This course supports the assessment for Strategic Planning for Educational Leaders. The course covers 8 competencies and represents 6 competency units.

**Introduction**

**Overview**
This course reviews principles and practices of meeting stakeholder needs and reviews your case study site’s effectiveness in managing stakeholder relationships.

Welcome to Strategic Planning for Educational Leaders! This course presents exciting material that will provide real-life situations and place you in the principal's chair. It will prepare you to recognize and address the needs of key constituent groups, namely, parents, students, staff members, and the community at large.

Being visible as the principal is essential; stakeholders want access to their principal. However, as a principal, you are the messenger, and, as such, you must have the skills, particularly in public relations, to satisfy the needs of the stakeholders. A major component of this course is management of relations and roles. Different leadership skills are necessary to interact with the myriad of constituent groups with which a principal works. Mastering the essential elements relevant to maximizing these groups as a resource will enhance your productivity as a principal and, in turn, the success of your students.

**Getting Started**
Welcome to Student, Stakeholder, and Market Focus for Educational Leaders! In this course, you will work through a series of course modules and engage in several VitalSource e-texts, Ebook Central E-Books, video modules from Teachscape, and a learning resource from Baldridge Publications to prepare you for the performance assessment. It is recommended that you complete the course modules in the order listed in the pacing guide, which is located within the Preparing for Success section. Course instructors are ready to help if you are having trouble with the course material—be sure to reach out if you need assistance. The performance assessment covers eight competencies and is composed of five tasks centered around the course content. We hope that this course experience prepares you for your future endeavors!

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions](#).

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you
may need to enroll manually or acquire other resources independently. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

**Automatically Enrolled Learning Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**VitalSource E-Texts**

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**Ebook Central E-Books**

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

EBL e-books can be downloaded to your computer or mobile device. Follow the instructions to download your e-books for offline access.

*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**Teachscape**
You will access video modules from Teachscape at the activity level within this course. The Teachscape modules include video lectures, exercises, and interactive elements.

**Other Learning Resources**

You will use the following learning resources for this course.

**WGU Library Articles**

This course utilizes resources via the WGU Library, with articles available for you to open and download. For instructions on how to access WGU Library Articles, see the "Accessing WGU Library Articles" page.

The following WGU Library article will be used in this course:


**Optional Textbook Purchase**

The following textbook is recommended, but is not required reading.


*Note: The WGU Bookstore has this book available for immediate purchase and delivery. To purchase it from the WGU Bookstore, use the "Buy Now" link on the "Learning Resources" tab. You may shop at other online bookstores, but be sure to order early and use the ISBN listed to ensure that you receive the correct edition.*

**Pacing Guide**

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

**Week 1**
- Ensuring Continued Program Relevance

**Week 2**
- Management of Stakeholder Roles and Relationships (Part 1)
- Complete Performance Assessment: Task 2
- Management of Stakeholder Roles and Relationships (Part 2)
- Complete Performance Assessment: Task 3

**Week 3**
- Public Perception of Schools

**Week 4**
- Learner Accommodations
  - Complete Performance Assessment: Task 1

**Week 5**
- Learner Accommodations (cont.)
- School Safety

**Week 6**
- Public Relations: Part 1

**Week 7**
- Public Relations: Part 2
  - Complete Performance Assessment: Task 4

**Week 8**
- Public Relations: Part 3

**Week 9**
- Curriculum Design and Assessment
  - Complete Performance Assessment: Task 5

**Week 10**
- Curricular Gap Analysis: Part 1
- Curricular Gap Analysis: Part 2
Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Course Instructor Assistance
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to help you prepare for another attempt. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

Competencies
This course provides guidance to help you demonstrate the following 8 competencies:

- **Competency 610.4.1: Integrating Influences**
  The graduate assesses the influence of the greater social, political, economic, legal, and cultural contexts and environments on school organizations.

- **Competency 610.4.2: Ensuring Continuing Program Relevance**
  The graduate describes how a PK–12 school organization determines needs and maintains relationships with students, stakeholders, and markets to ensure the continuing relevance of educational programs, offerings, and services.

