

CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS

EDUCATIONAL ADMINISTRATION (PRINCIPAL PREPARATION)



SUBMITTED TO ILLINOIS STATE BOARD OF EDUCATION
SUMMER 2023



Governors State University CRTL Design Matrix



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| Program: | Educational Administration (Principal Preparation) | |
| Standards | Assessment/ Methods | Strategy |
| Standard a | Self-Awareness and Relationships to Others | |
| Self-Awareness and Relationships to Others – Culturally Responsive Teachers and Leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students. The culturally responsive teacher and leader will | | |
| Standards | Assessment/ Methods | Strategy |
| <p>1) Understand and value the notion that multiple lived experiences exist, that there is often not one "correct" way of doing or understanding something, and that what is seen as "correct" is most often based on our lived experiences.</p> <p>2) Approach their work and students with an asset-based mindset, affirming the validity of the students' backgrounds and identities.</p> <p>3) Know about their students and their lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills.</p> | <p>EDAD 7801 Organizational Leadership (semester one)</p> <p>and</p> <p>EDAD 8208 Principal Internship III (semester three)</p> <p>[In EDAD 7801, students complete this assessment during their first semester in the program. In EDAD 8208, students revisit this assessment in their final semester of the program to revise and reflect on their personal growth.]</p> | <p>In the Leadership Philosophy and Disposition Self-Reflection, candidates write a personal leadership philosophy (e.g., theory of action) that must address these components:</p> <ol style="list-style-type: none"> 1. Beliefs About Leadership <ol style="list-style-type: none"> a. What are your core values and beliefs? b. What is your leadership style and why is this an effective style? c. What leadership theories will you practice? 2. School Culture <ol style="list-style-type: none"> a. What are your beliefs about school culture and how will you promote those beliefs? b. How will you solicit feedback? c. How will staff be motivated and engaged? |

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| <p>4) Include representative, familiar content in the curriculum to legitimize students' backgrounds, while also exposing them to new ideas and worldviews different from their own.</p> <p>5) Engage in self-reflection about their own actions and interactions and what ideas and biases motivated those actions.</p> <p>6) Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.</p> <p>7) Recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students.</p> <p>8) Educate themselves about students' communities, cultures, and histories.</p> <p>9) Critically think about the institutions in which they find themselves, working to reform these institutions whenever and wherever necessary.</p> <p>10) Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, homophobia, unearned privilege, Eurocentrism, etc.).</p> | <p>Leadership Philosophy and Disposition Self-Reflection (A2, A5, A6)</p> | <p>d. What is the building culture you believe in?</p> <p>In addition, candidates complete a leadership self-evaluation using the EDLDA dispositions assessment and create a plan for personal growth.</p> |
| | <p>EDAD 8102 Leading All Students Lesson Plan Review Evaluate a lesson plan for developmental and cultural appropriateness regarding emotional and cognitive learning (A1)</p> <p>Differentiated Instruction</p> <ul style="list-style-type: none"> ● Identify differentiated instructional strategies appropriate for diverse P-12 students: gifted, English language learners, students with disabilities and educationally at-risk. ● Identify appropriate [modifications] and accommodations for students with diverse learning and cultural needs. ● Analyze the use of assistive technology (low to high tech) in the school/classroom environment. (A2) | <p>Reflect on how principals to promote the understanding and application of theories of learning and teaching methodologies founded on research-based interventions for a diverse population of P-12 learners, specifically at-risk students, students with disabilities, and English language learner</p> |

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| <p>Student Service Plan Develop student service plans for behavior, academic, emotional, and/or cultural supports within the school/classroom environment. (A3)</p> | |
| <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III Internship Portfolio Assessment (IPA): Competency Six (A8)</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: Analyze and use student information to design instruction that meets the diverse, culturally-responsive needs of students and leads to ongoing growth and development of all students.</p> |
| <p>EDAD 7801 Organizational Leadership Ethical Dilemmas Portfolio (A1)</p> | <p>In this Key Assessment, candidates utilize the multiple ethical paradigms and turbulence theory to analyze three case studies. In three written papers, candidates identify the dilemma/situation, determine what questions must be raised, identify the stakeholders and their positionalities, determine the strengths and weaknesses of viable alternatives, and provide a rationale for their recommended action.</p> |

