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implementation

PROVIDING TOOLS THAT WORK EFFECTIVELY TO DEVELOP SCHOOL LEADERS

guide

 **ASAP** Workbooks

Table of Contents

ASAP® WORKBOOK IMPLEMENTATION.....	1
BEFORE DISTRIBUTING THE WORKBOOKS	1
WHAT'S IN EACH WORKBOOK.....	1
Steps to Successful Learning.....	2
Preparation	2
Meaning	2
Knowledge	2
Transfer	2
Performance	2
WHEN DISTRIBUTING THE WORKBOOKS	3
ORIENTATION.....	3
LESSONS LEARNED FROM IMPLEMENTATION	4
DISCUSSION FORMAT AND QUESTIONS	5
FORMAT	5
EXPECTATIONS.....	5
SCRIPTED QUESTIONS	5
EXIT INTERVIEW QUESTIONS.....	6
IMPLEMENTATION CHECKLIST.....	6
EXERCISES & RUBRICS	ATTACHMENT

ASAP[®] WORKBOOK IMPLEMENTATION

These tools were created to meet your district's need to provide effective, targeted professional development for educators considering school leadership as a career option. The following implementation instructions are provided to guide you through the delivery of these tools to your program cohort. For more detailed instruction, consult your program leader. These workbooks are designed for use in a blended format, combining their content and activities with cohort meetings and activities designed by your program leader.

BEFORE DISTRIBUTING THE WORKBOOKS

The workbooks come as individual titles, but may be pre-installed in a binder if multiple titles were ordered for your cohort. If you are using single workbooks you may want to ask cohort members to put them in a three-ring binder, as additional titles are added. Your program leader may choose to only distribute one workbook at a time so that cohort members cannot 'skip ahead' and preview other topics. Check with your program leader for further instruction if needed.

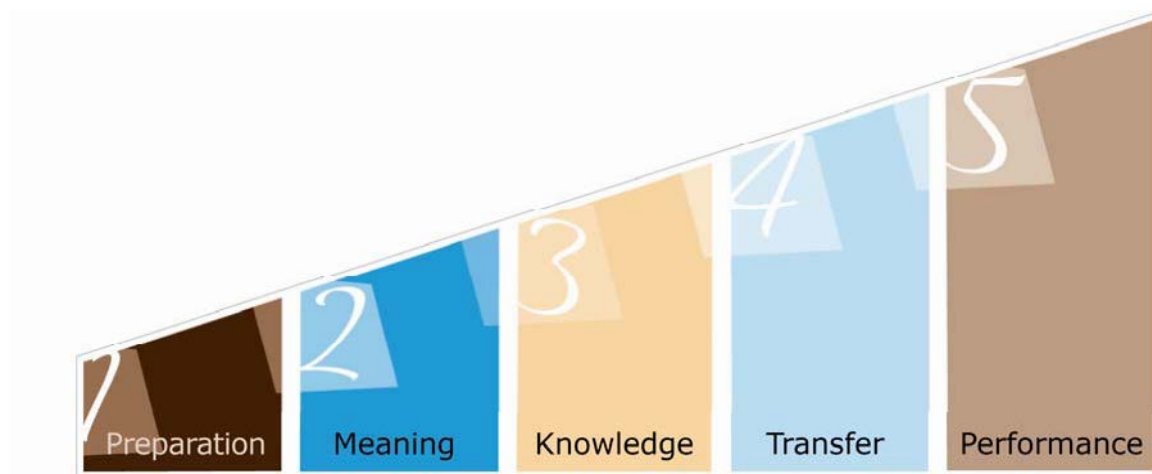
WHAT'S IN EACH WORKBOOK

In each case, the Activities Guide, including the point scores for each activity, will be included just after the Introduction for the title and just before the Table of Contents. This is provided to give cohort members the information that all activities should be completed in the order in which they appear in the workbook. It also sends the message that every activity counts.

Your program leader may, or may not, choose to actually score the activities. If scores are kept, you will need to communicate with cohort members individually about their progress each week. If not, this page may be removed, and can simply be used by facilitators as a guide to the weighted ranking of the activities.

In all cases, the final activity is designed as an assignment, to be reported on, or handed in at a cohort meeting concluding the use of the workbook. Check with your program leader for further instruction.

In each workbook, there are four chapters containing content and activities designed to lead your cohort members progressively through a series of steps in discovering new knowledge about the dimension. The content is delivered following five instructional components in the instructional design depicted below:



Steps to Successful Learning



Preparation

Preparation information alerts cohort members to those items to consider and prepare prior to learning.



Meaning

Meaning activities are designed to connect cohort members with the concept of the lesson through their past experience and reflection.



Knowledge

Knowledge activities provide basic constructs, structure, and content of the lesson concept.



Transfer

Transfer activities engage leaders in practicing skills that enable demonstration of acquired knowledge and checking for understanding.



Performance

Performance activities challenge leaders to apply new learning in a creative and meaningful way in the context of their work environment.

WHEN DISTRIBUTING THE WORKBOOKS

Provide a copy of the program schedule in which the workbooks will be used, including the dates by which each activity should be completed.

Provide a contact person and clearly state the terms under which they will be accessible once the work is underway. If you need assistance with any of the workbook materials, (e.g. additional copies, or if are using the electronic versions and need assistance in printing any of the individual activity pages), customer support is available toll free at 1-866-609-2727. Support hours are Monday to Friday, 9:00 am to 4:30 pm Pacific Time, except for Holidays. Please contact your program director first, unless time is of the essence or you have already been instructed by them to contact ASAP® Support directly. In the electronic versions of the Workbooks, each is distributed in a secure PDF document, but the activities and notes pages are unlocked and printable.

ORIENTATION

We highly recommend an initial face-to-face meeting or discussion about what is expected in terms of participation, and whether activities and assignments must be submitted for verification or grading. Participants will want to know what is expected of them, and how they should work with the materials in the Workbooks.