- **Competency 610.4.3: Increasing Stakeholder Satisfaction**
  The graduate analyzes and acts upon knowledge of how a PK–12 school organization can increase student and stakeholder loyalty and satisfaction.

- **Competency 610.4.4: Public Relations Plan**
  The graduate establishes an effective public relations plan in an educational institution and is able to effectively plan for public interaction in this leadership role.

- **Competency 610.4.5: Communicating With Stakeholders**
  The graduate develops appropriate techniques for written and oral communication with an educational organization's stakeholder groups.

- **Competency 610.4.6: Curriculum Design and Assessment**
  The graduate applies fundamental principles of curriculum design and assessment to develop learner statements and power standards in response to data-driven school improvement initiatives.

- **Competency: 610.4.7 Leadership Influence:**
  The graduate proposes an approach to influence local, state, and national policy decisions from the perspective of a school leader.

- **Competency: 610.4.8: Emerging Trends and Initiatives**
  The graduate evaluates the assessment of emerging trends and initiatives from a school leader to consider the impact on leadership strategies.
• Competency 610.4.9: Administrators as Advocates:
The graduate designs a leadership strategy that utilizes school resources to advocate for students and caregivers.

**Advocating for Students, Teachers, and Other Stakeholders**

As a school leader you must advocate for students and caregivers by providing access to needed resources and participating in policy discussions at the local, state, and national levels. Linking students and caregivers to school and community resources is integral in meeting students’ needs. Understanding the impact education policy has on local practices and advocating for students through participation in policy discussions allows you to advocate for students at the local, state, and national levels. Analyzing emerging trends and initiatives in education allows you to proactively adjust educational practices to remain current.

**Needs of Individuals**

Principals are advocates for stakeholders. This topic explores the role of the principal as advocate.

**Needs of Individuals: Reading**

Read the following chapter in *Educational Administration: Theory, Research, and Practice*:

- **Chapter 4 Individuals in Schools**

Think about the variety of needs presented in a typical school. The needs of the students are much different than the needs of the teachers. The needs of parents and caregivers are much different than other community stakeholders. Advocating for students, teachers, and other stakeholders is an important part of being a principal. Explore within your school organization how needed resources are accessed to meets the needs of individuals.

**Influencing Policy at the Local, State, and National Levels: Reading**

Read the following articles related to educators’ influence and impact on policy decisions:

- **The Implicated Advocate: the discursive construction of the democratic practices of school principals in the USA.**
- **Engaged: Educators and the Policy Process**

As a principal, you can advocate for students, teachers, and other stakeholders by influencing policy decisions. Becoming a dues paying member of a professional organization is one way to engage in policy discussions. Forming partnerships with lawmakers, senators, and representatives is another way to influence policy decisions.

**Performance Assessment**

Complete: LFT Task 1

**Performance Assessment**

Complete the following task in Taskstream:
Ensuring Continued Program Relevance

As students' needs are continually evolving, you, as the new principal, must stay ahead of the curve and ensure that the programs offered are relevant. Recently, programs in project-based learning, such as robotics and media-related studies, place students in teams working on problems. What type of programs in your school need to be updated to be current? How would you go about the process? As a new principal, you will have to demonstrate the skill to develop and enhance programs, particularly at the start of your time as a principal.

Program Relevance

The relevance of educational programs often changes with stakeholder needs and requirements, including curricular mandates issued by governmental authorities. School administrators must take these factors into account when planning a school's curricular and non-curricular offerings.

This section will give you an opportunity to combine feedback from your administrator with your knowledge of the school to improve the development process. Whenever you are designing a program, it is critical for you to have an instrument to measure the success of your program, particularly relevant to student performance. Keep this need in mind when designing your process.

Program Relevance: Reading

Review the following pages in *Education Criteria for Performance Excellence*:

- pages 13–15
- pages 42

Read the following chapter in *Educational Administration: Theory, Research, and Practice*:

- Chapter 7 External Environments of Schools

Pay close attention to how school leaders focus on the needs of their stakeholders and compare what you have read to what you observe in your school setting.

