

# DIRECTOR OF INSTRUCTION (DI)

## **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.

*Prerequisite(s):* Meets every other week.

## **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.

*Prerequisite(s):* Meets every other week.

## **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.

## **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-673 Business Strategies & Performance Mgt (3 credits)**

This course is designed to provide an in-depth understanding and development of business acumen necessary for effective school leadership. The role of the school leader is evolving and becoming even more challenging given the increasing complexities of navigating through administration to be strategic in thinking and accountable in performance. School leaders need to be equipped with the business knowledge of how to build and implement effective strategy at a high-level within the organization. From there, school leaders need to have the knowledge of management frameworks and processes to guide their actions in making sound business decisions and to successfully plan, monitor, and evaluate organizational performance.

*Prerequisite(s):* AL-672 or DI-672

## **DI-750 Portfolio Prep: Dir of Instruction (0 credits)**

Taken concurrently with DI 751a, 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. Practicum seminar and portfolio meetings occur at the same time.

*Prerequisite(s):* Concurrent registration in AL-751. Fall 2022: Course will meet online 4 Saturdays: 9/3/22, 10/8/22, 10/29/22 & 12/10/22.

## **DI-751 Dir of Instruction Practicum 1 (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. Practicum seminar and portfolio meetings occur at the same time.

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

This additional practicum is for Director of Instruction license.

**DI-752 Dir of Instruction 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. Practicum seminar and portfolio meetings occur at the same time.

*Prerequisite(s):* DI-754

**DI-754 Exit Portfolio: Dir of Instruction (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. Practicum seminar and portfolio meetings occur at the same time.

*Prerequisite(s):* Portfolio Requirement - Does not meet.