Each participant is expected to have their own copy of the Workbooks and an initial walk-through may be desired. If participants are from different schools you may want to have them select partners or 'buddies', or form small groups of 3 or 4, for sharing and communication while working through the activities. Several of the activities call for interviewing peers or comparing experiences with colleagues, and establishing contacts at the outset will streamline the process for all participants. It will also assist your cohort members in bonding at an early stage.



Some of the final activities are suitable for use as a school-site project and a defense of learning may be considered as a final stage for participants depending on the size and makeup of your cohort. If mentors are part of your process, ensure they have their own copies of the Workbooks and have read through them before the orientation, so that they may determine in which activities they might want to share their own experiences.

LESSONS LEARNED FROM IMPLEMENTATION

EFFECTIVE IMPLEMENTATION IS CRITICAL TO PROGRAM SUCCESS

Whether the ASAP[®] Workbooks provide the foundation of the professional leadership program or one of many components, using their tools capably is what makes the difference in participant skills and knowledge. In working through the content, pinpointing learner needs comes as much from group participation and sharing, as from individual focus and effort.

1. Orientation is the first step. If you are using a classroom environment, make sure someone in your facilitator group has thoroughly reviewed the materials before they are presented. Not all participants will be comfortable sharing some of their work, due to varying levels of experience and personal comfort with speaking in public. Be clear about expectations around group participation and presentation.
2. The Chapters can be scheduled for completion on a weekly or monthly basis. The pace you set will depend on the amount of available time your cohort members typically have during their work day, the number and duration of other program components you choose to run simultaneously or in series with the Workbook content, and time of year (e.g., if Thanksgiving or another significant break falls within your program schedule). Structure your schedule not only so that there is ample time to complete the work, but so that anticipated breaks occur at the appropriate point in the learning process.
3. Discuss the rubric and the point test scores if these are to be used. The point scores are not the same for each Chapter in all Workbooks, but are based on participation and the degree of difficulty. Some scores reflect the fact that the cohort member has read and reviewed essential material, while others reflect the need for analysis, synthesis, evaluation and creation of a solution. Share these expectations with your group. Your program leader may choose to add or subtract points for unique results or for topics that receive a greater weight when ranked by your district or your program expectations. The Rubric document is provided to program leaders for each Workbook for this purpose.
4. What constitutes completion will vary by program and by district. Be clear with your participants as to what they must provide, present or complete to your satisfaction. If the Workbooks are being used as part of an evaluation of candidates, this becomes a critical step. Educators, as learners, want and need to know what is expected of them just as their students do.
5. Gather feedback as you go, as well as at the end of the process. This will provide a more complete picture for your program leader about the experience.

DISCUSSION FORMAT AND QUESTIONS

DISCUSSION GROUPS ARE COMPRISED OF USERS WHO COLLABORATE AND SHARE LEARNING PRACTICES BASED ON THE MODULE THEY HAVE STUDIED

FORMAT

The content in each workbook forms a learning module, broken out into four chapters, each with its own culminating activity. Ideally, module discussion groups are small, informal, and comprised of users who have completed a specific module or chapter. How frequently they meet will be a function of your program design and their time availability. Meetings may be electronic, by messaging service or web meeting or telephone, or they may be face-to-face, even on a casual basis. However the communication is structured, participants gather to share learning and practice around the module they studied. You may choose to have them meet with a facilitator, but experienced participants can learn to facilitate their own group discussion.

EXPECTATIONS

Cohort members participate in a module discussion should be prepared to share the following:

- An assignment from the module which they can demonstrate for others
- A major idea they learned from the module
- A description of how they implemented their learning on-site
- The type of impact they anticipate or see from implementation

SCRIPTED QUESTIONS

If a facilitator is present for any of these meetings, there are four scripted questions you may want to include in the discussion. Emergent questions and discussion should be encouraged and documented by the facilitator. The four scripted questions are:

1. Identify a major idea or concept that you learned.
2. Describe how you implemented your learning at your school site. Did it work?
3. What would you change from past practice?
4. What impact do you anticipate or already see as a result of what you have learned?

EXIT INTERVIEW QUESTIONS

EXAMPLES OF STREAMLINED QUESTIONS FOR EXIT INTERVIEWS

As part of your process, you may choose to hold exit interviews with your participants or ask them to fill out a feedback survey. Here are some suggested questions:

1. In what areas did you see personal growth?
2. Can you give an example in which you applied the learning from your leadership program to your work site?
3. Can you share one thing you learned about the principalship from your participation in the program?
4. If you were convincing a panel that you are ready to be a principal today, what did you take away from this program that would strengthen your argument?
5. In what areas of the dimensions studied in this module/these modules do you feel especially competent and why?
6. What will you do differently going forward?

IMPLEMENTATION CHECKLIST

This section is meant to assist you in reviewing your program activity to date. Critically examine your program delivery by responding to the following questions:

