Key Licensure Assessment #3: Curriculum, Instruction, and Professional Development Project
Administrative Specialist: Curriculum, Instruction, and Professional Development Licensure
Superintendent Licensure
EDUC 857
Overview
Other School Professional Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program

Key Licensure Assessment #3: Curriculum, Instruction, and Professional Development Project is designed to assess a candidate’s instructional leadership skills in working with district and school personnel on issues of curriculum, instruction, and professional development within a school district.

In this key licensure assessment, candidates are required to complete a module in professional development that includes exploration of the Ohio Standards for Professional Development, the change process, principles of adult education, and the development of learning communities. Candidates are then expected to prepare an outline of a year-long program of professional development for a district that stewards the district’s vision and addresses the student achievement needs identified from an analysis of the two most recent state level district report cards, focusing on one subject/grade level.

Key Licensure Assessment #3 is carried out in EDUC 857: Leading for Learning, and is then assessed by the course instructor.

To be admitted into the Internship at Gateway #2, a candidate must have completed at least three of the following four Key Licensure Assessments #3, #5, #6A, and #6B (Curriculum, Instruction, and Professional Development Project; Support of Student Learning and Development Project; District-Level Policies and Practices for Effective District Management and Resource Systems Project; and District-Level Policies and Practices for Effective District-Community Partnerships Project). Those assessments completed for Gateway #2 must have been completed with at least 80% of the elements of the ELCC standard elements across the assessments completed rated at meets element and no element rated unacceptable.

2. Description of How the Assessment Specifically Aligns with the Educational Leadership Constituent Council (ELCC) Standards (2011)

The following elements of the ELCC standards are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>ELCC Standard Element Number</th>
<th>Standard Element Statement</th>
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<tbody>
<tr>
<td>1.1</td>
<td>candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district</td>
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<tr>
<td>1.2</td>
<td>candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals</td>
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<td>1.3</td>
<td>candidates understand and can promote continual and sustainable district improvement</td>
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<td>1.4</td>
<td>candidates understand and can evaluate district progress and revise district plans supported by district stakeholders</td>
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<tr>
<td>2.1</td>
<td>candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students</td>
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<td>2.2</td>
<td>candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program</td>
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<td>2.3</td>
<td>candidates understand and can develop and supervise the instructional and leadership capacity across the district</td>
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<td>2.4</td>
<td>candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district</td>
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<tr>
<td>5.1</td>
<td>candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success</td>
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<tr>
<td>5.2</td>
<td>candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district</td>
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<tr>
<td>5.3</td>
<td>candidates understand and can safeguard the values of democracy, equity, and diversity within the district</td>
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<td>5.5</td>
<td>candidates understand and can promote social justice within the district to ensure that individual student needs inform all aspects of schooling</td>
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<tr>
<td>6.2</td>
<td>candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment</td>
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<tr>
<td>6.3</td>
<td>candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies</td>
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### 3. The Assessment Instrument

**Guidelines for Curriculum, Instruction, and Professional Development Project**

*As you complete the following, refer to the scoring guide for Key Licensure Assessment #3 to ensure that you include all expectations for this assessment.*

**Purpose of the Project:** To assess your leadership skills in using data to drive decisions regarding the curriculum, instruction, and professional development of a school district.

**Directions:**

1. Use the template provided by the course instructor to guide you through this Project.

2. Complete the professional development module disseminated by the course instructor that includes an exploration of: the Ohio Standards for Professional Development, the change process, principles of adult education, and the development of professional learning communities.
(3) Analyze the TWO most recent state report cards of a selected school district, focusing on one subject area at one grade level.

(4) Prepare an outline of a year-long program of district professional development focusing on the subject area/grade level chosen for the selected school district that would clearly steward the district’s vision of learning AND that would intentionally focus on the student achievement needs as indicated through the analysis completed in Step 3 above.

The program outline needs to address, at a minimum, the following activities for the chosen subject area/grade level:

- curriculum revisions
- textbook reviews
- technology support for teaching and learning
- book studies
- lesson studies
- instruction targeted at improving attainment of specific standards for the selected subject area/grade level

Furthermore, the program outline needs to reflect your understanding of how to:

- steward a district’s vision of learning (ELCC Standard Element 1.1)
- use data to intentionally focus on student achievement needs (ELCC Standard Element 1.2)
- promote continual AND sustainable district improvement (ELCC Standard Element 1.3)
- evaluate district progress (ELCC Standard Element 1.4)
- sustain a district instructional program conducive to student learning (ELCC Standard Element 2.1)
- create and evaluate a comprehensive, rigorous, AND coherent curricular and instructional district program (ELCC Standard Element 2.2)
- develop the instructional and leadership capacity of district staff (ELCC Standard Element 2.3)
- promote the most effective and appropriate technologies to support teaching AND learning (ELCC Standard Element 2.4)
- ensure a district system of accountability for every student’s academic success (ELCC Standard Element 5.1)
- model principles of self-awareness, reflective practice, transparency, AND ethical behavior as related to your superintendence roles within a district (ELCC Standard Element 5.2)
- safeguard the values of democracy, equity, AND diversity within a district (ELCC Standard Element 5.3)
- promote social justice within a district to ensure individual student needs inform all aspects of schooling (ELCC Standard Element 5.4)
- act to influence district decisions affecting student learning in a district environment (ELCC Standard Element 6.2)
- anticipate emerging trends and initiatives in order to adapt district-level leadership strategies (ELCC Standard Element 6.3)
(5) Your final product – *an outline of a district professional development plan for the chosen subject area/grade level* - is to include the following supporting documentation:

- analysis of the state report card
- rationales for the activities chosen
- a list of potential participants professional development designed
- a communication plan
- a tentative budget
- a plan for evaluating the successfulness of the professional development to be provided
- a reflection on how the program supports the district vision and provides professional development opportunities that are fair and ethical

(6) Make sure to follow the specific expectations for the *Curriculum, Instruction, and Professional Development Project* as articulated in the Key Licensure Assessment #3 Scoring Guide provided by the course instructor.

(7) An electronic version of the *Curriculum, Instruction, and Professional Development Project* is to be emailed to the course instructor prior to the final class meeting of the course *AND* a hard copy of the document is to be submitted to the course instructor at the time of the final class meeting.