

WORKSHOP GUIDE FOR OLAC MODULE: *Meeting the Needs of Diverse Learners*

OVERVIEW

Note to Facilitators: The guide is set up in a flexible way to enable its use as an individual learning activity, an online learning experience, or a traditional face-to-face professional development session (or series of sessions). It is also possible to mix and match assignments to create a blended learning experience. The inclusion of objectives and evaluation rubrics also enables an individual, school district, or agency to submit the course materials to a university to determine whether or not the guide might serve as a credit-bearing learning experience. The amount of material included in the guide would translate to 1-semester-hour of credit in many universities that give credit for workshop participation. For use as a workshop or with a university that does not require rubrics, these parts of the guide can be omitted or distributed as information-only items to participants.

Description: This workshop guide draws on material provided in the module titled, “Meeting the Needs of Diverse Learners”—a learning resource developed and disseminated by the Ohio Leadership Advisory Council (OLAC) through its website (<http://www.ohioleadership.org/>). The narrative, videos, and charts comprising the workshop explain how educators can use the Ohio Improvement Process (OIP) with its connected set of TBTs, BLTs, and DLT to plan, implement, and evaluate core instructional practices and interventions that attend to the needs of diverse learners.

Workshop Goals: The overarching goal of this workshop is to enable educators to use the OIP to engage in continuous improvement positioned to promote equitable, inclusive, high-quality, and responsive education for all learners. The learning objectives that provide specification for the overarching goal come from three sets of relevant standards: the second edition of *Ohio’s Leadership Development Framework* (BASA, 2013), the Ohio Standards for Principals, and the Educational Leadership Constituent Council (ELCC) Building Level Standards. Relevant objectives from each of the three sets of standards are keyed to the experiences listed in the Learning Experiences Matrix below.

Evaluations of Learning: The module includes a pre- and post-assessment that can be used at the beginning and end of the guide to evaluate changes in the degree to which participants understand the content that the guide presents. Rubrics keyed to learning objectives can be used to assess performance of the guide’s four activities.

LEARNING EXPERIENCES MATRIX (Note: Completion of 3 of the 4 activities equates to one semester-hour of credit.)

Objectives ¹	Individual Activity	On-line Small Group Activity	Face-to-Face Group Activity	Evaluation Method
Didactic materials	Read all narrative and watch videos in the "Meeting the Needs of Diverse Learners" OLAC module. Supplementary videos are listed here .	Read all narrative and watch videos in the "Meeting the Needs of Diverse Learners" OLAC module. Supplementary videos are listed here .	Read all narrative and watch videos in the "Meeting the Needs of Diverse Learners" OLAC module. Supplementary videos are listed here .	Pre- and post-assessment linked with module.
Activity #1 Objectives	Review the narrative on pages 1-6 and page 13 of the module and watch videos. For Part One of the activity, pay special attention to the material on pages 3 and 13 of the module; for Part Two of the activity, pay special attention to the material on pages 4 and 6. *** Read activity prompt #1 and provide the appropriate written responses (3 in total) for both parts of the activity.	Review the narrative on pages 1-6 and page 13 of the module and watch videos. For Part One of the activity, pay special attention to the material on pages 3 and 13 of the module; for Part Two of the activity, pay special attention to the material on pages 4 and 6. *** Read activity prompt #1 and discuss each question in turn on a discussion board, wiki, or blog.	Review the narrative on pages 1-6 and page 13 of the module and watch videos. For Part One of the activity, pay special attention to the material on pages 3 and 13 of the module; for Part Two of the activity, pay special attention to the material on pages 4 and 6. *** After a facilitator reads activity prompt #1 aloud, engage in small or large-group discussions addressing the two parts of the activity; collectively develop three documents: (1) a list of brainstormed behaviors, (2) a list of interventions addressing the behaviors, and (3) a response to the reflection prompt provided on the next page.	MNDL Rubric #1

¹ Specific content has been identified as being directly related to the first portion of the standard. It is not an alternative to the standard. (OLAC)