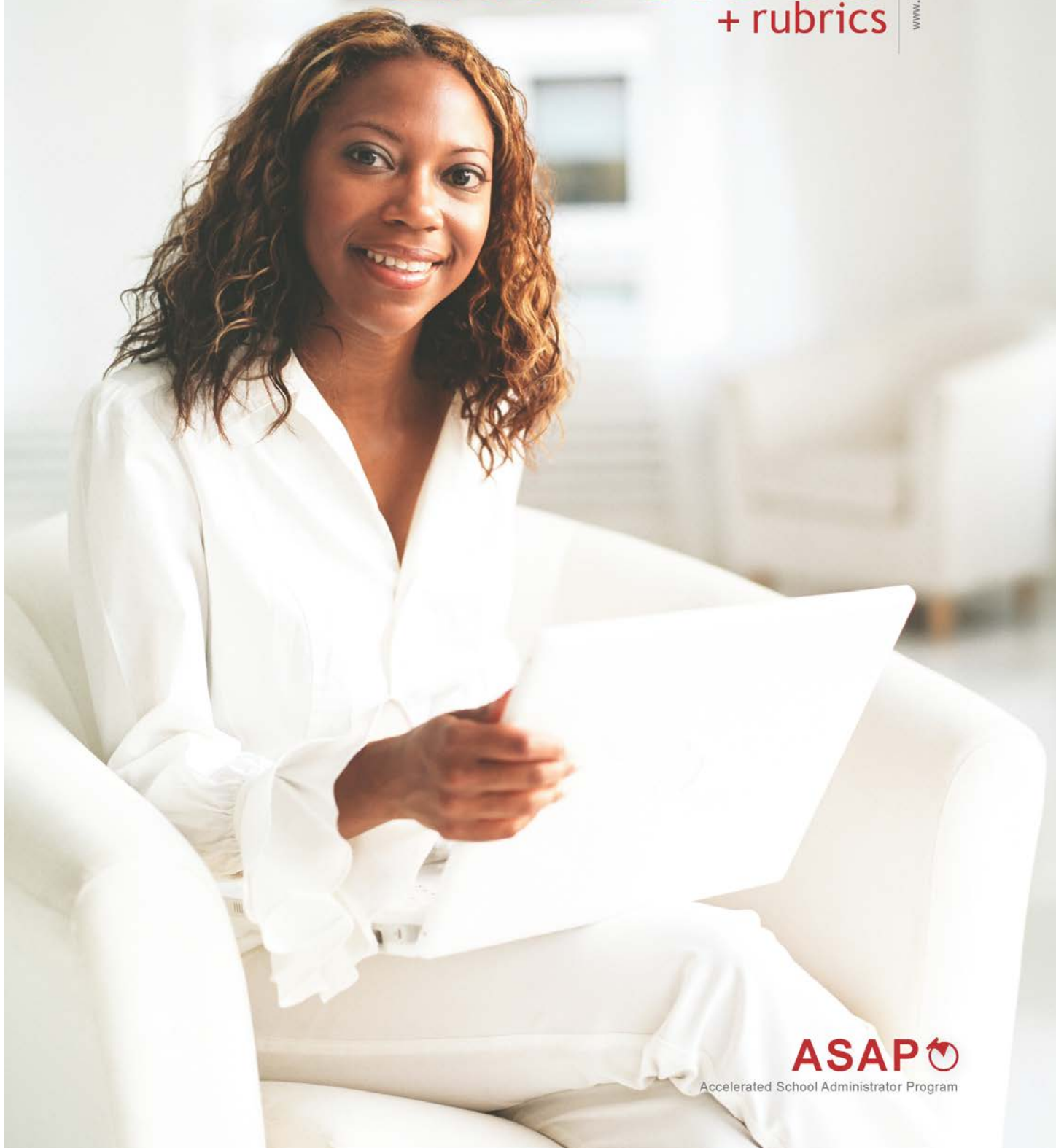
1. Program and Workbook orientation took place (group or one-on-one)
 - a. Yes
 - b. No
2. Expectations about participation and scoring were presented clearly
 - a. Yes
 - b. No
3. A written copy of the program schedule was provided
 - a. Yes
 - b. No
4. Deadlines were appropriate and easily met
 - a. Yes
 - b. No
5. A process was put in place to foster and facilitate small group or peer sharing
 - a. Yes
 - b. No

THE ACCELERATED SCHOOL ADMINISTRATOR PROGRAM (ASAP[®]) WORKBOOKS ARE DEVELOPED AND PROVIDED THROUGH A PARTNERSHIP BETWEEN YOUR DISTRICT AND ASAP ELEARNING. THE LICENSED DISTRIBUTOR FOR ASAP[®] PRODUCTS AND CONTENT IS *QUMARK GLOBAL SOLUTIONS*.

EFFECTIVE TOOLS TO HELP FACILITATORS
EVALUATE INDIVIDUALIZED LEARNING

exercises + rubrics

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ASAP 

Accelerated School Administrator Program



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EXERCISES

BEST PRACTICES FOR LITERACY

USING THE WORKBOOK

- Read the introduction and reflect on the essence of literacy in developing critical consciousness. (1 point)

Chapter 1

- Read **Myths and Truths of Literacy Instruction** (pages 2-5) and complete **Activity 1**, Pedagogy in the Classroom. (4 points)

Chapter 2

- Read **Literacy Basics** (pages 7-10) and complete **Activity 2**, Anticipation Guide. (6 points)

Chapter 3

- Read **Addressing Curriculum** (pages 11-14) and complete **Activity 3**, Level of Comprehension. (6 points)

Chapter 4

- Read **Literacy Strategies** (pages 16-21) and complete the **Final Activity**, Assessment Strategies. (8 points)

Total points: 25

Your score: ____/25

BEST PRACTICES FOR LITERACY RUBRIC

Name _____ Date _____
 School _____
 Date of Assignment Evaluation _____
 Evaluator _____

Assignments

Rubric Score

Assignment 1 Pedagogy in the Classroom _____

Assignment 2 Anticipation Guide _____

Assignment 3 Level of Comprehension _____

Assignment 4 Assessment Strategies _____

Notes: (e.g., additional points based on observations)

Instructions

1. **Program Participant:** Fill in the name and school at the top of the page. Submit assignments and tests.
2. **Evaluator:** Next to each assignment, fill in the rubric score that best defines the quality of the work.
 - 1 = unacceptable: incomplete; poor quality; errors in spelling, usage, structure
 - 2 = acceptable: complete; adequate quality; few to no errors in spelling, usage, structure
 - 3 = acceptable: complete; high quality; good insights; no errors in spelling, usage, structure

Assignments _____

Rubric Score _____



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EXERCISES

BEST PRACTICES FOR MATHEMATICS

USING THE WORKBOOK

- Read the introduction and reflect on the need to ensure that staff works collaboratively to bring about real change and improved pedagogy in mathematics. (1 point)

Chapter 1

- Read **Perspectives** (pages 2-4) and complete **Activity 1**, Mathematics Activities in Your School. (4 points)

Chapters 2 & 3

- Read **Numeracy** (pages 7-8) and **Common Ground** (pages 9-11) and complete **Activity 2** by reviewing one Principle and one Standard from the NCTM document that you have a personal interest in exploring. Note the key points for each.