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| | Capacity Building and Critical Race Theory Discussion (A9) | In classroom lectures and small group discussion, candidates interpret critical race theory to understand how institutional structures may promote professional discrimination and unjustly distribute power, influence, and opportunities for advancement. To deliver this content, guest speakers from the community and academia share their lived experiences with candidates. |
| | All Courses Educational Leadership Dispositions Assessment (EDLDA): Self-Aware of Strengths and Weaknesses [Element Fifteen] (A5, A6, A7, A10) | Candidates in nine courses and the culminating internship course are assessed on the EDLDA. The highest-achieving performance criteria for element fifteen is: <ul style="list-style-type: none"> • Demonstrates the social emotional competence needed to maintain composure in challenging situations by being proactive rather than reactive. • Demonstrates full awareness of their disposition, and can self-reflect to determine how their behaviors influence the people with whom they work and serve, and recognize any behavior that they need to change in order to lead more effectively. |
| Standard b | Systems of Oppression | |
| Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions. The culturally responsive teacher and leader will: | | |
| Standards | Assessment/ Methods | Strategy |

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| <p>1) Understand the difference between prejudice, discrimination, and racism, and how to operate at the interpersonal, intergroup, and institutional levels.</p> <p>2) Collaborate with colleagues to determine how students from different backgrounds experience the classroom, school, or district.</p> <p>3) Know and understand how the system of inequity has impacted them as an educator.</p> <p>4) Understand how current curriculum and approaches to teaching impact students who are not a part of the dominant culture.</p> <p>5) Be aware of the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities.</p> | <p>EDAD 8102 Leading All Students</p> <p>Understand culturally responsive teaching strategies to meet the needs of diverse learners. (B2) Student Service Plan Develop student service plans for behavior, academic, emotional, and/or cultural supports within the school/classroom environment. (B2) Evaluate curriculum materials, including technology, to determine modifications/adaptations necessary to meet the unique needs of individual students while aligning with Illinois Learning Standards including Early Learning Standards (ELS); English Language Proficiency (ELP); Social/Emotional Learning (SEL); Common Core; [and] applying IL Professional Teaching Standard #2 (IPTS) (B4)</p> | <p>Reflect on how principals to promote the understanding and application of theories of learning and teaching methodologies founded on research-based interventions for a diverse population of P-12 learners, specifically at-risk students, students with disabilities, and English language learner</p> |
| <p>6) Understand how a system of inequity creates rules regarding student punishment that negatively impact students of color.</p> <p>7) Understand how a system of inequity reinforces certain suppositions as the norm.</p> | <p>EDAD 7902 Leadership for Learning Curriculum Research Paper</p> <ul style="list-style-type: none"> ● Describe what an inclusive curriculum is. ● Describe a curriculum recognizing how it impacts students of all backgrounds. ● Identify current research and data-based strategies and practices to | <p>Focus on the knowledge, skills, roles and responsibilities of school leaders to promote the learning and success of all students. Examine current research on teaching and learning in all content areas including literacy and numeracy, technology integration, professional development, curriculum development and implementation, and assessment for a</p> |

