

University of North Texas at Dallas

Spring 2015 - SYLLABUS

EDAD 5680: Leadership of the K-12 Curriculum 3Hrs	
Department of Education & Human Sciences	Division of Educational Administration
Instructor Name:	Dr. Douglas Shouse
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Office Hours:	TBA
Virtual Office Hours:	Emails received by 4 p.m. will receive a response by 8:00 p.m. the following day. Phone calls/texts to 214-808-5407 (mobile) are welcome between 9 a.m. and 9 p.m. daily and replies can be expected within no more than 24 hours.
Classroom Location:	Rm 244
Class Meeting Days & Times:	Wednesday 5:30-8:20
Course Catalog Description:	Examines the interaction among curriculum, instruction and assessment at site, district and national levels. Theoretical knowledge as well as site and district based curricular projects are included. The student develops an understanding of the critical importance of research based yet practical curriculum alignment and coordinated planning in school reform and improvement.
Prerequisites:	EDAD 5300, EDAD 5330, EDAD 5360, and EDAD 5390
Co-requisites:	
Required Text:	Sorenson, R.D., Goldsmith, L.M., Mendez, Z.Y., & Maxwell, K.T. (2011). <i>The principal's guide to curriculum leadership</i> . Thousand Oaks, CA: Corwin Press.
Recommended Text and References:	<p>American Psychological Association. (2009). <i>Publication Manual of the American Psychological Association (6th Ed.)</i>. Washington, D.C.: Author.</p> <p>Burgess, D. (2012). <i>Teach like a pirate</i>. San Diego, CA: Dave Burgess Consulting.</p> <p>Lemov, D. & Atkins, N. (2010). <i>Teach like a champion</i>. San Francisco, CA: John Wiley & Sons Inc.</p> <p>Clark, R. (2012). <i>The end of molasses classes: Getting our kids unstuck</i>. New York, NY: Touchstone: Division of Simon and Schuster, Inc.</p> <p>Other materials provided by instructor.</p>
Access to Learning Resources:	<p>UNT Dallas Library: Phone: 972-338-1616 Website: http://www.untdallas.edu/our-campus/library</p> <p>UNT Dallas Bookstore: <u>Location:</u> 7300 Houston School Road, Dallas, TX 75241 Building 1 (north side of campus) / First Floor <u>Phone:</u> 972-780-3652 <u>Fax:</u> 972-780-3689 <u>Email:</u> 1012mgr@fheg.follett.com <u>Website:</u> untdallas.bkstr.com</p>

	Texas Education Agency Website http://www.tea.state.tx.us/ ; Other ONLINE resources (TBA) TK20 http:// www.coe.unt.edu/tk20 (One time purchase of TK20 access is required for this course. Student subscriptions are effective for 7 years from date of purchase.) Blackboard Learn https://learn.unt.edu
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Course Goals or Overview:

- The goals of this course provide the student an opportunity to...
1. Develop an understanding of curriculum philosophies and theory;
 2. Analyze curriculum development modes;
 3. Study effective instruction and closing achievement gaps as pertaining to diverse groups of students;
 4. Examine the process of curriculum alignment at the school and district levels;
 5. Recognize and utilize TEKS in planning and implementation of quality curriculum;
 6. Link standards and instruction with performance-based assessments;
 7. Examine curriculum integration, interdisciplinary curriculum, and monitoring issues; examine the Curriculum Management Audit process; and
 8. Determine roles and responsibilities in curriculum management.

Learning Objectives/Outcomes: At the conclusion of this course, the student will be able to...

1	Analyze current curriculum or instructional issues and trends that impact the curriculum in American PK-12 schools. <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i>
2	Define and demonstrate examples of the following key terms applicable in the design and delivery of school curricula: curriculum, core curriculum, integrated/interdisciplinary curriculum, thematic curriculum, alignment, balance, assessment, formative assessment, performance-based assessment, needs assessment, evaluation, standards, benchmarks, spiral curriculum, hidden curriculum, curriculum validation, curriculum mapping, standardized and criterion-referenced tests. <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i>
3	Compare and contrast the role of various assessments (standardized, criterion, formative, alternative) in evaluation of student progress and school programs. <i>[Aligns with Texas Principal Certificate Standards: Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]</i>
4	Coordinate and monitor the role and responsibilities of the curriculum leader in the design/development of the curriculum and implementation of rules and regulations that guide curriculum decisions. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</i>
5	Interpret the Curriculum Management Audit process using a subject area or program area. <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</i>
6	Explain and implement a process of professional development in instructional strategies that are aligned to the district curriculum. <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</i>
7	Compare and contrast the educational philosophies and school organizations that give structure to programming in the early childhood/elementary, middle, and secondary school curriculum and co-curriculum. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]</i>

