

# DIRECTOR OF INSTRUCTION (DI)

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## **DI-645 Mentoring: Strength Professional Practice (3 credits)**

Successful mentoring embodies best educational practices and extends beyond building, and classroom procedures. Through this course, students engage in research, discussion, and practice of issues relating to the mentoring process. Teachers, administrators; and support staff who seek to guide the development of teacher initiates and improve their own professional practice explore issues of teaching, learning, and assessment. They practice effective instructional strategies and performance-based assessment within the context of Wisconsin's academic standards, teacher restructuring goals, and professional developmental plans. They learn how to provide constructive feedback to teacher initiates within a collaborative, nurturing environment. They also explore links to evaluation/supervision.

## **DI-665 Educate in Democracy: Equity & Diversity (3 credits)**

Students examine the interrelationships between and among democracy, schools, and education, both historically and in contemporary society. Taking a problem-based approach, they develop case studies to explore the impact of community expectations and needs on educational decisions. Using varied research approaches, they map diverse perspectives and their implications for decision making. Reflecting on both research literature and their own experiences, they develop models for practice in professional school roles.

## **DI-666 Leadership/School & Community Engagement (3 credits)**

In examining the multiple roles open to leaders within school communities—including principal, learning coordinator, program implementor, staff development director, and assessment center director—students deepen their perspectives of the purposes and roles of schools in the local community. They develop skill in managing processes, personnel, and other resources in collaborative ways, recognizing the need for creating a climate of participative decision making. They develop skill in communication, facilitation, and conflict resolution, addressing varied audiences, including professional colleagues, parents, and members of the business and civic community.

## **DI-667 Frameworks for Curriculum Development (3 credits)**

Students compare and contrast varied frameworks for curriculum development, using the organizing principles and assumptions of education for a democracy. They evaluate the impact of multiple variables (e.g., goals, content, process, time, standards, community traditions, and resources) on curriculum decision making, with a particular emphasis on questions of coherence, accountability, and diverse needs of students. They develop skill in assessing needs and critiquing approaches in particular settings, as well as skill in working effectively with the school community in specific curriculum design projects.

## **DI-668 Frameworks for Assessment Practice (3 credits)**

Students develop in-depth knowledge of the theoretical frameworks guiding assessment practice in schools and refine skill in the design of assessment for the support of learning, decision making, and accountability. They distinguish between and among multiple audiences and purposes related to assessment of student performance in schools. They articulate clearly the role of the assessment process in the curriculum, developing skill in working effectively with the school community in the design of classroom assessment focused on student development.

*Prerequisite(s):* Additional Information Summer 2018: Taught at Greenfield High School, 4800 S 60 St in Learning Commons on 2nd floor. Meets June 18, June 21, July 9, July 12, July 16, July 19, July 20-July 25 for individual meetings and July 26

## **DI-670 Professional Interaction Simulation (0 credits)**

Taken concurrently with AL-666 or DI-666, this students take the role of a school professional working with a group to solve a problem. They demonstrate graduate-level skills in interpersonal and task interaction models. Area superintendents, principals, and curriculum directors serve as assessors and provide feedback individually to students.

*Prerequisite(s):* Concurrent registration with DI-666

## **DI-671 Legal Aspects of Administration (3 credits)**

One responsibility of a school principal is to see that the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities. In this course in the Administrative Leadership sequence, students examine the role and impact of judicial law and legislative policy on education. Drawing upon important landmark cases as a foundation, they explore the history as well as the ramifications of court decisions and legislative actions on school policy and operation. They also explore current special-education issues.

## **DI-672 Finance, Facility & HR Management (3 credits)**

Students examine the processes and impact of finance and management for schools and school systems. Drawing upon a range of administrative designs from public, private, and parochial schools, they conceptualize the significant role finance plays in realizing the mission, vision, and goals of the school/school system. They gain experience with issues related to budget planning, fund raising, human-resource management, employee-contracting processes, facilities management, scheduling, and related tasks. Students develop a command of sample school budgets and analyze decision-making processes in relationship to the school's stated mission, vision, and goals.

## **DI-697 Independent Study (3 credits)**

No description available.

## **DI-750 Admin Standards-Proposal/Practicum (0 credits)**

Taken concurrently with DI 751 a, this 0-credit assessment requires students to present their proposal for the practicum experience, demonstrating that their plan meets the criteria of the state Administrative Leadership Standards.

*Prerequisite(s):* Concurrent registration in AL-751.

## **DI-751 Direction of Instruction Portfolio (2 credits)**

The Director of Instruction Portfolio, taken for 0 credits in conjunction with TLA-750 or for 3 credits as a stand-alone process, is required for those who complete the Director of Instruction license.

## **DI-751A Additional Practicum (0 credits)**

This additional practicum is for Director of Instruction license.

**DI-752 Practicum 2 (2 credits)**

For the practicum, students are assigned to a school setting for 350 hours and work closely with the administrator of that site. They gain experience taking responsibility for a range of administrative leadership functions and relate educational administrative theory to the applied profession of educational administration. Building upon their prior study of the theoretical, practical, and legal foundations of administration and supervision, students carefully analyze problems in school administration and address these in an effective, well-planned, and consistent manner. They also explore the issues of conflict resolution, alternative education, media relations, partnership planning, and working with superintendents and principals.

*Prerequisite(s):* Concurrent registration with DI-754.

**DI-754 Portfolio (0 credits)**

Taken concurrently with DI-752, this 0-credit assessment requires students to create and present a portfolio that provides evidence of a professional development plan based on self-assessment.