Optional Activity: Program Relevance: Discussion with Course Instructor

If you elected to purchase the optional text, you may complete this activity. Read the following in *Charting Your Course: Lessons Learned During the Journey Toward Performance Excellence*:

- Chapter 1 Pursuing First-Rate Organizational Excellence: Is It Worth the Effort?

Discuss with your mentor any questions you have regarding the case study approach and your review of this chapter, as well as how to approach administrators in your case study setting.

Program Relevance: Module and Reflection
Complete the following module:

**Module 13: The School and the Community**

After reading the articles in this module, you should be able to:

- Explore a full-service school model and identify the range of programs offered to meet the needs of the community.
- Identify the goals and benefits of a strong relationship between the school, parents, and the community.
- Examine models of shared leadership, parent participation, and community involvement.

**Article 1:** A Community School

**Article 2:** The Rewards of Parent Participation

**Article 3:** It Takes 100 Grandparents

Discuss the reflections and applications to your school setting with your mentor.

**Program Relevance: Case Study and Discussion**

Complete the following in *Educational Administration: Theory, Research, and Practice*:

- Case study exercise at the end of Chapter 7 External Environments of Schools

Review it with your mentor.

**Program Relevance: Case Study School Interview**

Set up an interview with school administrators in your case study school. This interview will prepare you to respond to the prompts in the following activity, "Program Relevance: Notebook Reflection."

**Program Relevance: Notebook Reflection**

Reflect on the following prompts in your notebook:

1. Explain how your school organization identifies student and market segments.
2. Evaluate how your school organization develops new educational programs to target student groups by doing the following:
   a. Analyze how your school organization incorporates diverse student needs in the development process.
   b. Explain how this process might be improved.

**Management of Stakeholder Roles and Relationships (Part 1)**
Effective and successful educational leaders are able to manage stakeholder relationships in order to ensure client satisfaction and organizational success. Understanding stakeholder roles and relationships is crucial to maximizing these groups as resources. Once you have mastered the necessary protocols, you can proceed with confidence in leading constituents toward a successful common goal.

**Working With Stakeholders**

Everyone wants access to the new principal; moreover, you must dignify everyone’s position, regardless of your level of agreement with them. Consider asking your administrator the best way to convey listening and understanding to stakeholders while still disagreeing with them.

**Working With Stakeholders: Reading**

Read the following chapters in *The Principal: Creative Leadership for Excellence in Schools*:

- [Chapter 1 The Principal A Creative Blend of Substance and Style](#)
- [Chapter 2 The Learning Community](#)

Upon completion of each chapter, reflect on how you would implement the educational changes proposed by the author in your case study school setting.

**Working With Stakeholders: Notebook Reflection**

In your notebook, reflect on change management and stakeholder relationships as applied to authentic school situations and circumstances.

**Working With Stakeholders: Case Study School Interview**

Review the requirements for performance task LFT Task 2. This task will require you to interview school administrators in your case study school. Plan ahead for this interview to take place.

**Performance Assessment**

Complete: LFT Task 2

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**Performance Assessment**

Complete the following task in Taskstream:

- St., Sk, & Mk F for Ed Ld: LFT Task 2

For details about this performance assessment, see the "Assessment" tab in this course.
Management of Stakeholder Roles and Relationships (Part 2)

Loyalty is an essential element of any relationship, and the relationship between principal and stakeholders is no exception. This attribute is developed when each party sees the other as trustworthy and has the belief in the other to make a meaningful contribution toward the success of a project. This section will give you the opportunity to see how loyalty is developed and strengthened among the key players of your organization, leading toward your organization's success.

**Loyalty Among Constituent Groups**

Loyalty develops when customers are satisfied. Think about your own experiences. Consider what actions you, as principal, must take to earn the loyalty of your constituent groups. What attributes and actions of a principal earn your loyalty as a teacher?