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| <p>improve teaching and learning for every student.</p> <ul style="list-style-type: none"> • Develop specific recommendations for curriculum changes based upon data collection, analysis, current research, and best practices, [including protection and allocation of time for student learning. <p>(B4)</p> | <p>diverse population of P-12 learners, including English language learners and students with disabilities</p> |
| <p>EDAD 7907 Finance, Management, and Operations for Effective Schools</p> <p>Evidence-Based Funding and Budget Analysis (B3)</p> | <p>This Key Assessment requires candidates to analyze district funding resource allocation using the equity lens of Evidence-Based Funding *EBF) formula. Candidates select a school district classified as Tier One or Two Tier based on their fiscal resources. By interviewing the CSBO and conducting document analysis, candidates investigate these overall elements:</p> <ol style="list-style-type: none"> 1. Describe the context of the school district necessary to understand the equity challenges of the school district, including the challenges influencing their EBF tier. 2. Compare the allocation of fiscal and human resources with the research-based goals of the EBF adequacy targets. 3. Discuss the role of stakeholders in planning fiscal and human resources, such as voices of students, teachers, parents, and community members. |
| <p>EDAD 7801 Organizational Leadership</p> <p>Discussion: Capacity Building and Critical Race Theory (B3, B5, B7)</p> | <p>Candidates engage in course readings and classroom discussion to understand how institutional structures may promote professional discrimination and unjustly distribute power, influence, and opportunities for advancement. To deliver this content, guest speakers from the community and academia share their lived experiences with candidates.</p> |

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| <p>EDAD 8103 School Law</p> <p>Discussion Board: The Legacy of Brown v. Board (B5, B7)</p> | <p>Candidates watch two videos. School: The History of Public Schools by Sarah Mondale (episode 3) focuses on the equity/access issues between 1950-1980 surrounding Brown v. Board, immigrant education in California, and Title IX. A National Disgrace by Dan Rather illustrates the legacy of Brown v. Board by examining the history of Detroit Public Schools through 2010. These videos illustrate how suppressive systems have hindered student learning.v Students engage in lecture/discussion on these topics and respond reflectively to discussion board questions about each video and their implications for schools today.</p> |
| <p>EDAD 8103 School Law</p> <p>ELL Case Analysis (B6)</p> | <p>This Key Assessment is a simulated case study of an undocumented immigrant student who has been denied ELL and homeless services by her school, and who has been punished for wearing a political t-shirt about the border wall between Mexico and the United States. Candidates must critique the principal's actions by analyzing the relevant law, including Lau v. Nichols, McKinney-Vento Act, Tinker v. Des Moines, and Nuxall v. Indian Prairie. Candidates must advocate for ethical and culturally-responsive resolutions, family engagement, and linguistic diversity.</p> |
| <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III</p> <p>Internship Portfolio Assessment (IPA): Competency One (B4)</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: Utilize student data to work collaboratively with educators to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan</p> |

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| <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III</p> <p>Internship Portfolio Assessment (IPA): Competency Two (B4)</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: Evaluate a school to ensure the use of a wide range of culturally-responsive printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers).</p> |
| <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III</p> <p>Internship Portfolio Assessment (IPA): Competency Five (B5)</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: Proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;</p> |
| <p>EDAD 7803 Supervision and Evaluation Valuation of Course</p> <p>Observations Scenarios Analyze the components of instructional leadership which include the improvement of educator planning and preparation, classroom environment, and professional responsibilities to better empower diverse students and learning for all (B3, 4, and 5)</p> | <p>Analyze supervision, evaluation, and their relationship to the process, personnel, and organizational factors that affect instructional performance. Specific focus is the evaluation of instructional personnel according to Illinois rules, including the creation and implementation of assistance plans for teachers needing remediation and professional development.</p> |

| Standard c | Students as Individuals | |
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| Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities. | | |
| Standards | Assessment/ Methods | Strategy |
| <p>1) Learn from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives.</p> <p>2) Engage with students' families and community members outside of the classroom to develop a more holistic understanding of the students' lived experiences.</p> <p>3) Develop positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.</p> <p>4) Provide parents with information about what their child is expected to learn, know, and do at his or her grade level and ways to reinforce concepts at home.</p> <p>5) Share the classroom systems and policies (expectations, agreements, recognition and incentive practices, etc.) used in the classroom with students' families and align them to the values and cultural norms of those</p> | <p>EDAD 8103 School Law ELL Case Analysis (C2)</p> | <p>This Key Assessment is a simulated case study of an undocumented immigrant student who has been denied ELL and homeless service by her school, and who has been punished for wearing a political t-shirt about the border wall between Mexico and the United States. Candidates must critique the principal's actions by analyzing the relevant law, including Lau v. Nichols, McKinney-Vento Act, Tinker v. Des Moines, and Nuxall v. Indian Prairie. Candidates must advocate for ethical and culturally-responsive resolutions, family engagement, and linguistic diversity.</p> |
| | <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III</p> <p>Internship Portfolio Assessment (IPA): Competency One (C7)</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: Utilize student data to work collaboratively with educators to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan</p> |
| | <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: Evaluate a school to ensure the use of a wide range of culturally-responsive printed, visual, or auditory materials and online resources</p> |

