

that facilitates discussion of classroom teaching as a common “text.” Second, because leaders must be able to make hard decisions based on limited information in ambiguous situations, several sessions of the course will use the case method approach to teaching and learning. Derived from real events, cases immerse students in the conflicts and challenges they will face as leaders in their organizations. Students will be presented with cases about school improvement in which they take on the role of decision maker (or protagonist). As such, they will identify the problem they are faced with, examine the causes, consider courses of action, and make and defend recommendations. Finally, effective leaders have a working knowledge of relevant theory and empirical research which helps them make sense of their organizations. Students will therefore be asked to apply theory and research in their interpretations and discussions of cases, observations and analyses of teaching, analyses of school-level data and their analyses of and recommendations for school improvement plans.

Course Objectives, Professional Standards, and Student Outcomes

This course is anchored in the Educational Leadership Program Standards developed by the National Policy Board for Educational Administration. As a result of their successful completion of the course, students will demonstrate knowledge and skills regarding:

- The nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus building. (ELCC Standard 1.1)
- The purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impacts student learning. (ELCC 1.2)
- The design and utilization of assessment data for learning. (ELCC 1.2)
- Organizational effectiveness and learning. (ELCC 1.2)
- The development and utilization of data-based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning. (ELCC 1.2)
- Involvement of stakeholders in collecting and utilization of data to assess the effectiveness of the building and to generate building improvement targets that promote learning (ELCC 1.2)
- Strategic, tactical, and operational program planning, implementation, and evaluation. (ELCC 1.3)
- School improvement planning processes. (ELCC 1.3)
- Variables that affect student achievement. (ELCC 1.3)
- Creation of strategic, tactical and operational goals and collaboratively develop implementation plans to achieve those goals. (ELCC 1.3)
- Development of school improvement plans that align with district improvement plans and reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure. (ELCC 1.3)
- The role of professional learning in continuous and sustainable improvement. (ELCC 1.4)
- Continuous and sustained improvement models and processes.(ELCC 1.4)
- Change processes, including continuous and sustainable improvement and discontinuous transformational change at the building-level. (ELCC 1.4)
- Strategic management of human capital and its impact on continuous and sustainable improvement (ELCC 1.4)
- Identification of strategies and practices to build organizational capacity to support continuous and sustainable school improvement. (ELCC 1.4)
- Identification of capacity building strategies for developing school leadership capacity. (ELCC 1.4)
- Creation of a plan to implement change processes to support continuous and sustainable improvement and ensure transformational change at the building-level. (ELCC 1.4)
- Design of a comprehensive building-level professional development program. (ELCC 1.4)

- Effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. (ELCC 1.5)
- Development of plans to monitor program development and implementation to achieve school goals. (ELCC 2.1)
- Development of quality curriculum including principles/theories of learning, appropriate instructional techniques, monitoring and evaluating instruction, using data and technology to improve instruction, and allocating resources. (ELCC 2.2)
- Design of comprehensive curriculum development plans. (ELCC 2.2)
- Analysis of instructional lessons. (ELCC 2.2)
- Collaboration with faculty to plan, implement, and evaluate a coordinated and articulated curriculum. (ELCC 2.2)
- Multiple methods of evaluation, accountability systems, data collection, and analysis of data. (ELCC 2.5)
- Use standards-based accountability data to improve the quality of teaching and learning. (ELCC 2.5)
- Provision of feedback using data, assessments, and evaluation methods to improve practice and student achievement. (ELCC 2.5)
- Design of evaluation systems, make plans based on assessment data, and provide feedback based on data. (ELCC 2.5)
- Design, development, and utilization of school assessments for instruction and reporting. (ELCC 2.5)
- School systems that promote efficient practices in the management of people, processes, and resources. (ELCC 2.7)
- Provision and monitoring of the use of differentiated strategies, materials, and technologies to maximize instructional time.
- The meaning of distributed leadership and how to create and sustain it. (ELCC 3.4)
- Identification of leadership capabilities of staff at various levels of the school. (ELCC 3.4)
- Modeling of collaboration skills. (ELCC 3.4)
- Authentic involvement of faculty and staff in decision-making processes. (ELCC 3.4)
- Use of power and political skills in ethical ways. (ELCC 3.5)
- Writing of school policies that protect instructional time and schedules.
- The collection and analysis of data and information pertinent to the school educational environment. (ELCC 4.1)
- Use the appropriate strategies to collect, analyze and interpret data and information pertinent to the school environment. (ELCC 4.1)
- Communication of information about the school to the community. (ELCC 4.1)