– OR –

Explore your experience by comparing and contrasting your experiences in mathematics with the ideals expressed in one of the Principles. (12 points)

Chapter 4

- Read **Pedagogy** (pages 13-21) and complete **Activity 3** by comparing and contrasting a traditional textbook with a reform-type textbook. (8 points)

Total points: 25

Your score: ____/25

BEST PRACTICES FOR MATHEMATICS RUBRIC

Name _____ Date _____
 School _____
 Date of Assignment Evaluation _____
 Evaluator _____

Assignments

Rubric Score

Assignment 1 Mathematics Activities in Your School _____

Assignment 2 NCTM Standards and Principles _____

Assignment 3 Reform-type Versus Traditional Textbooks _____

Notes: (e.g., additional points based on observations)

Instructions

1. **Program Participant:** Fill in the name and school at the top of the page. Submit assignments and tests.
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 - 3 = acceptable: complete; high quality; good insights; no errors in spelling, usage, structure

Assignments _____

Rubric Score _____



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EXERCISES

BUILDING COMMUNITY IN THE CLASSROOM

USING THE WORKBOOK

- Read the introduction and reflect on the differences between classroom management and discipline. (1 point)

Chapter 1

- Read **The Power of Community** (pages 2-4) and complete **Activity 1**, the Week One Unit Plan. (6 points)

Chapter 2

- Read **Classroom Meetings** (pages 6-12) and complete **Activity 2** by designing a resource for conducting classroom meetings. (6 points)

Chapter 3

- Read **Cooperative Learning** (pages 14-17) and complete **Activity 3** by creating a cooperative learning activity to be used in your school, and a buddy program to be used by two teachers. (part 1 = 6 points & part 2 = 6 points for a total of 12 points)

Total points: 25

Your score: ____/25

BUILDING COMMUNITY IN THE CLASSROOM RUBRIC

Name _____ Date _____
School _____
Date of Assignment Evaluation _____
Evaluator _____

Assignments

Rubric Score

Assignment 1 Week One Unit Plan _____
Assignment 2 Classroom Meeting Resource _____
Assignment 3 Part 1: Cooperative Learning Activity _____
Assignment 3 Part 2: A Buddy Program _____

Notes: (e.g., additional points based on observations)

Instructions

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 - 3 = acceptable: complete; high quality; good insights; no errors in spelling, usage, structure

Assignments _____

Rubric Score _____

CREATING A LEARNING COMMUNITY

USING THE WORKBOOK

- Read the scenario after the introduction and consider it when viewing the lesson material. (1 point)

Chapter 1

- Read **A Reflection on Leadership** (page 3) and respond to the questions following the instructions in **Activity 1**. (2 points)

Chapter 2

- Read **Leadership and Vision** (page 4) and **The Learning Community Model** (page 5) and complete **Activity 2**, by writing a vision that is realistic and compelling for your school. Begin with, “the end in mind.” (Covey, 1990) (4 points)

Chapter 3

- Read **Vision and Goals** (page 7) and write down your SMART goals. (2 points)
- Consider a vision continuum starting with your district mission statement. Complete **Activity 3** by researching and outlining the timelines and processes that led to the development of district mission and vision statements, and the mission statement for your school. State where your school is in The Vision Continuum (page 10). (8 points)

Chapter 4

- Read **Creating the Vision** (pages 10-11) and consider its implications for the choice you were given in the opening scenario. Review the table in the **Final Activity** and make your choice. Be prepared to explain why you chose the specific school, and what you would do to recreate or complement the vision for that school. (10 points)

Total points: 25

Your score: ____/25

CREATING A LEARNING COMMUNITY RUBRIC

Name _____ Date _____
 School _____
 Date of Assignment Evaluation _____
 Evaluator _____

Assignments

Rubric Score

Assignment 1	_____
Assignment 2 Placements on the Vision Continuum	_____
Assignment 3 Design and Implement	_____
Assignment 4	_____

Notes: (e.g., additional points based on observations)

Instructions

1. **Program Participant:** Fill in the name and school at the top of the page. Submit assignments and tests.
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 - 3 = acceptable: complete; high quality; good insights; no errors in spelling, usage, structure

Assignments _____

Rubric Score _____

Answer Guide for Creating a Learning Community, Activity 4: To be shared for discussion at final activity meeting.

Journeys Middle School

You have made
the right choice!

This will be an exciting challenge and because it has so many characteristics of a learning community, the new challenges will be to empower the teachers further and to focus them on student achievement and learning.

In this activity you chose Journeys Middle School because you recognize that the staff is collaborative and will continue to move forward as an established learning community whose vision you share. You see opportunities to facilitate ongoing school improvement and you are not threatened by working with strong and confident teachers.

Alfred Middle School

You have made
the right choice!

This will be an exciting challenge. It appears that the school is ripe for new leadership.

In this activity you chose Alfred Middle School because you recognize that the school presents an opportunity to build fresh ideas with a young staff and the new ideas will impact the design of the facility renovation.

The timing is perfect for visioning and action. You chose this school because you are someone whose strength lies in the creation of a learning community.

