

EDLD 6850: District Instructional Leadership and Assessment Learning Outcomes

This course concentrates on the design, implementation, and evaluation of systems and frameworks for curriculum, instruction, and assessment. There is a strong focus on systems thinking and alignment. The course also emphasizes components for a district leadership role that are necessary to lead curricular initiatives. Key curricular components are addressed including college and career readiness, designing for equity, and models to scale systems for personalized learning. Specific learning outcomes include:

- 1) Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff (NELP District-Level Standard Component 3.3).
- 2) Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs (NELP District-Level Standard Component 4.1).
- 3) Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership (NELP District-Level Standard Component 4.3).
- 4) Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district (NELP District-Level Standard Component 4.4).

Below are additional details for each learning outcome/standard component, which can be used as ideas within a PLA portfolio, as taken from the NELP document: <https://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>

NELP Standard Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Culturally responsive instructional and behavior support practices
- Characteristics and foundations of equitable and inequitable educational practice
- Research on implications for students of equitable, culturally responsive, and inclusive practice
- Broader social and political concerns with equity and inequity in schools and districts

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate root causes of inequity and bias
- Develop district policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff
- Advocate for culturally responsive instructional and behavior support practices among district staff and across district schools
- Cultivate culturally responsive instructional and behavior support practices across the district and its schools

NELP Standard Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the leadership of academic and non-academic programs
- Research-based curricula, technologies, and other supports for academic and non-academic programs
- Approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support
- Infrastructures for the ongoing support of academic and non-academic programs

Educational Leadership Skills

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports
- Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems

NELP Standard Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors (i.e., instruction, student learning and well-being, instructional leadership, etc.)
- Research on assessment practices that are culturally responsive and accessible
- Research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate the quality of formative and summative assessments of student learning
 - Evaluate coordination and coherence among academic and non-academic assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership
 - Use research to propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible
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NELP Standard Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being
- Appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices
- Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district's academic and non-academic services
 - Use research to propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems
 - Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results
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