Objectives ¹	Individual Activity	On-line Small Group Activity	Face-to-Face Group Activity	Evaluation Method
<p>Activity Prompt #1: Matching Needs of Diverse Learners to Instructional Interventions</p> <p>PART ONE</p> <p>Individually or in a small group, brainstorm a list of student <i>behaviors</i> that might illustrate student diversity. For example, a student may sit quietly without contributing to classroom discussion. The behavior here is the quiet sitting. This behavior could indicate that the student does not speak English fluently or that he or she is having learning difficulties or that he or she has a speech/language disability or that he or she tends to be introverted. Notice that the behavior itself does not lead to a "diagnosis," but rather points to the possibility that instructional interventions might be helpful. Next, brainstorm a list of possible instructional interventions to address each behavior on your first list. For example, for the quiet student, one possible intervention would be to see if providing a graphic organizer would increase the student's interest and engagement.</p> <p>PART TWO</p> <p>Reflection Prompt: Why, as part of your work as a principal, assistant principal, or teacher leader, is it important for you to be able to identify practices that encourage diversity? Why is it also important to understand appropriate instructional responses to the characteristics of diverse learners?</p>				
Activity #2 Objectives	Read activity prompt, and develop a written plan and action agenda for your school.	Read activity prompt #1; then discuss and develop plans and action agendas for your schools in a posting to an online discussion board, blog, or wiki. Interact with at least two other participants regarding the similarities and differences of needs and actions for a school-wide improvement plan that would make inclusion the norm.	Read activity prompt; then spend 10 to 20 minutes (1) reflecting and writing about what your school would need in order to make inclusion the norm and (2) identifying strategies and actions that should be revised or added to your school-wide plan or SIP. Share your reflections and plans with a small group of participants. Discuss the similarities and differences in your respective districts. Share your impression of commonalities and differences with the whole	MNDL Rubric #2

Objectives ¹	Individual Activity	On-line Small Group Activity	Face-to-Face Group Activity	Evaluation Method
group of participants.				
<p>Activity prompt #2: Structures that Support Inclusion First, review the section of the module titled, “Structures that Support Inclusion.” Then, taking stock of the current instructional practices, leadership arrangements, and organizational features of your school, identify changes that may need to be made to an existing school-wide improvement plan (or SIP) in order for inclusion to become the norm. Consider the ways in which your school improvement plan is informed by the district’s focused goals and strategies for improving instruction and achievement, and how Ohio’s 5-step process can be used to support the district-wide implementation of these strategies. Finally, identify the most important changes your school would need to make in order to fully institute the plan. NOTE: If your school does not currently have an improvement plan, indicate what such a plan ought to entail in order to ensure the use of practices that are both effective and inclusive.</p>				
Activity #3 Objectives	After reading the material in the module and watching the videos, write responses to the questions included in the activity prompt.	After reading the material in the module and watching the videos, participate in an on-line discussion (on a discussion board, blog, or wiki) based on the questions included in the activity prompt.	After reading the material in the module and watching the videos, participate in a discussion (either small or large group) based on the questions included in the activity prompt.	MNDL Rubric #3
<p>Activity Prompt #3 If you were to take the idea of presumed competence as a primary guide to your school leadership, how might you put it into practice in your interactions with district leadership and with teachers? In what ways might this presumption (i.e., of competence) have applicability to your own professional development and the on-going professional development of your faculty as a whole?</p>				
Activity #4 Objectives	Read the module, paying careful attention to the narrative and videos regarding OIP steps 1, 2, 3, and 5, and reflect upon each question in activity prompt #4 in a reflective essay.	Read the module, paying careful attention to the narrative and videos regarding OIP steps 1, 2, 3, and 5. In an on-line discussion (on a discussion board, blog, or wiki), choose three of the five questions in	After reading the module, paying attention to the narrative and videos regarding OIP steps 1, 2, 3, and 5, participate in small-group discussions in which each group comes to a consensus about which three of the five questions in	MNDL Rubric #4