**Loyalty Among Constituent Groups: Reading**

Read the following in *The Principal: Creative Leadership for Excellence in Schools*:

- Chapter 3 Decision Processing and Decision Making at the School Site
- Chapter 4 School Improvement through Systematic Planning
- Chapter 5 Creating a Positive Learning Climate
- Chapter 11 Restructuring the Deployment of Instructional Personnel

Upon the completion of each chapter, reflect on how you would implement the educational changes proposed by the author in your case study school setting.

**Loyalty Among Constituent Groups: Notebook Reflection**

In your notebook, reflect on change management and stakeholder relationships as applied to authentic school situations and circumstances.

**Performance Assessment**

**Loyalty Among Constituent Groups: Case Study School Interview**

Review the instructions for performance task LFT Task 3. This task will require you to interview school administrators in your case study school. Plan ahead for this interview to take place.

**Performance Assessment**

Complete: LFT Task 3

Complete the following task in Taskstream:

- St., Sk, & Mk F for Ed Ld: LFT Task 3

For details about this performance assessment, see the "Assessment" tab in this course.
Public Perception of Schools

The public's perception of schools influences the day-to-day actions of school administrators. Administrators are faced with the challenges of presenting clear and complete information so that stakeholder groups understand the facts, and change their perceptions if they are incorrect. The public's perception is critical to the success of a school, as the public votes on budgets, votes on board members, and has input on school direction.

Public Perception of Schools

Members of the public, as stakeholders in the educational system, develop their perceptions of the effectiveness and value of the school organization through multiple sources. School administrators need to utilize this information to add value to the school organization.

As a new principal, you will need to emphasize that everyone is entitled to one's own opinion, not one's own set of facts. You will need to coordinate communication skills to ensure incorrect perceptions do not affect your leadership.

Public Perception of Schools: Reading

Read the following in *Financing Education in a Climate of Change*:

- Chapter 1 The Economics of Education
- Chapter 2 Financing Education Adequately
- Chapter 4 Patterns for School Finance Systems
- Chapter 7 Education: A State Function

As you read these chapters, reflect on how your case study school organization involves stakeholders in budget development and how their varied and diverse needs impact school financing decisions at the local and regional levels.

Public Perception of Schools: Text Analysis

Define the key concepts and ideas of the chapters listed above for your future reference. You will revisit this material in a future course.

Public Perception of Schools: Community Discussion

In your notebook, reflect on public perception of schools in both your community and in your case study school setting. How are administrators in these settings working to improve public perception?

Reflect on the following prompts in your notebook:

1. Discuss the public's perception (positive, negative, or neutral) of the educational process in your school organization.
2. Evaluate how effectively the administration in your school organization acts in response to or in anticipation of public perception by doing the following:
   a. Explain how the administration assesses public perception.
   b. Discuss an action taken in response to or in anticipation of public perception.
   c. Recommend ways this process might be improved.

Learner Accommodations

Administrators and teachers alike must respond to individual learning and safety needs of students in their educational settings. The administrator's role in this often takes on greater significance, as the administrator is ultimately responsible for the achievement of all students in the school building. Meeting the needs of all students is a focal point of every principal's actions.

Learner Accommodations

In this section, you will have a chance to analyze the effects of IDEA (Individuals with Disabilities Education Act) and to examine if there are additional compensatory activities, not necessarily special education-related, that can be implemented. It is also an opportunity for you to reflect upon your classroom presentations. School administrators hold responsibility for the safety of all stakeholders in their building. School safety is now an ongoing concern of every principal.

Learner Accommodations: Module and Application

Access and complete the following Teachscape module:

- "Module: ELs & the Law"

Reflect on how your case study school organization would develop a learning plan for ELLs and whether or not such a plan already exists.

Review the following in Education Leadership:

Module 7: Special Students and Special Services

After reading the articles in this module, you should be able to:

- Attain a clearer understanding of diversity and special needs.
- Examine multiple perspectives in addressing diverse students and special services.
- Determine the special services needed to meet the needs of increasingly diverse student populations by looking at present practice and proposals for reform of those practices.
- Relate information and findings to current practices in serving special student populations and their parents.
- Explore and analyze your beliefs and positions on this topic.