DECISION MAKING METHODS

USING THE WORKBOOK

- Read the introduction and consider the key concepts you use regularly in your decision making process. (1 point)

Chapter 1

- Read **Concepts to Clarify** (pages 2-3) and respond to the questions in this section before completing **Activity 1**. (2 points)

Chapter 2

- Read **Distinctions** (pages 5-6) and complete **Activity 2**, by using the **Arguments For and Against Tool** to revisit the scenario at the beginning of **Concepts to Clarify** (page 2). Reflect on any changes to your choices. (4 points)

Chapter 3

- Read **Considerations for Decision Makers** (pages 8-10) and complete **Activity 3**, *Luchins' water jug experiment*. Avoid researching the experiment from other sources until you have completed the activity. Consider if and when "persistence of set" has affected your personal and professional decision making. (8 points)

Chapter 4

- Read **Insight and Influences** (pages 12-13). Complete the **Final Activity** using the **Step-By-Step Process** and make your choices. Be prepared to explain your decisions about the trip and the appropriate destination. (10 points)

Total points: 25

Your score: ____/25

DECISION MAKING METHODS RUBRIC

Name _____ Date _____
School _____
Date of Assignment Evaluation _____
Evaluator _____

Assignments

Rubric Score

Assignment 1 _____
Assignment 2 Arguments For and Against _____
Assignment 3 Luchins' Experiment & "Persistence of Set" _____
Assignment 4 Step-By-Step Process _____

Notes: (e.g., additional points based on observations)

Instructions

1. **Program Participant:** Fill in the name and school at the top of the page. Submit assignments and tests.
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 - 3 = acceptable: complete; high quality; good insights; no errors in spelling, usage, structure

Assignments _____

Rubric Score _____

Discussion Guide for Decision Making Methods, Activity 4: To be shared for discussion at final activity group meeting

Senior class field trip

1. Did anyone not approve the field trip, and if not, why?
2. Did anyone address the issue of bringing family members of the chaperones on the trip (refer to the information provided in the scenario at the top of page 13)? If so, what was their solution?
3. How many participants selected the same destination? Did everyone choose the same destination?
4. Should academic accomplishment have been a consideration in determining whether any of the students might be excluded from the group taking the trip?
5. How is the decision affected if the students have fallen short of their fundraising goal with only one day left before the break? Did anyone include a contingency for this?
6. Did anyone address the issue of additional personal costs for extracurricular activity (e.g., personal time at Disneyworld) and how it might affect less privileged students?
7. Did anyone feel that field trips should be automatically approved so long as the sponsoring teacher, department, or group has agreed to take full responsibility for the trip and its issues? Is this an acceptable decision for a school principal? If the answer from the group is, "sometimes," then what are the considerations that make automatic approval an acceptable decision?

DIVERSITY

USING THE WORKBOOK

- Read the introduction and consider the meaning of diversity in your school. (1 point)

Chapter 1

- Read **Understanding Diversity** (pages 2-3) and complete **Activity 1**, the first draft of an article for your school newsletter. (4 points)

Chapter 2

- Read **Honoring Diversity** (pages 5-7) and complete **Activity 2**, by writing your definition of diversity and interviewing two colleagues about diversity in your school. (5 points)

Chapter 3

- Read **Promoting Human Rights in Schools** (pages 9-13) and complete **Activity 3** by completing your school newsletter article. Compare your final draft to the Social Responsibility Framework on page 14 and consider if there are similarities or items you would add. (6 points)

Chapter 4

- Read **Diversity Practices** (page 15) and complete the **Final Activity** by answering the guiding questions about diversity practices in your school. Be prepared to discuss your answers and any initiatives you may be willing to undertake to be able to follow through on the items you discussed in your newsletter article on diversity in your school. (9 points)

Total points: 25

Your score: ____/25

DIVERSITY RUBRIC

Name _____

Date _____

School _____

Date of Assignment Evaluation _____

Evaluator _____

Assignments

Rubric Score

Assignment 1 Newsletter Article – First Draft

Assignment 2 Your Definition of Diversity

Assignment 3 Newsletter Article – Final Draft

Assignment 4 Guiding Questions

Notes: (e.g., additional points based on observations)

Instructions

1. **Program Participant:** Fill in the name and school at the top of the page. Submit assignments and tests.
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 - 3 = acceptable: complete; high quality; good insights; no errors in spelling, usage, structure

Assignments _____

Rubric Score _____

ENTERING A SCHOOL AS A NEW PRINCIPAL

USING THE WORKBOOK

- Read the introduction and review the points on activities for new principals. (1 point)

Chapter 1

- Read **Pre-entry** (pages 2-3) and complete **Activity 1** by checking off items you are familiar with in the Comprehensive Schema for Analysis of Your School. (4 points)

Chapter 2

- Read **Administrative Priorities** (pages 5-6) and complete **Activity 2**, by defining and describing your Personal Inventory of skills and practices as a potential administrator. (4 points)

Chapter 3

- Read **Stakeholders and Others** (pages 8-9) and complete **Activity 3** by filling in the three webs as you reflect on each question (pages 10-12). (6 points)

Chapter 4

- Read **Entry** (pages 13-15) and complete the **Final Activity: Engaging in Success** by defining and describing 3 areas that will be critical to your success as a school principal. Be prepared to share, compare and discuss your responses in a group setting. (10 points)

Total points: 25

Your score: ____/25

ENTERING A SCHOOL AS A NEW PRINCIPAL RUBRIC

Name _____ Date _____
 School _____
 Date of Assignment Evaluation _____
 Evaluator _____

Assignments

Rubric Score

Assignment 1	_____
Assignment 2 Personal Inventory	_____
Assignment 3	_____
Assignment 3 Engaging in Success	_____

Notes: (e.g., additional points based on observations)

Instructions

1. **Program Participant:** Fill in the name and school at the top of the page. Submit assignments and tests.
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 - 3 = acceptable: complete; high quality; good insights; no errors in spelling, usage, structure

