

**DPI Evidence 1: Positive Impact on Student Learning and Development**

**Descriptors of the elements addressed in the evidence: *DPI: 1b1, 2a1, 2a2, 2a3, 4a1, 4a2, 4c1***

**Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student ID #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**College/University: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**MSA Program Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Overview**

**Name of Evidence: Curriculum and Instructional Alignment Plan for Improving Student Achievement and Performance**

**Description of Project:** As an educational leader you are expected to demonstrate the ability to have a positive impact on the learning and development of ALL students. In carrying out this crucial role, you are expected to continuously enhance the professional development of the staff and work in concert with all school stakeholders to improve the school’s capacity to positively influence student academic achievement. For this evidence, you will develop a three part comprehensive Curriculum and Instructional Alignment Plan for Improving Student Achievement and Performance. You will begin work on the plan in the course ADMN 6140, Curriculum Leadership, and will complete additional components of the plan in ADMN 6120, Instructional Leadership, and ADMN 6130, Supervision of Instruction.

**Summary: (i.e. brief reflection/ impact/evaluation of evidence(s))**

|  |  |
| --- | --- |
| **DPI pre-service descriptors** *(Examples listed below)* | **Leadership Project Evidence** *(What you did to meet each descriptor)* |
| **Standard 1: Strategic Leadership**  **1b1**. Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process. |  |
| **Standard 2: Instructional Leadership**  **2a1.** Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning. |  |
| **Standard 2: Instructional Leadership**  **2a2.** Helps organize targeted opportunities for teachers to learn how to teach subjects well with engaging lessons. |  |
| **Standard 2: Instructional Leadership**  **2a3.** Utilizes multiple sources of data, including the Teacher Working Conditions Survey, for the improvement of instruction |  |
| **Standard 4: Human Resource Leadership**  **4a1.**  Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development. |  |
| **Standard 4: Human Resource Leadership**  **4a2.** Routinely participates in professional development focused on improving instructional programs and practices |  |
| **Standard 4: Human Resource Leadership**  **4c1.** Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice |  |