Educational Leadership
Diversity Assignment Policy

Purpose:
The EDAD Diversity Assignment is established
• To assure candidates have the opportunity to work with schools and/or school districts
  that serve students that are ethnically/culturally/linguistically/gender/social-economic/sexual orientation and ability-wise diverse from themselves.
• To generate data for the purposes of program evaluation and improvement.

Process:
The diversity assignment is part of the EDAD 505 course assignments.
• A common assignment and rubric will be used in each section of this course.
• For purposes of grading, the grade given to the final draft of the diversity assignment
  is the grade reported.
• The grade will be reported as a percent of the total possible points on the assignment.
• A passing grade will be 75% of the total possible points.

Collecting and Reporting scores:
• Scores will be determined by the instructor of the EDAD505 class.
• Scores will be reported as a percentage (points earned/points possible).
• Scores for all sections will be forwarded to the Assessment Director by the end of finals
  week each semester.

Assignment
• **Written Paper: Analysis of Instructional Leadership Practices At Your School Site**
  (7 x 5 =35 points)

  Each student is required to write a 12-15 page paper that analyzes the instructional
  leadership practices at his or her school site.

  I. An analysis of your school and district profile reflecting current demographics and student diversity. Using information provided from the diversity survey, explain the percentage of student population that is diverse from you and in what ways.

  II. An identification of the board of education policies in your district (cite the Board Policy Number for each policy) and a critical analysis of each board policy indicating the extent to which the instructional needs of diverse populations are being met.

  III. An analysis of each of the specialized and/or supplemental instructional programs being implemented in your school and the extent to which they are effective (e.g. English language learner programs, special education programs, gifted and talented programs, after school programs, etc) in meeting the instructional needs of students identified for service in these programs.
IV. Your personal vision of instructional leadership and how you would develop, articulate, and implement your vision for improving instruction that places student and adult learning at the center of your school’s enterprise.

V. A summary evaluation of the instructional leadership practices at your school organized by what’s working and what’s not according to McEwan’s 7 indicators of instructional leadership (reference the Instructional Leadership Checklist on page 117-118).

VI. Your personal recommendations for improving the overall instructional program at your school to promote the success of all students. Write your recommendations from a prospective principal’s point of view and not from a teacher’s point of view. Formulate short term goals and long term goals that would set high expectations for improving student achievement.

VII. Photocopy Resource B: Instructional Leadership Checklist Response Form (pp. 117-180) found at the back of the McEwan text. Complete the checklist and attach it to your paper.

Assessment Rubric For The Instructional Analysis Paper

- Your paper conforms to the style guidelines for written work. A cover sheet with your name, the name of the course and course number, the date, the name of your professor, and the university is included on the cover page. You use 12 point text, double-space, use New Times Roman font, use subheadings to indicate the main sections, and cite references in APA style (5th edition citation format). (5 points)

- Your introduction includes an analysis of your school and district profile reflecting current demographics. You describe using numbers and percentages the diversity of the population found in the school and in the district where you are employed or by the school or district where you live if you are not currently employed. You compare your school population with the district population. You use charts or graphs to illustrate the information visually. (5 points)

- Your paper provides a copy of your district's policies related to meeting the needs of diverse student populations in an addendum. Your paper analyzes your district’s diversity policy (or policies); if no policies are are on record note this and recommend what policy or policies should be developed to close the gap. (5 points)

- Your paper describes briefly the special and/or supplemental instructional programs being implemented in your school and the extent to which you think these programs are effective for raising the achievement of subgroups of students (e.g. English language learner programs, special education programs, gifted and talented programs, after school programs, etc). (5 points)

- Your paper communicates your personal vision (reflective of experience, philosophy, and course readings) of instructional leadership and discusses how you would propose to implement your vision to ensure that student and adult learning are placed at the center of schooling. (5 points)

- Your paper analyzes the instructional leadership practices at your site according to McEwan’s 7 Steps. You provide sound, rational recommendations for making instructional improvements, where necessary, using the advance organizer below as a guideline. (5 points)