Academic Course Requirements/Expectations for Participation

Students will be expected to participate in and complete the following activities and assignments, which will be explained in more detail as the course proceeds:

Participation/Case Analysis & Discussion: [50 points ~25%] Course participants will engage in meaningful discussion and interaction with other students in the course. This is done by logging into the discussion board at least twice each week and making substantive postings. After the first week of class, participants will be randomly placed in small discussion groups. (Each small group will have its own discussion board. Kristina and I will move in and out of the small groups each week and comment on common threads that emerge across groups. Groups will change every 4-6 weeks.)

What is a substantive posting? A substantive posting is an integrated response based upon the readings from the required texts (articles or books), weekly cases, discussion prompts provided by the instructor, and your professional/personal experience. (Participants should plan on posting more than 2 entries each week—the purpose of this ongoing assignment is meaningful discussion.) Postings should explicitly refer to the texts read in class. Participants should use the assigned readings to analyze the issues/problems presented in the cases and respond to the provided prompts. Initial postings provide a springboard for discussion for others; they should make others think and reflect. They should not offer superficial validation or affirmation.

Participation will count towards 25% of the final grade. Course materials/Discussion boards will be released on Thursday afternoons (before 3:00 PM EST). As a rule of thumb, the first entry should be a case analysis and response to the provided prompts; it should be posted by Saturday (before 12:00 PM EST). In order to receive full credit for the initial post, the author should reference scholarship (readings) from the course to analyze the case. The first post should range from 250-500 words. (Note: Many students like to type their initial posts as Word documents and then cut and paste the text into the discussion board.) The second entry should be a response to group members' interpretations/analysis of the case (based on their understanding of the readings). The second post should be entered by Monday (before 9:00 PM EST). All discussion posts that follow should be entered by Wednesday at noon EST when the discussion board closes.

Participation Rubric *

Full Participation 50	Partial Participation 35	Limited Participation 20	Negligent Participation <20
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<p>Contributes at least two substantive postings in each class, and actively engages in group discussions in an ongoing timely manner, which means that the first posting is made by Saturday each week. The initial post is a thoughtful analysis of the assigned case, grounded in relevant references to readings. Contributes to substantive discussion by synthesizing, analyzing and organizing materials as appropriate in order to address the provided prompt(s). Reacts to the syntheses and analysis of other students; productively pushes the discussion to facilitate meaningful learning.</p>	<p>Contributes at least two substantive postings to each class. The initial post has some analysis and some relevant references to readings. Engages in group discussions in a generally timely manner. Reacts to the syntheses of others; grounds responses in course readings.</p>	<p>Contributes substantive postings to most classes. The initial post has little or no analysis and unclear references to readings. Engages in most group discussions. Reacts to the syntheses of other. Grounds responses in personal experience only.</p>	<p>Does not meet the minimum requirements as stipulated in Limited Participation.</p>
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A Visual Breakdown of Class Participation Deadlines

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			Course Materials Launched by 3 pm EST		Initial post due to team discussion board by 12 pm EST	
Second post due to team discussion board by 9 pm EST		All follow up posts (including Housekeeping posts) due to discussion boards by 10 am EST				Each week continues in the same fashion...

Performance Assessment #1 Case-based essay exam: [20 points ~10%] Participants will read and analyze a case relevant to instructional leadership. Assessment #1 will be distributed on Feb. 9th and it will be due on or before Feb. 21st. Details will be provided in the Class 3 folder on the Blackboard.

Performance Assessment #2 Curriculum and Teaching analysis: [30 points ~15%] Participants will analyze an elementary ELA curriculum along with a video of classroom instruction. Assessment #2 will be distributed on March 8th and it will be due on or before March 29th. Details, including links to the curriculum materials and the video, will be provided in the Class 7 folder on the Blackboard.