Objectives ¹	Individual Activity	On-line Small Group Activity	Face-to-Face Group Activity	Evaluation Method
		<p>activity prompt #4 to discuss with one another. Be sure to interact with at least two other principals and to discuss reasons why particular questions are more important in your individual contexts.</p>	<p>activity prompt #4 to discuss. At this stage, record the rationale for choosing these three questions. Then spend 30-40 minutes discussing the questions your group chose, paying attention to similarities and differences in perspectives and approaches. Record your discussion on chart-tablet paper or PowerPoint slides to catalog insights, as well as highlight similarities and differences in perspectives. Use the chart-tablet pages or PowerPoint slides to share the small group's insights with the entire group.</p>	
<p>Activity prompt #4: Learning to Work the Data (1) As a school leader whose understanding of how to collect, analyze, and interpret data informs the thought processes and practices of your faculty, how can you model and demonstrate effective data use to your teachers, both individually and in TBTs? (2) In what ways can you help your faculty members become data experts who are comfortable with collecting, analyzing, and using appropriate data to inform and guide decisions about curriculum, instruction, and assessment? (3) In order to develop a school-wide improvement plan that makes inclusion the norm in your school, what data do you believe are most important to understand deeply and track consistently over time and why are these data most important? (4) How can you communicate your beliefs and expectations about effective data use to faculty in a clear and supportive way? (5) What steps can you take to involve the wider community of stakeholders in the process of using data effectively in order to foster instructional effectiveness within an inclusive district and school culture?</p>				

OBJECTIVES²

Activity #1 Objectives:

OLAC Essential Practices

- OLAC 3.4: Ensure the delivery of high-quality instruction on a school-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction.
- OLAC 6.2: Keep the purpose of ensuring the success of every student central to all decisions.

Ohio Principal Standards

- OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- OPS 1.3: Principals lead the change process for continuous improvement.

ELCC

- ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Activity #2 Objectives:

OLAC Essential Practices

- OLAC 1.2: Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.
- OLAC 1.4: Ensure data teams use building, course, and classroom data to constantly monitor progress in meeting performance targets for the building and at each grade level, planning for the success of all children and designed to close achievement and expectation gaps.
- OLAC 3.4: Ensure the delivery of high-quality instruction on a school-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction.
- OLAC 6.2: Keep the purpose of ensuring the success of every student central to all decisions.

² Specific standards are identified using a coding system whereby the first portion of the standard label is an abbreviation for the source of the standards (Ohio Leadership Advisory Council, Ohio Principals Standards, Educational Leadership Constituent Council) and the second portion includes a number representing the general area or domain in which the standard is located, a period, and then the specific number of the standard in that area or domain.

Ohio Principal Standards

- OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- OPS 1.3: Principals lead the change process for continuous improvement.
- OPS 2.3: Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- OPS 3.2: Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- OPS 4.1: Principals promote a collaborative learning culture.
- OPS 5.4: Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.

ELCC

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

Activity #3 Objectives:

OLAC Essential Practices

- OLAC 4.3: Communicate clear expectations with regard to building-level strategies/action steps for improving instruction and achievement on an ongoing basis.
- OLAC 4.4: Offer opportunities for meaningful input and feedback from internal and external community members with regard to building-level strategies/action steps for improving for instruction and achievement.
- OLAC 5.7: Provide for extensive job-embedded professional development aligned with building-level strategies/action steps for improving instruction and achievement.

Ohio Principal Standards

- OPS 4.1: Principals promote a collaborative learning culture.
- OPS 4.2: Principals share leadership with staff, students, parents and community members.
- OPS 4.3: Principals develop and sustain leadership.

ELCC

- ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
- ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.
- ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

Activity #4 Objectives:

OLAC Essential Practices

- OLAC 1.2: Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.
- OLAC 2.1: Communicate to all staff how the district's vision and mission and focused goals relate to the school improvement plan (SIP).
- OLAC 3.4: Ensure the delivery of high-quality instruction on a school-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction.
- OLAC 3.7: Monitor student achievement, ensuring that each student has access to high quality instruction and is making progress toward meeting the district's CIP.
- OLAC 4.3: Communicate clear expectations with regard to building-level strategies/action steps for improving instruction and achievement on an ongoing basis.
- OLAC 4.4: Offer opportunities for meaningful input and feedback from internal and external community members with regard to building-level strategies/action steps for improving for instruction and achievement.
- OLAC 6.2: Keep the purpose of ensuring the success of every student central to all decisions.