Article 1: A Public Agenda Survey/When It's Your Own Child

Article 2: Connecting With Latino Learners
Article 3: Celebrating Diverse Minds

Reflect on the module and discuss with your course instructor your experiences with both modifying instruction to meet individual needs, as well as how you would encourage this practice as a school leader.

Implications of Section 504, IDEA, & ELL on Curriculum & Instruction

Engage the following video presentation related to accommodating Section 504, IDEA, and ELL students prepared by J. Marin (2013).

Note: View the video in full screen at 720p for best results.

Learner Accommodations: Reading

Read the following in School Law: Cases and Concepts:

- Chapter 8 Educator and School District Liability

Learner Accommodations: Text Analysis

Define the key concepts and ideas of Chapter 8 Educator and School District Liability in School Law: Cases and Concepts for your future reference. You will revisit this material in a later course.

Reflect on how the legislation and case law presented in this chapter have been or could be applied in your school setting.

Performance Assessment

Learner Accommodations: Case Study School Interview

Review the instructions for performance task LFT Task 4. This task will require you to interview school administrators in your case study school. Plan ahead for this interview to take place.

Complete: LFT Task 4

Complete the following task in Taskstream:

- St., Sk, & Mk F for Ed Ld: LFT Task 4

For details about this performance assessment, see the "Assessment" tab in this course.

School Safety

Administrators are faced with the challenge of ensuring a safe and secure environment for everyone in and around the school. Educational leadership is now coupled with security awareness. Principals must balance safety and security needs with the culture of the academic environment and the sensitivities of the constituent groups. Many principals think of the school building as their home. In this section, you will review your security protocols and make recommendations for improvement.
Analyzing Your School's Security
Your diligence in ensuring a safe and secure environment for everyone will be recognized by the stakeholders. Consider asking your administrator about security cameras in the halls and classrooms; what do you think teachers would say? What about metal detectors at the entrances? How would you respond if parents approached you as a new principal and asked you to install them?

Analyzing School Security: Notebook Reflection

Reflect on the following prompts in your notebook:

1. Describe a school safety issue in your school.
2. Propose a solution or course of action to implement in response to the school safety issue that you have identified.
3. Present your proposal to your school's principal.
4. Discuss suggestions the principal has regarding your proposal.

Public Relations (Part 1)

School organizations have a responsibility in their pursuit of educational excellence to promote positive public relations in order to support increased perceived and actual value among stakeholders. Along with the development and execution of a quality public relations plan, school leaders must also develop plans for quality communication with the varied stakeholders in the educational organization.

Public Relations and Communicating with Stakeholders
Principals cannot know when an emergency will happen; however, they can prepare their responses for emergencies. When an emergency or crisis situation occurs, rumors tend to fly and heightened and stressed emotions are exacerbated. Your role is to have a quick communications response plan in place. Think about current events: school shootings, natural disasters, etc. When an emergency occurs, the staff, parents, students, and community will look to you for leadership.

Public Relations: Reading and Application

Read the following in The School and Community Relations:

- Chapter 1 The Importance of Public Relations
- Chapter 6 The Communication Process
- Chapter 10 Communication About School Services and Special Events
- Chapter 11 Working With the Press
- Chapter 12 Radio, Television, Exhibits, and Presentations

As you review these chapters, reflect on the degree to which your school organization has implemented the suggestions and practices regarding best practices in school public relations.

Public Relations: Discussion with Course Instructor

With your course instructor, review the public relations efforts your school setting undertakes.

Public Relations: Reading
Read the following chapter in *Educational Administration: Theory, Research, and Practice*:

- **Chapter 10 Shared Decision Making: Empowering Teachers**

As you read this chapter, consider carefully how the material presented is applied in your case study school settings.

**Public Relations: Case Study Analysis**

Complete the following in *Educational Administration: Theory, Research, and Practice*:

- Case study at the end of **Chapter 10 Shared Decision Making: Empowering Teachers**

Using the following guidelines, share your findings with your course instructor.