Performance Assessment #3 Strategy analysis paper: [40 points ~20%] Participants will analyze a school's strategy for improvement. Assessment #3 will be distributed on April 19th and it will be due on or before May 3rd. Details will be provided in the Class 12 folder on the Blackboard.

Performance Assessment #4 School Improvement Project: [60 points ~30%] For the culminating performance assessment of the course, participants will create a viable improvement strategy for a school. In order to do so, participants will be required to access a school site as well as various forms of relevant data, including achievement data, documents outlining the school's vision and/or mission (if they exist), instructional programming and professional development information, etc.). Participants will submit their written analysis of the school's needs along with a strategy for improvement. They will also be required to present their analysis and recommendations to colleagues in class for vetting during the last class on May 3rd. Assessment #4 will be distributed on February 23rd; the final report will be due on or before May 15th. Details will be provided in the Class 5 folder on the Blackboard.

“Absence” from more than 2 discussion boards will result in grade reductions and/or withdrawal from the course. All materials must be submitted on time. Late submissions will result in points deductions; assignments submitted one day after the due date will automatically be reduced a full letter grade.

Overall Grade Rubric

Grade	GPA	Point Structure	Comment
A+	4.0	190-200	Work of the highest professional standard demonstrating independent and exemplary performance
A	4.0	180-189	Excellent work demonstrating independent and high quality performance
A-	3.7	170-179	Very good work, indicating consistent and careful thought and attention to the task, but requiring some areas of improvement
B+	3.3	160-169	Good work, carefully executed for the most part, yet requiring several areas of improvement
B	3.0	150-159	Work of graduate standard, but omissions exist or careful analysis is not evident
Below Graduate Standard:			
B-	2.7	140-149	Effort is evident, but work indicates lack of understanding of the demands of the task
C+	2.3	130-139	Poor quality work with little attention to detail and the demands of the task
C	2.0	120-129	Work of very poor quality, indicating no understanding of the depth of analysis required
F	0.0	Below 120	Serious neglect or evidence of academic misconduct

Accommodations

This course adheres to the University's policy to provide reasonable accommodations for persons with disabilities and for religious reasons.

<http://www.uml.edu/equal/Accommodations/accomodations.html>

Specific information for students can be found at <http://www.uml.edu/student-services/disability/Services.html>

Academic Integrity

Students are expected to adhere to the University's policies for Academic Integrity. These can be accessed at http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm

Required Texts [RT]

- Curtis, Rachel E., and Elizabeth A. City. (2009). *Strategy in action: how school systems can support powerful learning and teaching*. Cambridge, MA: Harvard Education Press.
- Dufour, Richard, and Robert J. Marzano (2011). *Leaders of learning: how district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press. Print.
- Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge Press
- Tyack, David B., and Larry Cuban (1995). *Tinkering toward utopia: a century of public school reform*. Cambridge, Mass.: Harvard University Press.

Required Cases [RC] (available for purchase at links below or <http://hbsp.harvard.edu/product/cases>)

Turn-Around at Highland Elementary School


<http://cb.hbsp.harvard.edu/cb/search/highland%2520elementary?Ntk=HEMainSearch&N=0>

South River Elementary School


http://cb.hbsp.harvard.edu/cb/web/search_results.seam?Ntt=south%2Briver&conversationId=7864

Note: All other required reading will be provided on the Course Website [CW]. They can be found in the weekly folders or in the Resource Box [RB].

FREQUENTLY USED FEATURES IN THE COURSE (On tool bar at left)


 [Course Content] Click here if you want to return to the home page.

 [Course Tools] found on the left menu

 [Mail]: Please use this feature to communicate directly with me, or when there is something urgent or private. I am in the discussion threads all the time, but I may miss a question or a


concern. Please email any question or concern to me.


 [Discussions]: You will post to discussions each week.


 [Syllabus]: The syllabus tool takes you directly to the printable course syllabus.

 [Calendar]: All assignments are posted on the calendar.


 [Assignments]: You can access the assignment dropboxes by clicking on this icon.