families.
 6) Provide multiple opportunities for parents to communicate in their language and method of preference, to the greatest extent possible.
 7) Set holistic goals for students that accommodate multiple ways of demonstrating strengths and success (e.g., alternate academic achievement metrics, growth indicators, leadership, character development, social-emotional learning competencies, and school values).

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| <p>Internship Portfolio Assessment (IPA): Competency Two (C1, C7)</p> | <p>appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers).</p> |
| <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III</p> <p>Internship Portfolio Assessment (IPA): Competency Four (C7)</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: With educators, develop a plan which focuses on the needs of the school to support culturally-responsive services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted).</p> |
| <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III</p> <p>Internship Portfolio Assessment (IPA): Competency Six (C7 C8)</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: Analyze and use student information to design instruction that meets the diverse, culturally-responsive needs of students and leads to ongoing growth and development of all students.</p> |
| <p>EDAD 8102 Leading All Students</p> <p>Student Service Plan Develop student service plans for behavior, academic, emotional, and/or cultural supports within the school/classroom environment. (C2, 3, and 4)</p> | <p>Reflect on how principals to promote the understanding and application of theories of learning and teaching methodologies founded on research-based interventions for a diverse population of P-12 learners, specifically at-risk students, students with disabilities, and English language learner</p> |

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| | <p>EDAD 8102 Leading All Students</p> <p>Differentiated Instruction</p> <ul style="list-style-type: none"> • Identify differentiated instructional strategies appropriate for diverse P-12 students: gifted, English language learners, students with disabilities and educationally at-risk. • Identify appropriate [modifications] and accommodations for students with diverse learning and cultural needs. • Analyze the use of assistive technology (low to high tech) in the school/classroom environment. <p>(C1)</p> | <p>Reflect on how principals to promote the understanding and application of theories of learning and teaching methodologies founded on research-based interventions for a diverse population of P-12 learners, specifically at-risk students, students with disabilities, and English language learner</p> |
| Standard d | Students as Co-Creators | |
| <p>Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students. The culturally responsive teacher and leader will:</p> | | |
| Standards | Assessment/ Methods | Strategy |
| <p>1) Encourage and affirm the personal experiences (family, community, culture, etc.) students share in the classroom.</p> <p>2) Make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.</p> | <p>EDAD 7902 Leadership for Learning</p> <p>Instructional Practice Case Study</p> <ul style="list-style-type: none"> • Create a plan for aligning, auditing, implementing, monitoring, and evaluating a school's | <p>Focus on the knowledge, skills, roles and responsibilities of school leaders to promote the learning and success of all students. Examine current research on teaching and learning in all content areas including literacy and numeracy, technology integration, professional development, curriculum development and implementation, and assessment for a diverse population of P-12 learners,</p> |

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| <p>3) Consistently solicit students' input on the curriculum (e.g., interests, people, or concepts).</p> <p>4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.</p> <p>5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).</p> <p>6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.</p> | <p>curriculum to benefit students of diverse needs and cultural backgrounds.</p> <ul style="list-style-type: none"> ● Develop a model of how a principal should lead instructional staff in the curriculum mapping process. ● Support [and evaluate] standards-based professional development that improves teaching and learning. ● Apply effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to monitor and evaluate the impact of the instructional program on student progress. <p>(D2)</p> | <p>including English language learners and students with disabilities</p> |
| Standard e | Leveraging Student Advocacy | |
| Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom. The culturally responsive teacher and leader will: | | |
| Standards | Assessment/ Methods | Strategy |