Ohio Principal Standards

- OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- OPS 1.3: Principals lead the change process for continuous improvement.
- OPS 1.4: Principals anticipate, monitor and respond to educational developments that affect school issues and environment.
- OPS 2.3: Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- OPS 4.1: Principals promote a collaborative learning culture.
- OPS 4.2: Principals share leadership with staff, students, parents and community members.
- OPS 4.3: Principals develop and sustain leadership.

- OPS 5.4: Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.

ELCC

- ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
- ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
- ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
- ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
- ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
- ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

OBJECTIVES

Objective	Major Concept(s)
<i>OLAC Essential Practices</i>	
OLAC 1.2: Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.	Foster culture of inquiry; use data effectively
OLAC 1.4: Ensure data teams use building, course, and classroom data to constantly monitor progress in meeting performance targets for the building and at each grade level, planning for the success of all children and designed to close achievement and expectation gaps.	Support educator teams; use data effectively; ensure implementation, monitoring, and evaluation
OLAC 2.1: Communicate to all staff how the district’s vision and mission and focused goals relate to the school improvement plan (SIP).	Maintain focus
OLAC 3.4: Ensure the delivery of high-quality instruction on a school-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction.	Cultivate instructional effectiveness
OLAC 3.7: Monitor student achievement, ensuring that each student has access to high quality instruction and is making progress toward meeting the district’s CIP.	Cultivate instructional effectiveness; ensure implementation, monitoring, and evaluation
OLAC 4.3: Communicate clear expectations with regard to building-level strategies/action steps for improving instruction and achievement on an ongoing basis.	Cultivate instructional effectiveness; ensure implementation, monitoring, and evaluation
OLAC 4.4: Offer opportunities for meaningful input and feedback from internal and external community members with regard to building-level strategies/action steps for improving for instruction and achievement.	Connect to the community
OLAC 5.7: Provide for extensive job-embedded professional development aligned with building-level strategies/action steps for improving instruction and achievement.	Provide high-quality PD
OLAC 6.2: Keep the purpose of ensuring the success of every student central to all decisions.	Maintain focus; cultivate instructional effectiveness
<i>Ohio Principal Standards</i>	
OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Maintain focus; ensure implementation, monitoring, and evaluation
OPS 1.4: Principals anticipate, monitor and respond to educational developments that affect school issues and	Connect to the community

Objective	Major Concept(s)
environment.	
OPS 2.2: Principals ensure instructional practices are effective and meet the needs of all students.	Cultivate instructional effectiveness
OPS 2.3: Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	Maintain focus; cultivate instructional effectiveness
OPS 3.2: Principals create a nurturing learning environment that addresses the physical and mental health needs of all.	Cultivate instructional effectiveness
OPS 4.1: Principals promote a collaborative learning culture.	Foster culture of inquiry
OPS4.2: Principals share leadership with staff, students, parents and community members.	Distribute leadership
OPS 4.3: Principals develop and sustain leadership.	Distribute leadership
OPS 5.4: Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	Cultivate instructional effectiveness
ELCC	
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Maintain focus; support educator teams
ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	Use data effectively; foster culture of inquiry; cultivate instructional effectiveness
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.	Cultivate instructional effectiveness
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	Use data effectively; foster culture of inquiry; cultivate instructional effectiveness
ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	Cultivate instructional effectiveness; distribute leadership
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Cultivate instructional effectiveness
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	Foster culture of inquiry; distribute leadership
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	Ensure implementation, monitoring, and evaluation
ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.	Distribute leadership
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and	

Objective	Major Concept(s)
intellectual resources within the school community.	
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	Connect to the community
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	Connect to the community
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	Maintain focus; cultivate instructional effectiveness
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	Maintain focus; connect to the community
ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	Maintain focus; cultivate instructional effectiveness

READING LIST
(References Cited in the Module are Highlighted)