**Public Relations (Part 2)**

One essential element about communicating with stakeholders is orchestrating and publicizing special events. In addition to the intrinsic fun and good feelings that these events generate, you want to use these events as platforms to showcase the successes of the school and parlay the event into relationship building and strengthening activities. As a principal, you want involvement, and you want to energize the community. In this task, you will focus on techniques that lead to high-quality events that galvanize stakeholders.

**Effectively Communicating Event Information**

Communicating with stakeholders involves honest and open communication in this venue just as it does in one-on-one settings. In a sense, as principal, you can think of this setting as a one-on-one setting: it is you and everyone else. You must ensure that the message is correct and clear, which will strengthen those bonds of loyalty that enhance the mission.

**Effectively Communicating: Reading and Application**

Read the following in *The School and Community Relations*:

- **Chapter 7 Communicating With Internal Publics**
- **Chapter 8 Communicating With External Publics**
- **Chapter 15 Conducting Special Issue Campaigns**
- **Chapter 16 Communicating School Finance Issues**

As you review these chapters, reflect on the degree to which your school organization has implemented the suggestions and practices regarding best practices in school public relations.

**Performance Assessment**

Complete LFT Task 5 in Taskstream.

**Complete the following task in Taskstream:**

- St., Sk, & Mk F for Ed Ld: LFT Task 5

For details about this performance assessment, see the "Assessment" tab in this course.
Public Relations (Part 3)

The purpose of this section is to continue your review of quality public relations practices in school organizations, with the aim of improving stakeholder participation and perceived and actual value. This section also highlights the importance of communication. In the same way a teacher uses different approaches to meet different students' learning styles, principals must use different communication techniques when communicating with different groups. This exercise will focus on different techniques you can use when you are a principal.

Communications
Different groups will communicate differently with you, and your challenge will be to understand and respond to these various techniques and approaches. Ask yourself, as a teacher, how you execute this protocol now, and think about if you would alter it as a principal.

Communications: Reading and Application

Review the following in *The School and Community Relations*:

- Chapter 10 Communication About School Services and Special Events
- Chapter 11 Working With the Press
- Chapter 12 Radio, Television, Exhibits, and Presentations

As you review these chapters, reflect on the degree to which your school organization has implemented the suggestions and practices regarding best practices in school public relations.

Communications: Case Study School Interview

Set up an interview with school administrators in your case study school. Reflect on the experiences in your notebook.

Curriculum Design and Assessment

Though you may have experience in developing curriculum and assessing student performance in the classroom, school administrators often must have a different level of understanding of quality pedagogical practices, as they will be responsible for evaluating the instructional efforts of others and developing and promoting high quality instruction for students as a stakeholder group in the educational organization.

Curriculum Design and Assessment
Students in non-standard educational placements (e.g., homeschooling, incarceration, self-contained classes) require curriculums that are tailored to their needs. Consider times when you had students in these settings: what adjustments were necessary to ensure students would succeed? As a principal, you have responsibilities to meet the needs of students in both standard and non-standard settings.

This section gives you the opportunity to identify curricular needs and to write specific objectives. As a new principal, you must demonstrate the ability to analyze curricular needs and to provide leadership in identifying solutions that revise the curriculum according to your analysis of the data.
Curriculum Design: Module and Reflection

Review the following in Educational Leadership:

Module 5: The School Curriculum

After reading the articles in this module, you should be able to do the following:

- Gain knowledge of specific and general areas of curriculum and innovative practices.
- Explore differentiated instruction in mathematics and the influence of learning styles on mathematical learning.
- Become familiar with specific research-based strategies related to reading.
- Delve into teaching for meaning and deeper understanding.
- Relate instructional strategies to the achievement of critical curricular goals.

Article 1: Creating a Differentiated Mathematics Classroom

Article 2: Becoming an Engaged Reader

Article 3: You Can Teach for Meaning

E-mail the responses to the reflections and applications to your case study school setting to your course instructor for further review and discussion.

