

# Year Long Assignment

<b>Assignment Objectives</b>	<ul style="list-style-type: none"> <li>Present personal development process in the skills and qualities expected from a graduate of the program.</li> <li>Display the final and highest level a graduate of the program reaches at the end of training.</li> </ul>
<b>Assignment content</b>	<p>The Assignment focuses on learning and acquiring expected competencies and expressing them along two main themes:</p> <p>A - Planning and leading learning of school staff.</p> <p>B - Planning and leading instructional improvement in the school.</p> <p>Integrative learning in the program is reflected in the experiential learning, with the understanding that the school serves as a unique field of experience in these skills.</p> <p>The Assignment will include these key chapters:</p> <ol style="list-style-type: none"> <li>1. Planning and leading an instructional improvement in school (aspiring principals work in pairs)</li> <li>2. Planning and leading a learning process among school staff (aspiring principals in pairs or individually)</li> <li>3. Planning and leading a lesson observation and a pedagogical discourse (individually)</li> </ol> <p>The Assignment should open in a statement to the reader.</p> <p>Performing these practices will present a variety of additional competencies as well as incorporating:</p> <ul style="list-style-type: none"> <li>Reflection about yourself as a future school principal.</li> <li>Educational perceptions grounded in knowledge of instructional and managerial processes that promote the school as an organization, and its mission - improving the education, teaching and learning of all students.</li> <li>Communicative and eloquent writing to the reader.</li> </ul>
<b>Possible measures for constructing and evaluating the Assignment</b>	<ul style="list-style-type: none"> <li>There is evidence of knowledge, skills and perceptions development required during training and in leadership positions.</li> <li>Evidence of performance can be seen along a time span and in real life situations (not just during simulations).</li> <li>There is evidence of peer-reviewed performance analysis (for example, in the inquiry of experiential learning inquiry course (with the coach), and with the mentor school principal or with a relevant school staff member).</li> <li>There is evidence of generating helpful information out of the dialogue with various partners, which helps in choosing the way to improve performance.</li> <li>The Assignment presents a rich image / personal development profile of perceptions, knowledge, and skills based on evidence.</li> </ul>

## Chapter 1

### Planning and leading an instructional improvement in school

#### Assignment guidelines

As part of the experiential learning, you were asked to experiment with leading a project focusing on instructional improvement at the training school (your own school if you are an acting principal). The assignment will include at least two key steps to be included in the final assignment: planning for instructional improvement and summary of the improvement, as well as recommendations for the school. In addition, the assignment includes a "midway" product that aims to help and guide you to stay on track.

#### Step 1 - Project Planning

>> Results can be submitted at the first status meeting, either be presentation or as a document

##### 1.A Display the selected project

**You are asked to:**

1. Briefly state the purpose of the project.
2. Explain why, in your opinion, intervention for improvement is needed, based on a brief description of the relevant school background and characteristics.
3. Collect and present information related to the project theme. Materials should be relevant for the diagnosis of the school's condition and for improvement planning. Information presented will include data and evidence of various types: data from the school (quantitative and qualitative (collected in various ways) conversations with relevant in-school staff members, lesson observations and various documents), information and data from other schools, and relevant theoretical knowledge.

##### 1.B presenting the improvement work plan and its relation to the specific context of the school

**Based on the information and data you have collected:**

1. Briefly describe a desirable outcome of the project - what will the school look like after the improvement?
2. Define some operational goals about the project, as well as present and justify the division of labor in the project (if you worked with a partner), including success metrics (how do you know that the goals have been achieved)?
3. Formulate and describe key actions that will be taken, including schedules (GANT) and resources required (knowledge, manpower and infrastructure).
4. Present theoretical anchors relevant to the improvement theme and the planned improvement process.
5. Attach relevant materials, such as necessary documents to initiate the plan at school (for example: letter to teachers etc.)
6. List the dilemmas and expected difficulties that may arise, and describe the ways to deal with them.

#### Step 2 - "Midway"

**You are asked to:**

- Describe key steps that tracing implementation of the work plan. What is actually going on? How do you work to lead the project? What works as planned and what does not work. For the non-working parts explain why in your opinion that don't work?
- Briefly present key dilemmas and major difficulties in leading the plan.
- Describe results so far.
- Raise a question / issue that can help you advance the project.

### **Step 3 Double – Final Project Report**

#### **3. A summary of the project**

**You are asked to:**

1. Describe key steps of implementing the work plan: what actually happened? How did you work to lead the project? What occurred as planned, what changes did you make and why?
2. Briefly outline key decision and the considerations of your decisions. What difficulties did you encounter and how did you deal with them?
3. Describe the results so far.
4. Given the project process and its results so far, what changes would you make to the design and the way you implemented it?