 [Roster]: You will post your photo or symbolic image to the roster. Click on roster to see who is in the course and to see photos of course instructors and participants.

 [Web links]: You can access any of the internet sites posted in this course.

 [My Grades]: You can check your grades by clicking on this icon.

Other Features Used in the Weekly Course Modules:

 [Voice Chat]: We will have 3 voice chats during this course. Chat sessions are designed to provide course participants an opportunity to ask logistical questions about the course and to follow up on any content-related questions they might be struggling with. Everyone is encouraged to participate, but participation is not required. You will need either a head set or a working built-in microphone and speakers for the voice chats. I will provide more detailed instruction prior to the first scheduled chat.

Tentative Schedule of Topics, Assignments, and Readings

Class # Launch Date	Topic	Objectives	Readings and Assignments to Prepare
	Unit 1: The [new] leadership imperative in U.S. public schools		
1 1.26	<i>Introductions</i> <i>Course Overview</i> <i>US public schooling in context</i>	Become acquainted with classmates and instructors. Understand course expectations and logistics. Understand the context of schooling in the US and how historical, political, social, and economic events shape what (and how) teachers teach and what (and how) students demonstrate learning.	Read Tyack & Cuban, pp. 1-142 [RT] Complete introduction activities outlined in the Class One document, which can be found in the Week One folder on the Blackboard.
2 2.2	<i>The [new] Leadership Imperative</i>	Understand how the organizational complexity of public schools and current educational policy demand new definitions of/approaches to school leadership. Understand the imperative for instructional leadership. Become familiar with leadership practices associated with high performing/high functioning schools.	Read Elmore (2000), pp. 1-36 [CW]; DuFour & Marzano, pp. 5-25 [RT]; Leithwood et al. (2004), pp. 1-16 [CW] Using the assigned readings above and the discussion prompts provided on the Class Two document, read and consider the leadership practices illustrated in <i>Turnaround at Highlands Elementary</i> [RC].
	Performance Assessment#1 Case-based essay exam: Will be assigned/handed out on 2.9; To be submitted to assignment dropbox on or before 2.21.		
	Unit 2: The Instructional Core Unit 2 Chat Time: Thursday, Feb. 9th 5:15-6:00		
3 2.9	<i>The Instructional Core</i>	Understand the “technology” of schooling. Understand how the interaction	Read Elmore (2008), pp. 1-16 [CW]; Doyle (1983), pp. 159-199 [CW] Using the assigned readings above and the discussion prompts provided in the Class Three document, consider the problems within the instructional core

		between teachers and students in the presence of content produces learning. Understand the relationship between the IC and continuous and sustained improvement models and processes.(ELCC 1.4)	illustrated in <i>Revolution in the Classroom: The Case of Mrs. Oublier</i> . [CW]
4 2.16	<i>The IC: Contributions from the Student and the School</i>	Understand the student-level factors that influence school experiences and student achievement. Understand the school-level factors that influence student achievement. Understand variables that affect student achievement. (ELCC 1.3)	Read Hattie, pp. 1-107 [RT] Using the assigned readings above and the discussion prompts provided in the Class Four document, watch and consider the requests of the student, Dalton Sherman, in the video (http://www.youtube.com/watch?v=HAMLONSNwzA)
5 2.23	<i>The IC: Contributions from the Teacher, the Curricula, and Instructional Approaches</i>	Understand variables that affect student achievement. (ELCC 1.3) Understand the role of curricula in student achievement. Understand the teaching approaches that are associated with student achievement. Development of quality curriculum including principles/theories of learning, appropriate instructional techniques, monitoring and evaluating instruction, using data and technology to improve instruction, and allocating resources. (ELCC 2.2)	Read Hattie, pp. 109-261 [RT] Using the assigned readings above and the discussion prompts provided in the Class Five document, consider how student-level, teacher-level, and school-level factors influence teaching and learning in the <i>Dante Alighieri</i> case [CW].
6 3.1	<i>The IC: Contributions from the Teacher, the Curricula, and Instructional Approaches</i>	Understand variables that affect student achievement. (ELCC 1.3) Understand the role of curricula in student achievement. Understand the teaching approaches that are associated with student achievement. Development of quality curriculum including principles/theories of learning, appropriate instructional techniques, monitoring and evaluating	Read Bransford et al., Ch. 2, 3, 6, & 7 [Web link]: http://www.nap.edu/chapterlist.php?record_id=9853&type=pdf_chapter&free=1 Using the assigned readings from this week and previous weeks and the discussion prompts provided in the Class Six document, watch the video <i>Writing a Complex Problem</i> and consider the interactions between students and teacher in the presence of content. [CW: link to video]

