EDL 652 Rubric: Curriculum/Instruction Leadership Tasks (updated 7/9/15)
by Grand Valley Education Administrator

Curriculum/Instruction Leadership Tasks

Standards

CEC-ADV-2012.2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.

CEC-ADV-2012.2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

CEC-ADV-2012.3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

INTASC-2013.6 Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

INTASC-2013.7 Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Directions to the Student

1. Respond in writing to the following reflective questions to create your action plan to commence as the course concludes. The plan will prioritize the next steps in facilitating definition to the role of an instructional leader.

   a) As a result of this class how would you define your new role?
   b) What priority areas have you identified as you return to the district?
   c) How will you support your newly identified priorities?
   d) What will be your challenges in getting these priorities addressed?
   e) Describe your biggest ah ha from this class.

2. In collaboration with a classmate, choose one of the following topics and prepare a presentation to be made to the rest of the class:
Evidence-based practices for Early Childhood through Post-Secondary
Positive Behavior Interventions and Supports
Inclusion and Differentiation of Instruction
Online/Virtual FAPE
Assistive Technology/UDL
Data Collection Systems
Project Based Learning & Flipping the Classroom

3. Identify how your district addresses each of the following by providing a written summary describing the district’s current practices and comment on the adequacy of the district’s current practice for each. Make suggestion(s) for improvement where appropriate.

a) Co-teaching- model(s) employed, professional development offerings, student outcomes for elementary through high school;
b) Extended School Year Services- services provided, the data collection system, district provided guidance for the student eligibility decision;
c) Teacher Evaluation- district provided guidance/written policies and procedures regarding the use of student growth data for teachers and related service providers;
d) Personal Curriculum- options available to both general education only students and students with exceptionalities, data regarding the number of personal curriculums in place and the curriculum modifications used;
e) Universal Design for Learning- the district’s use of UDL, professional development offerings, assistive technology supports available to students and the prevalence of their use.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText
provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

### Curriculum/Instruction Leadership Tasks

<table>
<thead>
<tr>
<th>CEC 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities</th>
<th>InTASC Standard 6: Assessment-The Administrator Candidate understands and uses multiple data sources and multiple methods of assessment to engage learners in their own growth, to monitor learner progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient (3)</strong> (3.000 pts)</td>
<td>Creates a comprehensive action plan that includes a description of the role of a leader of instruction and curriculum for students with exceptionalities, the priorities to be addressed and the steps to be taken to achieve the priorities. The plan includes anticipated challenges likely to occur in the achievement of the action plan components.</td>
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<tr>
<td><strong>Developing (2)</strong> (2.000 pts)</td>
<td>Creates an adequate action plan that includes a description of the role of a leader of instruction and curriculum for students with exceptionalities, the priorities to be accomplished and the steps to be taken to achieve the priorities. The plan includes anticipated challenges to the achievement of the action plan components.</td>
</tr>
<tr>
<td><strong>Unsatisfactory (1)</strong> (1.000 pt)</td>
<td>Creates a perfunctory action plan that includes a description of the role of a leader of instruction and curriculum for students with exceptionalities, the priorities to be accomplished and the steps to be taken to achieve the priorities.</td>
</tr>
<tr>
<td><strong>Unacceptable (0)</strong> (0.000 pt)</td>
<td>Assignment not submitted</td>
</tr>
</tbody>
</table>
progress, and to guide the faculty, staff, and learner's decision making. (1.000, 33%)
CEC-ADV-2012.2.1  INTASC-2013.6

| CEC 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities InTASC Standard 7: Planning for Instruction-The Administrator Candidate ensures that faculty and staff plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community |
|---|---|---|---|
| Plans and delivers a topical presentation that is engaging and informative. Information provided is accurate and appropriately comprehensive. All presentation materials are of high quality. | Plans and delivers a topical presentation that is informative but not engaging. Information provided is accurate and appropriately comprehensive. | Plans and delivers a topical presentation that is informative. Information provided is accurate but lacking in detail. | Assignment not submitted |

https://www.livetext.com/doc/9828403?print=1
Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

Provides a comprehensive written summary of district practices with regard to five identified areas that includes requested information associated with each area. Current practice in each area is critiqued and suggestions for improvement are made where warranted. Suggestions for improvement are specific and realistic.

Provides a written summary of district practices with regard to five identified areas that includes requested information associated with each area. Critique as to whether the current practice is adequate is faulty for at least one area. Suggestions for improvement are made where warranted.

Provides a written summary of district practices with regard to five identified areas that includes requested information associated with each area.

Assignment not submitted.