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RUBRICS

MNDL RUBRIC #1

Standards	Target	Acceptable	Unacceptable
OLAC 3.4, OLAC 6.2, OPS 1.2, OPS1.3, ELCC 2.1, ELCC 2.2, ELCC 5.5	Generates extensive lists of behaviors and relevant instructional strategies that might address each behavior.	Generates approximately five behaviors and three instructional strategies addressing each of those behaviors.	Generates fewer than five behaviors and fewer than three instructional strategies; uses diagnostic terms rather than behavioral terms.
	Provides a compelling rationale for encouraging diversity within schools and classrooms.	Provides a rationale for accepting (or tolerating) diversity but not for encouraging it.	Focuses more on the problems associated with dealing with diversity in schools and classrooms than on the benefits of embracing and encouraging diversity.
	Demonstrates thorough understanding of a range of instructional strategies and tools and how they might best be used to address the needs of diverse learners.	Identifies several (three to five) relevant instructional strategies and tools and can show how each of these can be used to address the needs of diverse learners.	Indicates limited understanding of how specific instructional strategies and tools can be used to address the needs of diverse learners.
	Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.	Presents ideas clearly and elaborately using oral or written language.	Presents few ideas or explains them in ways that are unclear.

MNDL RUBRIC #2

Standards	Target	Acceptable	Unacceptable
<p>OLAC 1.2, OLAC 1.4, OLAC 3B.4, OLAC 6.2, OPS 1.2, OPS 1.3, OPS 2.3, OPS 3.2, OPS 4.1, OPS 5.4, ELCC 1.1, ELCC 1.2, ELCC 1.3, ELCC 2.1, ELCC 2.2, ELCC 5.1</p>	<p>Provides an analysis of current instructional practices, leadership arrangements, and organizational features that is sufficiently thorough and focused on inclusive practice to support improvement planning responsive to school circumstances and needs.</p>	<p>Provides an analysis of current instructional practices, leadership arrangements, and organizational features that focuses on inclusive practice and offers some support for school-wide improvement planning.</p>	<p>Attempts an analysis that focuses attention on a limited set of instructional practices, leadership arrangements, and/or organizational features and that is unlikely to promote inclusive practices or to support school-wide improvement planning.</p>
	<p>Clearly demonstrates how the use of the OIP 5-step process will foster strategic actions in line with a school-wide improvement plan.</p>	<p>Demonstrates how some parts of the OIP 5-step process will support strategies that, if implemented appropriately, are likely to lead to school-wide improvement.</p>	<p>Shows some familiarity with the OIP 5-step process but does not link features of the process in a cogent way to strategies that, if implemented appropriately, are likely to lead to school-wide improvement.</p>
	<p>Presents a forthright statement of the changes needed in order for the school to implement an improvement plan that incorporates strategies for high-levels of inclusiveness as well as high levels of learning for all students.</p>	<p>Presents a statement of three to five changes needed in order for the school to implement an improvement plan that incorporates strategies for high-levels of inclusiveness as well as high levels of learning for all students.</p>	<p>Identifies some possible school-wide changes but does not demonstrate how these changes would support an improvement plan that incorporates strategies for high-levels of inclusiveness as well as high levels of learning for all students.</p>
	<p>Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.</p>	<p>Presents ideas clearly and elaborately using oral or written language.</p>	<p>Presents few ideas or explains them in ways that are unclear.</p>

MNDL RUBRIC #3

Standards	Target	Acceptable	Unacceptable
OLAC 4.3, OLAC 4.4, OLAC 5.7, OPS 4.1, OPS 4.2, OPS 4.3, ELCC 2.1, ELCC 2.3, ELCC 3.2, ELCC 3.4, ELCC 5.3	Develops a thorough and carefully reasoned statement of how the presumption of competence would alter interactions with students and professionals (both at the school and at the district levels).	Develops a statement showing how the presumption of competence might alter interactions with students and/or professionals at the school but not necessarily at the district level.	Produces a statement that shows limited understanding of what is meant by the presumption of competence as well as limited ability to apply such a perspective at the school or district level.
	Clearly shows how a presumption of competence would augment his or her plans for professional growth.	Includes one or two statements showing how a presumption of competence might fit with his or her plans for professional growth.	Articulates one or two plans for his or her professional growth.
	Clear shows how a presumption of competence would impact plans for the on-going professional development of the school's faculty as a whole.	Includes one or two statements showing how a presumption of competence would impact plans for the on-going professional development of the school's faculty as a whole.	Articulates one or two statements that relate to the on-going professional development of the school's faculty as a whole.
	Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.	Presents ideas clearly and elaborately using oral or written language.	Presents few ideas or explains them in ways that are unclear.