		instruction, using data and technology to improve instruction, and allocating resources. (ELCC 2.2)	
7 3.8	<i>Observing the Instructional Core</i>	<p>Understand how to talk about observations of teaching practice (i.e., the use of descriptive language). Understand how the use of descriptive language helps establish an evidence base for effective practices. Understand how systematic observation of teaching practice can lead to the development of a common professional language in schools. Be familiar with how to analyze instructional lessons. (ELCC 2.2) Understand how classroom observation can serve as a method of evaluation, accountability systems, data collection, and analysis of data.(ELCC 2.5)</p>	TBA: Video of lessons to observe and analyze
	Performance Assessment #2 Curriculum and Teaching Analysis: Assigned 3.8; Due on or before 3.29.		
8 3.22	<i>Data and the Instructional Core</i>	<p>Understand the purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impacts student learning. (ELCC 1.2) Understand the design and utilization of assessment data for learning. Use standards-based accountability data to improve the quality of teaching and learning. (ELCC 2.5) Understand how to provide feedback using data, assessments, and evaluation methods to improve practice and student achievement. (ELCC 2.5)</p>	<p>Read Halverson et al. (2005), pp. 1-43; Marsh et al. (2006), pp. 1-12; Marzano (2005), pp. 1-5; Spillane et al (2002), pp. 731-760 [CW] Using the assigned readings above and the discussion prompt provided in the Class Eight document, consider how the principal in the <i>Worcester East Middle School</i> case should begin to improve the conditions for teaching and learning, given the school's performance data and the pressure it is experiencing from the state. [CW]</p>
	Unit 3: Creating Conditions that Support Teaching and Learning Unit 3 Chat Time:		

	Thursday, March 29th 5:15-6:00		
9 3.29	<i>Instructional Program Coherence and Internal Accountability</i>	<p>Understand the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus building. (ELCC Standard 1.1)</p> <p>Understand change processes, including continuous and sustainable improvement and discontinuous transformational change at the building-level. (ELCC 1.4)</p> <p>Identify strategies and practices to build organizational capacity to support continuous and sustainable school improvement. (ELCC 1.4)</p>	<p>Read Abelmann & Elmore (1999), pp. 1-43; Newmann (2001), pp. 1-37</p> <p>Using the assigned readings above and the discussion prompt provided in the Class Nine document, consider the relationship between principal leadership and internal coherence/accountability in the <i>South River</i> case. [RC: for purchase]</p>
10 4.5	<i>Developing People</i>	<p>Understand the role of professional learning in continuous and sustainable improvement. (ELCC 1.4)</p> <p>Understand strategic management of human capital and its impact on continuous and sustainable improvement (ELCC 1.4)</p> <p>Identify strategies and practices to build organizational capacity to support continuous and sustainable school improvement. (ELCC 1.4)</p>	<p>Read Elmore (2002), pp. 1-33; Ingvarson et al (2005), pp. 1-19; Darling-Hammond et al. (2009), pp. 46-52. [CW]</p> <p>Using the assigned readings above and the discussion prompt provided in the Class Ten document, consider how professional development and administrative leadership influenced teaching learning and student achievement in the <i>NYC District 2</i> case [CW].</p>
11 4.12	<i>Developing Strategy: Systems, Structures, Resources, Stakeholders</i>	<p>Understand: The nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus building. (ELCC Standard 1.1)</p> <p>The purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impacts student learning. (ELCC 1.2)</p>	<p>Read Curtis & City (2009), pp. 1-112 [RT]</p> <p>Using the assigned readings above and the activity outlined in the Class Eleven document, begin the strategy analysis portion of your final performance assessment.</p>