Assignments _____

Rubric Score _____

ESSENTIALS OF INSTRUCTIONAL LEADERSHIP

USING THE WORKBOOK

- Read the introduction and consider the dimensions of Instructional Leadership. Read **A Message from the Superintendent** (page 2) and keep it in mind as you progress through the workbook toward the **Final Activity**. (2 points)

Chapter 1

- Read **Teaching and Learning by Design** (pages 2-5) and respond to the questions following the voicemail message provided in **Activity 1**. (5 points)

Chapter 2

- Read **Instructional Design** (pages 6-7) and complete **Activity 2**, by creating your own 'list of ingredients' for teaching and learning, or filling in the Mind Map on page 8. (4 points)

Chapter 3

- Read **Teacher Supervision and Instructional Leaders** (pages 9-12) and complete the problem solving exercise on page 11. Complete **Activity 3** by creating your own list of formal and informal opportunities for staff development. (6 points)

Chapter 4

- Read **Teacher Evaluation** (pages 13-14) and contemplate the tools required, including issue development, before completing the **Final Activity** and presenting your list of ten criteria for teaching excellence. Be prepared to explain why you chose the items on your list, and justify them in a group meeting. (8 points)

Total points: 25

Your score: ____/25

ESSENTIALS OF INSTRUCTIONAL LEADERSHIP RUBRIC

Name _____ Date _____
 School _____
 Date of Assignment Evaluation _____
 Evaluator _____

Assignments

Rubric Score

Assignment 1 Responding to the voice message _____
Assignment 2 List of ingredients _____
Assignment 3 Formal and informal opportunities _____
Assignment 4 Replying to the Superintendent with your top 10 _____

Notes: (e.g., additional points based on observations)

Instructions

1. **Program Participant:** Fill in the name and school at the top of the page. Submit assignments and tests.
2. **Evaluator:** Next to each assignment, fill in the rubric score that best defines the quality of the work.
 - 1 = unacceptable: incomplete; poor quality; errors in spelling, usage, structure
 - 2 = acceptable: complete; adequate quality; few to no errors in spelling, usage, structure
 - 3 = acceptable: complete; high quality; good insights; no errors in spelling, usage, structure

Assignments _____

Rubric Score _____

Answer Guide for Essentials of Instructional Leadership, Activity 3: To share for discussion at a meeting or distribute after the activity has been completed.

Observations:

- Spend time listening and learning in the hallways, in the faculty lounge, on the school grounds, every day.
- Spend time regularly in classrooms observing your teachers as they work with students. If you begin this practice early, teachers and students will come to welcome and invite your visit.
- Being highly visible helps forge connections between and among staff. Ask them to share effective practices you have observed during classroom visits.
- Encourage teachers to observe each other. Teamwork can be informal in nature or formalized through processes like mentorship and peer coaching.

Conversations:

- The personal side of conversation is often reserved for the faculty lounge, but successful schools utilize every opportunity to converse about effective teaching and learning.
- Encourage teachers to discuss common issues, both successes and challenges.
- Encourage students to think and talk about learning. This could be a formal activity that you undertake by inviting groups to meet with you. It might involve formalizing a principal-student meeting once a week where the topic is learning. While this is a departure from discussing extra events and the social side of school, it emphasizes the focus on student achievement.
- Staff meetings provide formal opportunities to define a question which groups can spend time discussing.
- Ask key questions that become comfortable and expected:
 - Are the students learning?
 - What are they learning?
 - What indicates the students are learning?
 - Are these instructional materials applicable for our commitment to standards?
 - Is classroom instruction creating learning opportunities for our students to improve achievement?
 - How will we measure and compare the learning against the standards?
 - Are the instructional strategies and practices appropriate for our desired active learning environment?

Interactions:

- Record observations by adding to your list of instructional design features or by keeping a journal. Share this with staff members who might contribute as well.
- Find anecdotes and quotes that will be useful in making connections to teaching and learning activities. Using humor is a useful instructional strategy. There are many cartoons and humorous anecdotes which focus on educational issues.
- Keep a scrapbook or file folder full of sample journal articles, brochures, magazine articles or newspaper articles that focus on teaching and learning. Share these with others as they are useful for interactions and also for publications.
- Maintain a personal library of useful resources about teaching and learning opportunities to share when appropriate.
- Share and recognize the efforts of teachers who are risk takers in learning and implementing new strategies. Publish their endeavors in newsletters or staff bulletins.
- Use staff and committee meetings as opportunities for teachers to interact and share learning experiences.

Readings:

- Post items with a learning focus in announcements, staff bulletins or in the staff lounge.
- Design and publish a website or simply a list of links to share with staff for further reading on a current professional learning theme.
- Find articles to share with staff. Drop these in the staff mailboxes or formally invite a reading or teacher study group to convene and learn together.
- Newsletters should celebrate learning and success of students and teachers. Devote a section of the newsletter that relates to learning theory and instructional design to share with parents.
- If you have an intranet that teachers use regularly, create various messages from Internet research and sources that are appropriate for sharing. Good sources are subscriptions to various educational publications, blogs from noted researchers, and Ezines (online digital magazines) that will send you anecdotes and articles on a regular basis.

Presentations:

- Create an online presentation and let it loop automatically in the corner of the faculty lounge or in a more public place for the benefit of staff, students and parents.
- Encourage teachers to present their growing expertise in staff meetings, at district professional development meetings, and at parent nights. Student presentations are valuable as well.
- Take the lead in creating and sharing professional learning opportunities for small or large groups of teachers where you model active learning through instructional strategies and practices, or where you investigate theories and research.
- Collaborate with other staff members to present to the departments or the whole staff group at faculty meetings.



