faculty and/or student character development that positively impacts school culture, social emotional competencies, and ethical decision-making.

Criterion	Novice 0–1	Competent 2–3	Proficient 4–5
Outcome. Clearly identified outcomes: SIP goal related to character education/developing a culture of character and how it will be achieved.	Outcome(s) of the plan is missing or unclear.	Outcome is identified but not developed into measurable goals for implementation.	Outcome is clear with precise and measurable goals.
PD Formats. A variety of PD approaches are employed beyond simply in-service days (mentors, site visits, book studies, action research, peer PLC exploratory, pilots, etc.).	Provides only one or two formats of PD delivery or is unclear on format.	Includes at least three or more formats but with very similar approaches to development.	Provides a variety of PD approaches that assures multiple avenues of development and efficacy in a manner that complement one another.
PD Integration. Plans are reasonable, inclusive, and well-integrated with one another to achieve the goal. Responsible parties, timelines, and expectations are clear.	The plan is not indicative of professional practice and cohesive efforts towards the same outcome.	The plan is somewhat indicative of effective and professional PD planning but in need of improvement or more specificity.	The plan integrates a variety of high-quality approaches in a professional and effective manner with clear timeline, responsible parties, and expectations.
PD Quality. PD is clearly aligned to Learning Forward standards of effective PD.	Alignment to Learning Forward standards is missing or unclear.	Alignment to Learning Forward standards is present but a bit cursory.	Alignment to Learning Forward standards is present in a thoughtful and effective manner.
Evaluation. Instruments and/or process for evaluating the PD plan's efficacy is thoughtfully developed and/or articulated.	Evaluation tool is missing, confusing, or ineffective.	An evaluative tool or process is included but is too general and will not provide effective analysis of the PD plan.	An evaluative tool or process is included that will provide valuable, measurable feedback for ongoing development.

Portfolio: Describe how this assignment meets these indicators in your e-Portfolio and upload the assignment: NELP 7 and COC 2.

Personnel Interviews / Field Experience Point Summary (50 pts)

Please assure your field experience summary addresses each of the following items.

Item	Points
Description of the Interviews. Briefly walk the reader through each person that you interviewed and what you learned.	25
Learning Outcomes. Note what leadership standards this experience relates to.	5
Leadership Reflection. Explain how you grew as a leader through this experience.	15
Accompanying Materials. Attach accompanying items or natural products that resulted from your field experience such as committee notes, agendas, flyers, summary/analysis, primary source copies, field experience log, field experience contract, emails, etc.	5

Field Experience Log

- Record hours actively engaged in administrative tasks related to your field experience.
- Ideally, incorporate different grade levels and different racial and socioeconomic settings into experiences.

Date	Location (include school)	Activity Summary	Total Time (approx.)
Total			

Portfolio Artifacts

I will review all course-aligned artifacts in your e-Portfolio to assure they each have a description, explanation of alignment to the standard, and reflection on your leadership growth. All of the following are needed for full points.

Artifact	Standards
Hiring Project	NELP 7.1, COC 2, CTRL 8
Evaluation / Role Play / Flip video	NELP 4, NELP 7, COC 4
PK-12 In-Service	NELP 7
PD Plan	NELP 7, COC 2
Supervisor Slides	NELP 7
Mentoring	NELP 7
Coaching	NELP 7

Standard-to-Artifact Map

Standard	MEDU 535 Artifact
NELP 4.2	Teacher Observation / Evaluation / Role Play Conference
NELP 7.1	Hiring Project
NELP 7.2	Mentoring Project
NELP 7.2	Coaching Project
NELP 7.3	PK-12 In-Service Professional Development Assignment
NELP 7.4	Teacher Observation / Evaluation / Role Play Conference
NELP 7.4	Supervision Assignment
COC PLO 2	PD Plan for Character Development as a School Improvement Goal
COC PLO 2	Hiring Process Identifying Screeners for Hiring Individuals of Character
COC PLO 4	Video Identifying the Leadership Style
CTRL 8	Hiring Project

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