		<p>The design and utilization of assessment data for learning. (ELCC 1.2)</p> <p>Organizational effectiveness and learning. (ELCC 1.2)</p> <p>The development and utilization of data-based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning. (ELCC 1.2)</p> <p>Involvement of stakeholders in collecting and utilization of data to assess the effectiveness of the building and to generate building improvement targets that promote learning (ELCC 1.2)</p> <p>Strategic, tactical, and operational program planning, implementation, and evaluation. (ELCC 1.3)</p> <p>School improvement planning processes. (ELCC 1.3)</p> <p>Creation of strategic, tactical and operational goals and collaboratively develop implementation plans to achieve those goals. (ELCC 1.3)</p> <p>Development of school improvement plans that align with district improvement plans and reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure. (ELCC 1.3)</p> <p>Strategic management of human capital and its impact on continuous and sustainable improvement (ELCC 1.4)</p> <p>Identification of strategies and practices to build organizational capacity to support continuous and sustainable school improvement. (ELCC 1.4)</p> <p>Identification of capacity building strategies for developing school</p>	
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		<p>leadership capacity. (ELCC 1.4)</p> <p>Creation of a plan to implement change processes to support continuous and sustainable improvement and ensure transformational change at the building-level. (ELCC 1.4)</p> <p>Design of a comprehensive building-level professional development program. (ELCC 1.4)</p> <p>Effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. (ELCC 1.5)</p> <p>Development of plans to monitor program development and implementation to achieve school goals. (ELCC 2.1)</p>	
12 4.19	<i>Developing Strategy: Systems, Structures, Resources, Stakeholders</i>	Same as above	<p>Read Curtis & City (2009), pp. 113-193 [RT]</p> <p>Using the assigned readings above and the activity outlined in the Class Twelve document, continue the strategy analysis portion of your final performance assessment and begin to formulate recommendations for improvement.</p>
	Performance Assessment #3 Strategy Analysis Assigned 4.19; Due on or before 5.3		
13 4.26	Schools as Learning Organizations Final Chat Time: Thursday, April 26th 5:15-6:00	<p>Understands:</p> <p>The role of professional learning in continuous and sustainable improvement. (ELCC 1.4)</p> <p>Continuous and sustained improvement models and processes.(ELCC 1.4)</p> <p>Change processes, including continuous and sustainable improvement and discontinuous transformational change at the building-level. (ELCC 1.4)</p> <p>Collaboration with faculty to plan, implement, and evaluate a coordinated and articulated curriculum. (ELCC 2.2)</p> <p>Multiple methods of evaluation, accountability systems, data collection, and analysis of data.(ELCC 2.5)</p>	<p>Read DuFour & Marzano (2011), pp. 27-191</p> <p>Using the assigned readings above and the discussion prompt provided in the Class Ten document, consider how administrative leadership influenced teaching learning and student achievement in the <i>Coolidge High</i> case [CW].</p>

		<p>Use standards-based accountability data to improve the quality of teaching and learning. (ELCC 2.5)</p> <p>Provision of feedback using data, assessments, and evaluation methods to improve practice and student achievement. (ELCC 2.5)</p> <p>Design of evaluation systems, make plans based on assessment data, and provide feedback based on data. (ELCC 2.5)</p> <p>School systems that promote efficient practices in the management of people, processes, and resources. (ELCC 2.7)</p> <p>The meaning of distributed leadership and how to create and sustain it. (ELCC 3.4)</p> <p>Identification of leadership capabilities of staff at various levels of the school. (ELCC 3.4)</p> <p>Modeling of collaboration skills. (ELCC 3.4)</p> <p>Authentic involvement of faculty and staff in decision-making processes. (ELCC 3.4)</p> <p>Use of power and political skills in ethical ways. (ELCC 3.5)</p> <p>Writing of school policies that protect instructional time and schedules.</p>	
14 5.3	School Improvement Strategy: Final Project Vetting Process		TBA
	Performance Assessment #4: Strategy: Presentation to peers 5.3; final report due on or before 5.15.		