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| <p>1) Emphasize and connect with students about their identities, advocacies, and self-interest.</p> <p>2) Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices.</p> <p>3) Include students in the creation of an inclusive learning community with more opportunities for student expression.</p> <p>4) Help students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.</p> <p>5) Create a risk-taking space that promotes student advocacy.</p> <p>6) Research and offer student advocacy content with real world implications.</p> <p>7) Communicate high expectations to which all students can be held and urge students to lead as student advocates appropriate to the students' age and development.</p> <p>8) Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.</p> | <p>All Courses</p> <p>Educational Leadership Dispositions Assessment (EDLDA): High Expectations for All [Element Eight] (E7)</p> | <p>Candidates in nine courses and the culminating internship course are assessed on the EDLDA. The highest-achieving performance criteria for element eight is:</p> <ul style="list-style-type: none"> ● Committed to high expectations, high quality instruction, and collective accountability. ● Inspires others to accomplish challenging work. ● Demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations. |
| | <p>EDAD 8102 Leading All Students</p> <p>Lesson Plan Review Evaluate a lesson plan for developmental and cultural appropriateness regarding emotional and cognitive learning (E3)</p> | <p>Reflect on how principals to promote the understanding and application of theories of learning and teaching methodologies founded on research-based interventions for a diverse population of P-12 learners, specifically at-risk students, students with disabilities, and English language learner</p> |
| <p>Standard f</p> | <p>Family and Community Collaboration</p> | |
| <p>Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication. The culturally responsive teacher and leader will:</p> | | |

| Standards | Assessment/ Methods | Strategy |
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| <p>1) Regularly interact with students, families, and communities in both English and home language through methods of their preference.</p> <p>2) Actively seek multiple perspectives and contribution from families and the community and invite them to actively share their opinions, feedback, and concerns that impact the school community.</p> <p>3) Forge ongoing participation with families and community members to meet the diverse needs and interests of students.</p> <p>4) Continuously learn and build cultural knowledge that families and the community bring to the school community to nurture and foster relationships and inform student learning experiences.</p> <p>5) Use best practices that are culturally responsive to value students and their families' cultural traditions when recognizing, motivating, encouraging, and supporting student success and growth.</p> <p>6) Develop relationships with families and the community outside of the classroom setting.</p> <p>7) Foster students' cultural understanding and connection to the</p> | <p>EDAD 8105 Engaging the Community Community Relations Plan</p> <p>Project Demonstrate various methods of communicating with the school community to meet the diverse needs and interests of stakeholders. (F 1, 3, 6, and 9) Identify strategies used to engage key community stakeholders and build cultural knowledge about families and community. (F4, 5, and 6)</p> <p>Chamber of Commerce Speech Presentation Develop mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources and engage in effective cross-cultural communications. (F5 and 6)</p> <p>Field-Based Interviews Employ effective cross-cultural public information strategies to communicate with diverse families and community members. (F1, 4, and 9)</p> | <p>Analyze the role of educational policy in the modern community, community power structure and resources, social and political context, and principles of community relations in the context of social change, including group processes, multicultural and multiethnic understanding, needs of exceptional students, interagency cooperation, funding, and evaluation.</p> |

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| <p>surrounding community. 8) Invite family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum or content area. 9) Welcome communication from parents and reply in a timely manner. 10) Communicate and provide appropriate techniques and materials to support and enrich student learning at home. 11) Collaborate effectively over time with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.</p> | <p>Utilize appropriate assessment strategies and research methods to understand and accommodate multiple, diverse student perspectives and community conditions and dynamics. (F1, 2, and 3)</p> | |
| | <p>EDAD 7802 Technology Driven Leadership Social Media as a Communicative Tool</p> <p>Demonstrate strategies that will assist a school leader in creating, promoting, and sustaining a dynamic, digital age learning culture that includes multiple perspectives and provides a rigorous, relevant, and engaging education for all students (F2)</p> | <p>Focus on the use of technology to support a digital-age learning culture in schools that promotes enhanced student learning for all, organizational effectiveness, and ethical and legal citizenship in an evolving, technologically supported world. Analyzing the expanding use of technology in today's schools has the power to enhance instruction and provide organizational efficiency related to the practical application of technology to the curriculum, operation of the school, and a vision for technology.</p> |
| | <p>EDAD 7801: Organizational Leadership Admissions Portfolio</p> <p>Assignment: Demonstrated Respect for Family and Community (F3, F6)</p> | <p>During the first course, students submit a conditional admissions portfolio. One component is Demonstrated Respect for Family and Community. Students must submit evidence from their professional practice to demonstrate this component and write a narrative summary of their evidence.</p> |
| | <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III</p> <p>Internship Portfolio Assessment (IPA): Competency Five</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: Proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom.</p> |