#### **3. B. Recommendations for further action**

**Requirements:**

You are asked to present to the school principal\* your recommendations for further work on the project, according to possible guiding questions: What are the lessons from the implementation so far and how your recommendations for further necessary steps. What are the key goals that the school should pursue? What are the appropriate actions needed? What are the infrastructures needed to continue the intervention plan (physical infrastructure, knowledge, manpower, regularity and organizational structures)? What decisions do you need to make to continue the process?

Attache the recommendations to the assignment.

\*acing principals present recommendations to their coach

#### **Other possible related products**

- In addition to these documents, you are required to provide at least two testimonials regarding your personal qualifications, from the following options:
- Significant feedback from another person (staff member, colleague, school principal, etc.) regarding the competencies relevant to this part accompanied with your reflection of how you used this feedback for progress / improvement;
- Midway feedback from your coach;
- Brief and concise personal reflection (performance analysis, growth analysis, sources of learning, (for aspiring principals include reference to collective practice research);

Evidence of your contribution to your peers, such as feedback you gave to others in your group etc.

**Performance assessment (there may be possible changes in the conversation between the aspiring principals and the coach with regard to the unique or specific setting)**

### **1. Project work plan**

<b>A. Planning components</b>	<ul style="list-style-type: none"> <li>▪ The project (all parts included) was presented clearly               <ul style="list-style-type: none"> <li>○ Rationale,</li> <li>○ Goals,</li> <li>○ Background</li> <li>○ Characteristics of the school.</li> </ul> </li> <li>▪ There is a balance between the different components and the realistic planning that fits the context.</li> </ul>
<b>B. Theoretical foundation</b>	<ul style="list-style-type: none"> <li>▪ Relevant theoretical anchors are presented for the project and for the planned change/intervention process.</li> </ul>
<b>A. Use of data</b>	<ul style="list-style-type: none"> <li>▪ The change/intervention planning is based on a variety of data collected at the school and, as needed, from other schools.</li> <li>▪ The selected program objectives and actions result from the integrative conclusions of data analysis.</li> </ul>
<b>B. Gant</b>	<ul style="list-style-type: none"> <li>▪ A breakdown of the project stages and realistic time schedules for implementing the plan according to experiential learning structure is presented.</li> </ul>

### **2. Implementation and leading the project**

<b>A. work process</b>	<ul style="list-style-type: none"> <li>▪ Work process for the realization of the work plan is presented clearly, highlighting the considerations involved in the implementation, as well as the changes required during work, if changes are indeed required.</li> </ul>
<b>B. Context and understanding</b>	<ul style="list-style-type: none"> <li>▪ Difficulties and ways of handling them indicate an understanding of the causes of the difficulties.</li> <li>▪ Alternatives are presented for actions that may improve program implementation later.</li> <li>▪ There is evidence of understanding the context of the project and understanding the implications of the various modes of action within the given context.</li> </ul>
<b>C. Results</b>	<ul style="list-style-type: none"> <li>▪ Project results are presented as they are learned along with identifying the factors and actions that promoted the process and those that inhibited it.</li> <li>▪ Insights and lessons are presented.</li> </ul>
<b>D. Recommendations</b>	<ul style="list-style-type: none"> <li>▪ Recommendations for continued action were presented. Actions are anchored in:               <ul style="list-style-type: none"> <li>○ Rationale for the project</li> <li>○ Identifying strengths and opportunities in the school</li> </ul> </li> <li>▪ Resources required to materialize the project were presented.</li> <li>▪ The recommendations provide sufficient infrastructure for the school principal to continue the instructional improvement process.</li> </ul>
<b>E. Reflective process</b>	<ul style="list-style-type: none"> <li>▪ A reflective and critical ability towards self for planning and leading of instructional improvement in school is demonstrated.</li> </ul>

## Chapter 2

### Leading school wide learning processes

#### Assignment guidelines

Understanding the conditions necessary for the professional development of teachers and their formation is the uppermost expertise required from a principal. Thus, a key role of instructional leader is to guide teachers' learning processes: to allocate appropriate time and place for conversations with teachers about teaching, learning and assessment and to be directly involved in these steps; Understand and lead group professional learning processes of his / her teacher team alongside individual work on each teacher's professional development. During the construction of the project, you have several opportunities to lead a collaborative learning process by a team of teachers regarding project implementation at the school.

Leading of learning will relate to the unique context of the project and will take place within the framework of the experiential learning.

The learning process will be led individually and independently.