Curriculum Design: Reading and Application

Read the following in The Principal's Companion: Strategies for Making the Job Easier:

- Chapter 14 Asking the Right Questions About Curriculum, Instruction, and Assessment: Getting to Know the C.I.A.

Read the following chapters in SuperVision and Instructional Leadership: A Developmental Approach:

- Chapter 5 Reflections on Schools, Teaching, and SuperVision
- Chapter 19 Curriculum Development

Reflect in your notebook about how the authors' suggestions regarding the role of the principal as instructional leader mesh with your experiences in your case study school setting.

Read the following chapter in Educational Administration: Theory, Research, and Practice:

- Chapter 2 The Technical Core: Learning and Teaching

As you read this material, consider carefully how what you have read in terms of the principal's role in instructional leadership is applied in your case study school setting.
Read the following in *Understanding by Design*:

- Chapter 1 Backward Design
- Chapter 2 Understanding Understanding

Read the following chapters of *The Systematic Design of Instruction*:

- Chapter 1 Introduction to Instructional Design
- Chapter 8 Developing an Instructional Strategy

How well do these instructional practices align with your classroom teaching experience? How do these influence what you would expect from teachers, in terms of instructional practices, as a school administrator? Discuss these with your course instructor.

**Curriculum Design: Case Study and Analysis**

Complete the following case study in *The Systematic Design of Instruction*:

- Case study at the end of Chapter 8 Developing an Instructional Strategy

Discuss with your course instructor the case study, your recommendations, and whether or not a similar case has arisen in your case study school setting.

**Curriculum Design Theories for Nonstandard Educational Placements**

Watch the following video entitled "Curriculum Models for Nonstandard Educational Placements" by J. Marin (2013).

**Performance Assessment**

Complete the LFT Task 6 in Taskstream.

**Complete the following task in Taskstream:**

- St., Sk, & Mk F for Ed Ld: LFT Task 6

For details about this performance assessment, see the "Assessment" tab in this course.

**Curricular Gap Analysis (Part 1)**

A curricular gap analysis determines areas of the curriculum that

- are not aligned with state curricular goals,
- reveal poor student performance outcomes, or
- are otherwise problematic.

One result of curricular gap analysis is the development of objectives—specific curricular goals targeted for groups of students to help them improve their achievement outcomes in the given areas of concern.
Analyzing Student Success

Principals must focus on increasing student achievement. Before designing and implementing curricular improvement plans, principals must have the skill to analyze data and identify areas of need. This exercise focuses on that analysis.

Analyzing Student Success: Case Study and Analysis

Consider yourself as the new principal of your case study school. Imagine that you were given last year's standardized test results. Review syllabi and standardized test data for students at your case study school.

Reflect on the following prompts in your notebook:

1. Discuss one curricular area of potential improvement through an analysis of your school's standardized test results.
2. Analyze your school's established curriculum for the area of potential improvement that you have identified by doing the following:
   a. Describe two impacted student stakeholder groups.
   b. Explain the goals and objectives of the identified curricular area.

Curricular Gap Analysis (Part 2)

Once you have identified the needs of the students through your curriculum analysis, you need to design a plan of action that involves clear learner objectives. Teachers must know what students are expected to learn so that they can adjust their instruction accordingly.

Enhancing Curriculum by Clarifying Objectives

Every lesson starts with learning objectives (what students should know and be able to do at the end of each lesson). On a larger scale, each curriculum has objectives, knowledge, and skills that students will be able to do after completing that curriculum.

Enhancing Curriculum: Case Study and Analysis

Consider yourself as the new principal of your case study school. Imagine that you were given last year's standardized test results. Review syllabi and standardized test data for students at your case study school.

Reflect on the following prompts in your notebook:

1. Develop learner statements for improvement in the curricular area you have identified for the two impacted student stakeholder groups by doing the following:
   a. Explain what areas of instruction need to be improved, based on your review of the data.
   b. Recommend how these improvements should take place.
2. Provide three specific student objectives for improvement in the curricular area that you have identified for the two impacted student stakeholder groups.
Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.