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| <p>EDAD 7803 Supervision and Evaluation</p> <p>Implement communication strategies and theoretical models for coaching educators to improve their performance, including difficult conversations to address underperformance, and to foster cultural and connections to community. (F4 and 7)</p> | <p>Analyze supervision, evaluation, and their relationship to the process, personnel, and organizational factors that affect instructional performance. Specific focus is the evaluation of instructional personnel according to Illinois rules, including the creation and implementation of assistance plans for teachers needing remediation and professional development.</p> |
| <p>EDAD 7801 Organizational Leadership</p> <p>Capacity Building and Critical Race Theory Discussion (A9)</p> | <p>In classroom lectures and small group discussion, candidates interpret critical race theory to understand how institutional structures may promote professional discrimination and unjustly distribute power, influence, and opportunities for advancement. To deliver this content, guest speakers from the community and academia share their lived experiences with candidates. The professor monitors student responses which influence the scores on the EDLDA dispositions assessment.</p> |
| <p>EDAD 8102 Leading All Students</p> <p>Evaluate curriculum materials, including technology, to determine modifications/adaptations necessary to meet the unique needs of individual students while aligning with Illinois Learning Standards including Early Learning Standards (ELS); English Language Proficiency (ELP);</p> | <p>Reflect on how principals to promote the understanding and application of theories of learning and teaching methodologies founded on research-based interventions for a diverse population of P-12 learners, specifically at-risk students, students with disabilities, and English language learner</p> |

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| <p>Social/Emotional Learning (SEL); Common Core; [and] applying IL Professional Teaching Standard #2 (IPTS) (F5)</p> | |
| <p>All Courses Educational Leadership Dispositions Assessment (EDLDA):</p> <p>Effective Communication [Element Ten] (F1, F2, F3)</p> | <p>Candidates in nine courses and the culminating internship course are assessed on the EDLDA. The highest-achieving performance criteria for element ten is:</p> <ul style="list-style-type: none"> • Communicates openly, honestly, and purposefully while exhibiting poise and professionalism, even when it is uncomfortable or unpopular. • Creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital). • Articulates a clear point of view in an accurate and concise manner. • Actively listens to diverse perspectives and uses the process of communication to link individuals, groups, and the school to build relationships, establish trust, and earn respect for self and others. |
| <p>EDAD 8101 School Improvement Process</p> <p>Development of a School Improvement Plan</p> <ul style="list-style-type: none"> • Design collaboratively a school improvement plan consistent with a school's mission and vision. • Explain the functions of mission and vision in schools to create coherence.] | <p>Analyze the leader's behavior and the collaborative process of school stakeholders in developing school improvement plans ensuring P-12 students of diverse needs meet the New Illinois Learning Standards Incorporating the Common Core. The use of data in the decision-making process, school climate, and professional development are also examined</p> |