MNDL RUBRIC #4

Standards	Target	Acceptable	Unacceptable
<p>OLAC 1.2, OLAC 2.1, OLAC 3.4, OLAC 3.7, OLAC 4.3, OLAC 4.4, OLAC 6.2, OPS 1.2, OPS 1.3, OPS 1.4, OPS 2.3, OPS 4.1, OPS 4.2, OPS 4.3, OPS 5.4, ELCC 1.1, ELCC 1.2, ELCC 1.3, ELCC 1.4, ELCC 2.1, ELCC 2.2, ELCC 4.3, ELCC 4.4</p>	Provides a compelling description of how he or she can model effective data use.	Presents one or two ideas suggesting ways he or she could model effective data use.	Acknowledges limited capacity for modeling effective data use.
	Articulates a coherent plan for helping his or her faculty become data experts.	Presents one of two ideas suggesting ways to help his or her faculty become data experts.	Shows limited understanding of what it means for an educator to become a data expert.
	Offers a convincing argument for viewing a limited set of indicators as the data that are most important to understand deeply and track consistently over time.	Provides a list of indicators that are important to understand and to track consistently over time, but does not fully explain why these indicators are the most important ones to track.	Shows a rudimentary understanding of some indicators that a principal might want to understand deeply and track over time.
	Describes a clear and elaborate plan for communicating with faculty about the effective use of data.	Describes a plan for communicating with faculty about effective use of data.	Identifies one or two ideas for communicating with faculty about effective use of data.
	Describe a clear and elaborate set of steps for involving the wider community of stakeholders in the process of using data effectively in order to foster instructional effectiveness within an inclusive school culture.	Lists several steps that might be useful for involving the wider community of stakeholders in the process of using data effectively in order to foster instructional effectiveness within an inclusive school culture.	Identifies at least one idea for involving the wider community of stakeholders in the process of using data effectively
	Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.	Presents ideas clearly and elaborately using oral or written language.	Presents few ideas or explains them in ways that are unclear.

Meeting the Needs of Diverse Learners: Supplementary Videos for Use in the Workshop

1. Title: *Co-teaching Fourth Grade, DeWitt Elementary*

link:

http://www.ohioleadership.org/video_library.php?topic=5_9&up_mov_id=77&up_mov_id=75

This video shows how co-teaching can enable teachers to differentiate instruction and create inviting, engaging, and dynamic learning environments.

2. Title: *Learning through Web Design*

link:

http://www.ohioleadership.org/video_library.php?topic=3&topic_grade=3&up_mov_id=100

This video shows an example of a community-minded learning project that evolved from cross-discipline collaboration in the Upper Arlington school district. The video will be especially useful to principals who are looking to make better use of their available computer technology. Although this video does not explicitly talk about ways to meet the needs of diverse learners, the type of instructional strategy it presents offers numerous possibilities for differentiation.

3. Title: *Chesapeake Elementary School*

link: http://www.ohioleadership.org/video_library.php?topic=10&up_mov_id=69

This video shows a multi-step lesson on area and perimeter that includes a discussion phase, a blueprint phase, and a 3-D model creation phase. Such lessons are useful for engaging students' different strengths and helping them address learning weaknesses. For example, one student may excel at the hands-on portion of the lesson even if he or she is less confident with an abstract discussion of the mathematical concept.

4. Title: *Learning Labs to Engage all Learners*

link: http://www.ohioleadership.org/video_library.php?topic=10&up_mov_id=68

This video shows how experimentation and station learning can be used to foster engagement, discussion, and concrete understandings so that the needs of all learners can be met.

5. Title: *Differentiating Instruction: First Grade Learning Centers*

link: http://www.ohioleadership.org/video_library.php?topic=10&up_mov_id=74

The early elementary learning centers featured in this video show how station learning can be used to address individuals' learning needs even at a young age. Such strategies can also be used

to ensure that different sets of skills or types of knowledge are given equal time within a class or a grading period.