**You are asked to choose two school wide meetings or two team meetings that you have led during the year that best illustrate your development.**

With respect to each of the sessions you are asked to:

- Briefly describe the context of the learning session (the context of the project you are working on, who is the team, why was it selected, what is the infrastructure [regularities / routines / organizational structure] of the learning processes in this team, etc.).
- Describe the objectives of the meeting (what was it intended for), planning of the meeting (the course of the meeting and the learning methods) planning considerations (an appendix may include the planning and other relevant materials distributed to participants.)
- Document (or ask someone else to document) a full learning session record (written, photographed, or recorded) that will make it possible to understand as much as possible the spoken discourse in the meeting alongside the structure of the meeting and the main activities taking place. Documentation must be attached.
- Analyze and interpret what happened: Choose a significant section or sections from the meeting, offer an explanation of what happened, and explain its relation to what you wanted to achieve at the meeting. Offer possible explanation alternatives.
- Share our insights from the experience: How was the meeting goal achieved? What promoted it? What barriers / constraints were there and what did they arise from?

**With relation to the two sessions you selected you are asked to:**

Briefly describe your development of leading learning skills in a team especially how it was reflected in the second session compared to the first one.

#### Other possible related products

In addition to the above required materials, you must include at least two additional personal testimonials from these options:

- Significant feedback from another person: a staff member, a colleague, the mentor (school principal), or any other relevant persons relating to the competencies in this chapter. Explain why and how you use this feedback for progress / improvement;
- Brief and concise personal reflection (performance analysis, growth analysis, sources of learning, including reference to collective inquiry of experiential learning);
- Mid-way and summary feedback from your coach;
- Evidence of your contribution to colleagues, such as feedback you have given to a peer etc.

## Performance assessment

### 1. Planning the learning session

<b>A. planning</b>	Learning is designed to allow meaningful and cooperative engagement for staff learning.
<b>B. Matching the needs</b>	Learning was designed with reference to the needs of teachers in accordance with the unique context of the school in general and the existing infrastructure for learning processes in this school in particular.
<b>C. Based on data, evidence and deliverables</b>	Learning focuses on student learning, based on data, evidence, student outcomes and other relevant raw materials - for the purpose of observation and joint analysis.
<b>D. Context</b>	Learning is aimed at promoting project implementation at school.
<b>E. Reference to time</b>	Planning is feasible in light of time and goals.
<b>F. Ambiance</b>	The framework and operating environment are designed according to the goals.
<b>G. Cooperative</b>	Reference is made to the shared responsibility of partners (for aspiring principals only.)

### 2. Course of the learning session

<b>A. Meeting guidance</b>	Considerable sharing of goals during the meeting is visible, guidance was given in response to what was happening, emphasis was placed on listening to participants' comments and activities, participant responses were conceptualized, participants' curiosity, asking questions, reflection and motivation were encouraged.
<b>B. Communication</b>	Meeting was clear, responses were respectful, and openness to misunderstandings was demonstrated.
<b>C. creating engagement</b>	Participants were actively involved in the learning session. During the session participants developed a fruitful and relevant discourse.
<b>D. Cooperativeness</b>	There is reference to the expression of the partners (if the meeting was shared among two aspiring principals.)

### 3. Analysis and interpretation

<b>A. Interpretation</b>	Interpretation is based on evidence and analysis, presenting hypotheses about possible causes of what has occurred.
<b>B. Distinctive ability</b>	Ability to distinguish between reality and desired outcomes is shown. Criteria for examining gaps are anchored within the conceptual framework of a learning community.
<b>C. Presenting alternatives</b>	Alternatives to the course of action, or a proposal for a follow-up meeting is presented, with a critical and reflective reference to key aspects relevant to the advancement of teachers as a learning professional community, in the relevant context.
<b>D. Reflectivity</b>	There is an expression of self-reflection and self-criticism as a principal who leads staff meetings and identifies growth focus.

## Chapter 3

### Planning and leading pedagogical discourse

#### Assignment guidelines

School leaders are required to observe lessons, engage with teachers in pedagogical discourse about classroom teaching and learning, and plan professional development following observation. During the training you have several opportunities to experiment and develop this practice. These opportunities may occur at the training school (for aspiring principals) or at your own school (for acting principals).

You are to perform a full lesson observation and perform the full cycle of observation to discourse that demonstrate your development in this aspect.