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| | <ul style="list-style-type: none"> Engage the community’s cultural, social, and intellectual resources in the school improvement process, including partnerships with families and community stakeholders. Assess the effectiveness of professional development and equitable capacity in the school improvement process. <p>(F2, 3, and 4)</p> | |
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| Standard g | Content Selections in All Curricula |
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Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities. The culturally responsive teacher and leader will:

| Standards | Assessment/ Methods | Strategy |
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| 1) Curate the curriculum. 2) Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources. 3) Employ authentic and modern technology usage inspiring digital literacy through an equity lens. 4) Ensure assessments reflect the enriched curriculum that has embedded student identities. 5) Embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward | EDAD 7802 Technology Driven Leadership Analysis of Mission and Vision Demonstrate digital-age leadership and management skills through the effective use of information and technology resources that include historically marginalized communities for representation in order to work to continuously improve the organization (G2) Implement a shared vision for comprehensive integration of authentic and modern technology usage to | Focus on the use of technology to support a digital-age learning culture in schools that promotes enhanced student learning for all, organizational effectiveness, and ethical and legal citizenship in an evolving, technologically supported world. Analyzing the expanding use of technology in today’s schools has the power to enhance instruction and provide organizational efficiency related to the practical application of technology to the curriculum, operation of the school, and a vision for technology. |

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| <p>traditionally marginalized populations.</p> <p>6) Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved.</p> <p>7) Implement and integrate the wide spectrum and fluidity of identities in the curriculum.</p> <p>8) Ensure text selections reflect students' classroom, community, and family culture.</p> <p>9) Ensure teacher and students co- create content that encourages critical thinking about culture and includes counternarratives to dominant culture.</p> <p>10) Use a resource tool to assess the curriculum and assessments for biases.</p> <p>11) Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.</p> <p>12) Consider a broader modality of student assessments, such as performance portfolios, essays, multiple choice, State exams, oral examination, community assessments, work experiences, social justice work, action research projects, and recognition beyond academia.</p> | <p>promote excellence and to support transformation throughout the school through an equity lens (G3)</p> <p>Technology Integration with Models and Frameworks Analyze and explain an understanding of social, ethical, and legal issues and responsibilities related to raising consciousness that reflects modern society in an evolving digital culture for cultural intersection (G11)</p> | |
| | <p>EDAD 7902 Leadership for Learning Curriculum Research Paper</p> <ul style="list-style-type: none"> ● Describe what a curriculum is. ● Describe a curriculum recognizing how it impacts students of all backgrounds. ● Develop specific recommendations for curriculum changes based upon data collection, analysis, current research, and best practices, [including protection and allocation of time for student learning. (G3) ● Identify current research and data-based strategies and practices to improve teaching and learning for every student. (G4) <p>Effective Instruction PWPT</p> | <p>Focus on the knowledge, skills, roles and responsibilities of school leaders to promote the learning and success of all students. Examine current research on teaching and learning in all content areas including literacy and numeracy, technology integration, professional development, curriculum development and implementation, and assessment for a diverse population of P-12 learners, including English language learners and students with disabilities</p> |

- Identify all elements of a curriculum and essential components for all P-12 students, including English language learners and students with disabilities. Integrate technology to support the alignment, auditing, implementation, monitoring, and evaluating of a school's curriculum.
 - Develop assessment and accountability systems to monitor the student progress of students across diverse cultures/needs.
- (G4 and 12)

Instructional Practice Case Study

- Create a plan for aligning, auditing, implementing, monitoring, and evaluating a school's curriculum to benefit students of diverse needs and cultural backgrounds.
 - Develop a model of how a principal should lead instructional staff in the curriculum mapping process.
 - Support [and evaluate] standards-based professional development that improves teaching and learning.
 - Apply effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to monitor and evaluate the impact of the instructional program on student progress.
- (G8)

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| <p>Class Readings, Discussion and Exam Demonstrate an understanding of developmentally and culturally appropriate practices in teaching and assessing literacy, numeracy, and the Illinois Professional Teaching Standards. (G4, 5, 11, and 12)</p> | |
| <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III</p> <p>Internship Portfolio Assessment (IPA): Competency Three (G4, G12)</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: In conjunction with special education and bilingual education educators, identify and select assessment strategies and devices used by the school that are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement.</p> |
| <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III</p> <p>Internship Portfolio Assessment (IPA): Competency Three (G2, G4,G8, G10, G12)</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: Recognize the individual needs of students and works with special education and bilingual education educators to develop culturally-responsive school support systems so that educators can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p> |

