H. Curriculum Planning and Development for the Success of All Learners by:		
Code **Explores**	**Implements**	**Designs, Evaluates, Improves**
1.H.1 Exploring ways to support teaching and learning through curriculum, assessment and strategic planning for all early childhood learners, including special education, gifted and talented, and adult levels.	Demonstrating the ability to support teaching and learning through curriculum, assessment and strategic planning for all early childhood learners, including special education, gifted and talented, and adult levels.	Demonstrating the ability to evaluate and enhance teaching and learning through curriculum, assessment and strategic planning for all early childhood learners, including special education, gifted and talented, and adult levels.
Q:	*How do you support teaching and learning for all early childhood learners? For adults? How do you engage in, facilitate, and/or lead the strategic planning process? How do you evaluate and enhance teaching and learning?*	
S-A or Goals		
1.H.2 Demonstrates an awareness in trends and educational implications.	Demonstrating the ability to provide planning and methods to anticipate trends and educational implications.	Evaluating and enhancing methods and data to implement and monitor trends and educational implications appropriate for the program.
Q:	*How do you anticipate trends and their educational implications? How do you provide planning and methods to respond to anticipated trends?*	
S-A or Goals		
1.H.3 Learning ways to develop, implement, and monitor procedures to align, sequence, and articulate curriculum and validate curricular procedures.	Demonstrating the ability to develop, implement, and monitor procedures to align, sequence, and articulate curriculum and validate curricular procedures.	Demonstrating the ability to evaluate and improve procedures to align, sequence, and articulate curriculum and validate curricular procedures.
Q:	*What are ways to develop, implement, and monitor procedures to align, sequence, and articulate curricula? How do you align curricula and teaching vertically (up and down grade/age levels) and horizontally (across classrooms, same grade/age)? How do you evaluate and enhance processes and procedures?*	
S-A or Goals		
1.H.4 Investigating ways to identify instructional objectives and use performance indicators.	Demonstrating the ability to identify instructional objectives and use valid and reliable performance indicators.	Evaluating and enhancing procedures to identify instructional objectives and use valid and reliable performance indicators.
Q:	*How do you identify instructional objectives and use performance indicators? How do you determine reliability and validity of performance indicators? How do you evaluate the process and plan for improvements?*	
S-A or Goals		

1.H.5	Understanding the purpose and role of learning technologies.	Appropriately using learning technologies.	Evaluating the use and effectiveness of learning technologies.
Q:	*What is the purpose and role of learning technologies in early childhood and adult learning? What is the purpose and role of learning technologies in your programs/district? How do you implement learning technologies? How do you evaluate their use and effectiveness?*		
S-A or Goals			
1.H.6	Learning ways to differentiate instructional designs, curriculum, behavior management, and assessment accommodations and modifications.	Demonstrating an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.	Providing direction and support for alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.
Q:	*Why is it necessary to differentiate instruction and curriculum? How do you plan, implement, and support alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications? How do you evaluate and enhance this process?*		
S-A or Goals			
1.H.7	Investigates how global competitiveness impacts early childhood and families.	Demonstrating an understanding of the urgency of global competitiveness.	Ensuring alignment with World's Best Workforce legislation; adapting practices to address the urgency of global competitiveness.
Q:	*How does global competitiveness impact early childhood learners, parents, and families? How does your programming and services respond to the urgency of global competitiveness? How is this assessed and evaluated?*		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to

Effective leaders:

a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning.
f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Goals, Resources