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EXERCISES

THE ETHICAL EDUCATOR

USING THE WORKBOOK

Chapter 1

- Read **An Ethical Scenario** (pages 2-5) and respond to the questions following the instructions in **Activity 1**. (2 points)

Chapter 2

- Read **Codes of Ethics** (page 6) and review the Code of Professional Conduct as provided by your school district. Complete **Activity 2**. (5 points)

Chapter 3

- Read **Moral Issues and Ethical Dilemmas** (pages 7-10) and complete **Activity 3** by responding to the scenarios provided in the first section of the workbook. (8 points)

Chapter 4

- Read **Key Strategies** (pages 13-14) and complete the **Final Activity** using the *Nine Checkpoints* and the *Ethics Check Questions*. Be prepared to explain your responses in the context of a best possible solution versus a right answer. (10 points)

Total points: 25

Your score: ____/25

THE ETHICAL EDUCATOR RUBRIC

Name _____ Date _____
 School _____
 Date of Assignment Evaluation _____
 Evaluator _____

Assignments

Rubric Score

Assignment 1	_____
Assignment 2 Codes of Ethics & Codes of Conduct	_____
Assignment 3 Moral or Ethical? Raphael Smith scenarios	_____
Assignment 4 Creating a Solution to an Ethical Dilemma	_____

Notes: (e.g., additional points based on observations)

Instructions

1. **Program Participant:** Fill in the name and school at the top of the page. Submit assignments and tests.
2. **Evaluator:** Next to each assignment, fill in the rubric score that best defines the quality of the work.
 - 1 = unacceptable: incomplete; poor quality; errors in spelling, usage, structure
 - 2 = acceptable: complete; adequate quality; few to no errors in spelling, usage, structure
 - 3 = acceptable: complete; high quality; good insights; no errors in spelling, usage, structure

Assignments _____

Rubric Score _____



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EXERCISES

Answer Guide for The Ethical Educator, Activity 4: To be shared for discussion at final activity group meeting.

Suggested responses using the Ethics Check Questions:

1. *Is it legal? Will actions violate any laws, codes, or constitutional rights?*

The actions of the principal were in keeping with the Code of Conduct established for educators in the State. The teacher admittedly struck a student. A State Committee was charged with determining the appropriate discipline. In other words, the principal acted by deferring the decision to the Superintendent. The principal will have to testify at the discipline hearing in the future. In the meantime, the teacher has been suspended.

2. *Is it balanced? Is my decision fair to everyone concerned?*

The decision was balanced. The student was also disciplined appropriately. It resulted in discipline of both the teacher and the student.

3. *How will I feel about myself? Will it withstand public scrutiny?*

The principal knows the decision was right, although not an easy one. It is never easy to determine that a fellow educator will face serious discipline for a bad decision in an emotional time. The staff was torn. There are many friends and strong supporters of the teacher in the school and the greater community. They believe the principal acted impulsively and should have protected the teacher by weighing the actions of the student as more damaging and in some way justifying the actions of the substitute teacher. Many staff members came to the principal's office to state their views. It took several weeks for some sense of calm to return to the school community.



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EXERCISES

FACULTY DEVELOPMENT

USING THE WORKBOOK

- Read the introduction and reflect on the knowledge and skill required of an effective school administrator in leading faculty development. (1 point)

Chapter 1

- Read **Learner-Centered Staff Development** (pages 2-5) and complete **Activity 1**, the Core Induction Tasks Checklist. (6 points)

Chapter 2

- Read **A New Vision** (pages 7-10) and complete **Activity 2** by responding to DuFour's Four Questions on page 11. (4 points)

Chapter 3

- Read **Systems and Structures** (pages 12-14) and complete **Activity 3** by answering the Resource Allocation for Staff Development questionnaire on page 15. (6 points)

Chapter 4

- Read **The Role of the Principal** (pages 16-18) and complete the **Final Activity** by preparing a speech for the School Board meeting. Be prepared to deliver your speech at a group meeting. (8 points)

Total points: 25

Your score: ____/25

FACULTY DEVELOPMENT RUBRIC

Name _____ Date _____
 School _____
 Date of Assignment Evaluation _____
 Evaluator _____

Assignments

Rubric Score

Assignment 1 Core Induction Tasks Checklist _____
Assignment 2 DuFour's Four Questions _____
Assignment 3 Resource Allocation for Staff Development _____
Assignment 4 A Speech to the School Board _____

Notes: (e.g., additional points based on observations)

Instructions

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Assignments _____

Rubric Score _____



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EXERCISES

SHAPING A COLLABORATIVE SCHOOL CULTURE

USING THE WORKBOOK

- Read the introduction and reflect on the relationship between school culture and student achievement. (1 point)

Chapter 1

- Read **Defining School Culture** (pages 2-4) and complete **Activity 1**, the Circle Map. (4 points)

Chapter 2

- Read **The Importance of Culture in Change** (pages 6-7) and complete **Activity 2** by observing elements of your school culture and completing the questionnaire on page 8. (4 points)

Chapter 3

- Read **The Culture Continuum** (pages 9-10) and complete **Activity 3** by reflecting on your summary from the previous chapter, and the elements that make up your school culture continuum. (6 points)

Chapter 4

- Read **Features of a Collaborative School Culture** (pages 12-14) and complete the **Final Activity** by surveying a small group of school community members, completing the checklist on collaborative culture, and writing a summary of your findings. Be prepared to discuss your summary in a group meeting. (10 points)

Total points: 25

Your score: ___/25

SHAPING A COLLABORATIVE SCHOOL CULTURE RUBRIC

Name _____ Date _____
 School _____
 Date of Assignment Evaluation _____
 Evaluator _____

Assignments

Rubric Score

Assignment 1 Circle Map _____
Assignment 2 Observing Your School Culture _____
Assignment 3 The Culture Continuum _____
Assignment 4 Survey and Checklist _____

Notes: (e.g., additional points based on observations)

Instructions

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 - 3 = acceptable: complete; high quality; good insights; no errors in spelling, usage, structure