| Standard h | Student Representation in the Learning Environment | |
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| <p>Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to under or misrepresented minority groups even when they are not present within the population of their school and community at large. The culturally responsive teacher and leader will:</p> | | |
| Standards | Assessment/ Methods | Strategy |
| <p>1) Uphold systems of support that create, promote, and sustain a welcoming and inclusive community. 2) Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages. 3) Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc. 4) Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.</p> | <p>EDAD 8105 Engaging the Community</p> <p>Field-Based Interviews Employ effective cross-cultural public information strategies to communicate with diverse families and community members. (H1)</p> | <p>Analyze the role of educational policy in the modern community, community power structure and resources, social and political context, and principles of community relations in the context of social change, including group processes, multicultural and multiethnic understanding, needs of exceptional students, interagency cooperation, funding, and evaluation.</p> |
| | <p>EDAD 8103 School Law</p> <p>ELL Case Analysis (H2)</p> | <p>This Key Assessment is a simulated case study of an undocumented immigrant student who has been denied ELL and homeless service by her school, and who has been punished for wearing a political t-shirt about the border wall between Mexico and the United States. The school principal has made several decisions, and candidates must critique these actions by analyzing the relevant law, including Lau v. Nichols, McKinney-Vento Act, Tinker v. Des Moines, and Nuxall v. Indian Prairie. Candidates must advocate for ethical and culturally-responsive resolutions, family engagement, and linguistic diversity.</p> |

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| <p>EDAD 8206 EDAD 8207 EDAD 8208 Principal Internships I II III</p> <p>Internship Portfolio Assessment (IPA): Competency Two (H3)</p> | <p>During a comprehensive, three-semester field internship, candidates work with their site Mentor and University Supervisor to plan and implement authentic leadership experiences to meet this outcome: Evaluate a school to ensure the use of a wide range of culturally-responsive printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers).</p> |
| <p>EDAD 7803 Supervision and Evaluation</p> <p>Generate strategies to improve the selection, mentoring, and retention of effective and diverse educators (H1)</p> | <p>Analyze supervision, evaluation, and their relationship to the process, personnel, and organizational factors that affect instructional performance. Specific focus is the evaluation of instructional personnel according to Illinois rules, including the creation and implementation of assistance plans for teachers needing remediation and professional development.</p> |
| <p>All Courses</p> <p>Educational Leadership Dispositions Assessment (EDLDA): Creates a Positive Culture [Element Twelve] (H1)</p> | <p>Candidates in nine courses and the culminating internship course are assessed on the EDLDA. The highest-achieving performance criteria for element twelve is:</p> <ul style="list-style-type: none"> • Fosters shared beliefs and a sense of community and cooperation by promoting positive morale. • Delegates work/tasks appropriately as evidenced by distributed leadership. • Recognizes and celebrates efforts of others in a timely and consistent manner. • Successfully generates an environment of trust and authentic relationships. |
| <p>All Courses Educational Leadership Dispositions Assessment (EDLDA):</p> | <p>Candidates in nine courses and the culminating internship course are assessed on the EDLDA. The highest-achieving performance criteria for element six is:</p> |

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| | <p>Creates a Positive Culture [Element Six] (H1, H2, H3, H4)</p> | <ul style="list-style-type: none"> • Promotes a climate that makes the school welcoming, inclusive, and accepting of all students by treating others fairly and by not showing partiality to any persons or groups. • Demonstrates critical consciousness of culture and race by embracing the diverse needs, interests, and strengths of all students, staff, and the larger community. • Demonstrates cultural responsiveness and promotes such responsiveness among the school at large. |
| | <p>EDAD 8102 Leading All Students</p> <p>Lesson Plan Review Evaluate a lesson plan for developmental and cultural appropriateness regarding emotional and cognitive learning (H1)</p> | <p>Reflect on how principals to promote the understanding and application of theories of learning and teaching methodologies founded on research-based interventions for a diverse population of P-12 learners, specifically at-risk students, students with disabilities, and English language learner</p> |