#### You are asked to:

- A. Choose a teacher (in any age group, or subject matter) at your school or the training school.
- B. Hold a preliminary conversation with the teacher and prepare for a lesson observation
  - Briefly describe the conversation that you held (you can ask the teacher what he expects students to know at the end of the lesson? How does he plan to do this, and how would he know that the students did learn what he expected them to know)? Briefly describe, as needed, relevant information about the class and other characteristics of the school, and the teacher.
  - Following the preliminary conversation, set the goals for lesson observation and describe what you will observe to learn about these goals.
- C. observe the lesson and document it
  - Document the course of the lesson - through transcription (stenography). Transcription of spoken discourse must be as rich and accurate as possible.
  - The draft documentation of the lesson needs to provide as clear a picture as possible of the teaching and learning process of the lesson, so that even those who did not attend the lesson will understand what went on. This documentation will be attached as an appendix.
- C. Describe and analyze the lesson
  - Briefly describe, in general terms, the lesson and teaching and learning activities included in it.
  - Select and describe different dimensions of the lesson - organizational and instructional - in view of the intended observation goals. Anchor your description with examples from the lesson, evidence, or quotes.
  - Choose a key instructional dimension of the lesson you observed, whether you set an observation goal or not, explain why you chose this dimension.
  - Analyze the instruction dimension you have chosen and offer an interpretation based on examples / evidence / quotes. What do you think happened in the lesson in that regard? Why do you think it happened? What are the advantages and disadvantages of how the teacher reacted and what is the relationship between teacher activity and student actions in this dimension? What is a desirable alternative to what was said or done?
- D. Hold a *pedagogic discourse* with the teacher that is focused on teaching and learning. Describe the insights from that meeting:
  - Choose two objectives for the pedagogic discourse (one objective to reinforce an effective observed teaching behavior and one to wonder or change the teaching behavior observed).
  - Briefly describe the conduct of pedagogic discourse: How did the conversation begin? What were its foci and why? What aspects were excluded from the conversation and why? Sensitive aspects expressed, both in terms of content and structure of conversation. If required, attach documentation of relevant parts of the conversation.
- E. Describe the needed steps for teacher development following the *pedagogic discourse*
  - What benefits did the teacher learned from the discourse?
  - What do you suggest as further development or learning?
  - Was there something the teacher initiated as a course of development?
- F. Share your personal insights about your behavior in this experience
  - Were the objectives of the pedagogic discourse achieved? How?
  - What promoted that achievement? What barriers / constraints were there and what did they arise from?

- What are your focus areas for further improvement?

## Performance assessment

### 1. Preliminary data gathering and preparing for lesson observation

<b>A. information gathering</b>	Rich and relevant information about the context of the lesson was collected prior to the observation, such as the content being taught across the continuum of lessons, student needs in the subject being studied, relevant information about the teacher and the school, and the design of the lesson.
<b>B. Creating trust</b>	There is evidence of an inquisitive approach during the conversation, and a conscious approach to the importance of building trust.
<b>C. Setting objectives</b>	Relevant objectives for observation were defined as a result of the preliminary conversation and the information gathered. Considerations underlying the objectives were described.

### 2. Documentation of lesson observation

<b>A. Documentation</b>	A full and detailed stenography of the lesson was submitted. The documentation includes the discourse that took place during the lesson as well as other events that will allow the viewer who was not present to understand the course of the lesson.
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### 3. Lesson description, analysis and interpretation

<b>A. Description</b>	A brief general description of the lesson was provided, from which one can understand the occurrences. There is a reference to both teaching and learning activities.
<b>B. Pedagogical dimensions</b>	A variety description of "organizational and pedagogical" dimensions was presented, in view of the set objectives observed or others that came up in the lesson, (all relating to teaching and learning interactions). The description is grounded in evidence or quotes from the lesson.
<b>C. Elaboration of one pedagogical dimension</b>	One instructional dimension that emerged as a main issue from the lesson is presented. There is a clear and well-grounded justification why this particular issue arises.
<b>D. Analysis and evidence</b>	The instructional dimension chosen was described and analyzed in detail, with evidence and / or quotes, with reference to the teacher's activity and its relationship with the students' activities in this dimension.
<b>E. Interpretation</b>	An established interpretation (based on evidence), which includes presentation of hypotheses based on the occurrence of the lesson observed. A number of advantages and disadvantages in the teacher's activities are presented. Appropriate and relevant alternatives were offered.

### 4. Pedagogic discourse

<b>A. Structure</b>	The structure of the discourse corresponds with the structure required for <i>pedagogical discourse</i> and it is well performed.
<b>B. Focus on teaching and learning</b>	There is evidence that the pedagogical discourse with the teacher was focused on teaching and learning.
<b>C. Allignment</b>	It is possible to understand the objectives of the discourse and the considerations chosen, such as examining the appropriateness of lesson planning and performance, examining alternatives, etc.
<b>D. Use of evidence</b>	During the conversation, testimonials from the lesson were used to substantiate what was said and to present interpretations from different perspectives.
<b>E. Improving teaching</b>	At the end of the conversation, it is clear to the teacher how to achieve improvement.