Assignments _____

Rubric Score _____

TEAM BUILDING

USING THE WORKBOOK

- Read the introduction and consider the relationship between team building and school improvement. (1 point)

Chapter 1

- Read **Great Teams Make Great Schools** (page 2) and complete **Activity 1**, the team meeting outline draft. (4 points)

Chapter 2

- Read **Understanding Teams** (pages 5-8) and complete **Activity 2** by considering teams 'Then' and 'Now'. (4 points)

Chapter 3

- Read **The Value of Teamwork** (pages 10-12) and complete **Activity 3** by answering the questions about education, team building, and dialog and discussion, and responding to the Heisenberg quote. (6 points)

Chapter 4

- Read **The Appreciative Inquiry Model** (pages 14-18) and consider its use, and the strategies for conflict management, in creating a final version of the team meeting outline for the School Growth Plan in the **Final Activity**. (10 points)

Total points: 25

Your score: ____/25

TEAM BUILDING RUBRIC

Name _____ Date _____
 School _____
 Date of Assignment Evaluation _____
 Evaluator _____

Assignments

Rubric Score

Assignment 1 School Growth Plan Outline (First Draft) _____
Assignment 2 Teams Then and Now _____
Assignment 3 Teamwork and Conversations _____
Assignment 4 School Growth Plan Outline (Final Draft) _____

Notes: (e.g., additional points based on observations)

Instructions

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Assignments _____

Rubric Score _____



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EXERCISES

USING STUDENT ACHIEVEMENT DATA

USING THE WORKBOOK

- Read the introduction and consider the link between student achievement data and school improvement. (1 point)

Chapter 1

- Read **Types of Data** (pages 2-7) and complete **Activity 1**, Understanding Types of Data. (6 points)

Chapter 2

- Read **Disaggregating Data** (pages 9-11) and complete **Activity 2**, Collecting and Analyzing Report Cards. (8 points)

Chapter 3

- Read **Instructional Improvement** (pages 14-17) and complete the **Final Activity 3** by analyzing the situation faced by Mr. Ramirez in Part A and predicting what caused the discrepancy between the two classes, and reviewing the data in Part B to determine the set of questions he will need to answer to establish appropriate goals for teaching and learning. (10 points)

Total points: 25

Your score: ____/25

USING STUDENT ACHIEVEMENT DATA RUBRIC

Name _____ Date _____
School _____
Date of Assignment Evaluation _____
Evaluator _____

Assignments

Rubric Score

Assignment 1 Understanding Types of Data _____

Assignment 2 Collecting and Analyzing Report Cards _____

Assignment 3 Data Scenario: Differences Between Two Classes _____

Notes: (e.g., additional points based on observations)

Instructions

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Assignments _____

Rubric Score _____

Answer Guide for Assignment 3—Differences Between Two Classes: To share for discussion at a meeting or distribute after the activity has been completed.

Part A:

- The discrepancy would have been caused by the use of the same curriculum and learning materials by both classes, when one had clearly started the year far behind the other in terms of student proficiency. The failure of the teachers to perform a formal comparison of student achievement at the beginning of the school year exacerbated the problem because Mr. Ramirez' class could have benefitted from altered curriculum and intervention if he was aware of the differences at the outset.
- Disaggregation of classroom data would have provided information about sub-groups in the class, and achievement gaps within these sub-groups. At a minimum, Mr. Ramirez could have analyzed the results of quizzes and assignments.

Part B:

While the data Mr. Ramirez considered from his own classroom assessment and that of Ms. Johnson will influence the way he uses data in the future, along with influencing his behavior in promoting regular student attendance, his findings were limited to one assessment, very late in the Grade 8 year. The time required to collect and analyze these results based on only one assessment was considerable. Because it was late in the year, the data could not be tracked over time within the same class, which could have helped him modify his teaching, and enhance student learning. Having chosen to wait for this final assessment, his current students do not benefit from what he could learn from the data.

Mr. Ramirez would have benefited from asking questions as an ongoing evaluation of their achievement, enabling him to better meet the individual needs of his students. He used the analysis of this data as an example of assessment of learning, but it was too late to provide meaningful assessment for this class's learning. However, the analysis will lead Mr. Ramirez to set some important goals for the upcoming school year, including ongoing evaluation.



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EXERCISES

USING TECHNOLOGY FOR INSTRUCTIONAL PURPOSES

USING THE WORKBOOK

- Answer the questions on pages 2-4 about your experience, attitude, and beliefs about ICT and its integration. (1 point)

Chapter 1

- Read **The Role of ICT in a School Environment** (pages 2-4) and review your state or district Educational Technology Plan (if applicable) and complete **Activity 1**. (4 points)

Chapter 2

- Read **Target Behavior** (pages 5-7) and complete **Activity 2**, by writing a list of strategies you would use to move to the target level, and foster collaboration with the school community. (5 points)

Chapter 3

- Read **Aspects of ICT Integration** (pages 8-10) and complete **Activity 3** by examining and classifying examples of ICT integration in your school using the 5 Components model. (7 points)

Chapter 4

- Read **Key Success Factors** (page 12) and consider barriers to ICT integration. Complete the **Final Activity** and use it as a guide to address barriers in your school or as a discussion paper with peers in any ICT meetings or staff meetings to which it is relevant. (8 points)

Total points: 25

Your score: ____/25

USING TECHNOLOGY FOR INSTRUCTIONAL PURPOSES RUBRIC

Name _____ Date _____
 School _____
 Date of Assignment Evaluation _____
 Evaluator _____

Assignments

Rubric Score

Assignment 1 ICT Collaboration _____
Assignment 2 Toward the Target Level _____
Assignment 3 Using the *5 Components Model* _____
Assignment 4 Barriers for Schools _____

Notes: (e.g., additional points based on observations)

Instructions

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Assignments _____

Rubric Score _____