TEXAS PRINCIPAL DOMAINS, COMPETENCIES, AND SKILLS

The activities and assessments in this course are designed to align with and support the candidates' development of the following competencies and skills:

Domain I: School Community Leadership

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff
- Use strategies to ensure the development of collegial relationships and effective collaboration of campus staff
- Use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision
- Facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

- Demonstrate effective communication through oral, written, auditory, and nonverbal expression
- Use effective conflict management and group consensus building skills.
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment.

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
- Model and promote the continuous and appropriate development of all learners in the campus community

Domain II: Instructional Leadership

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

- Use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning
- Facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs
- Facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment
- Facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

- Facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice
- Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students
- Use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals
- Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning
- Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

- Collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals
- Facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts
- Ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources
- Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.
- Engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- Gather and organize information from a variety of sources for use in creative and effective campus decision making
- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions.

Domain III: Administrative Leadership

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plan and support system to ensure a safe and effective learning environment.

- Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations.

The following table documents the UNT Dallas Educational Leadership Competency Framework and includes highlighting of the specific competencies that are practiced and learned in this course.

LEADERSHIP THROUGH...		LEADERSHIP FOR...				
		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Reflective Practice	<p>Aware of personal perspectives and biases</p> <p>Values diversity</p> <p>Acts in a supportive manner that recognizes feelings of other cultural groups</p>	<p>Uses data (Internal and External/Research) to guide school improvement</p> <p>Effectively organizes and analyzes information</p> <p>Anticipates challenges for problem solving</p> <p>Integrates & acts upon new information</p> <p>Connects relevant experience and academic knowledge</p> <p>Adapts and applies learned skills, theories, or methodologies to new situations</p> <p>Models and promotes the continuous and appropriate development of all learners</p>	<p>Attends to legal & policy trends & requirements</p> <p>Considers broad potential impact of decisions</p> <p>Holds self and others accountable</p> <p>Shows evidence of an inclusive classroom/school</p> <p>Responds to discriminatory actions or behaviors that are based on social identity markers (i.e. race, gender, ethnicities, religion, sexual orientation, age, socio economic status).</p>	<p>Aware of how he/she is perceived by others & adjusts accordingly</p> <p>Articulates values and beliefs</p> <p>Demonstrates resilience & flexibility</p> <p>Identifies professional and personal strengths & weaknesses</p> <p>Compares progress with planned milestones</p> <p>Shows an awareness of one's own ethics, personality, and presence</p> <p>Evaluates different ethical perspectives</p> <p>Applies knowledge of ethical and legal guidelines to protect the rights of students and staff and to promote learning</p>	<p>Uses data to analyze student learning results & plan CIA initiatives</p> <p>Reflects on data to inform curriculum and instructional leadership decisions</p> <p>Actively assesses instructional quality and demonstrates excellence in delivering instruction</p> <p>Utilizes action research to examine teaching and learning</p>

LEADERSHIP FOR...

LEADERSHIP THROUGH...	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
<p>Entrepreneurial Innovative Vision</p>	<p>Actively seeks cultural diversity Articulates a vision of inclusion & equity All inclusive vision Adjusts attitudes and beliefs as a result of working with and learning from diversity of communities and cultures Establishes a culture of high expectations for all</p>	<p>Seeks personal growth opportunities Seeks and responds to feedback Results oriented Willing to take calculated risks in order to improve Embraces contradictions in problem solving Identifies innovation opportunities and develops strategic plans</p>	<p>Actively advocates with policy makers for all students & staff Articulates & demonstrates equity Articulates an all-inclusive vision framed by emancipatory leadership Recognizes and celebrates the contributions of diverse groups/individuals toward the realization of the campus vision Advocates for policies and programs that promote equitable learning opportunities for all students Ensures access to all school services (i.e. Honors classes, AP classes, field trips, full academic and social curriculum)</p>	<p>Comfortable with both details & the bigger picture Shows a balance between confidence & humility Sets challenging goals & takes initiative Has a history of personal success & excellence in achievement Drive to achieve results/success Models culturally responsive and emancipatory leadership Models professional behavior</p>	<p>Articulates a clear vision of the successful K-12 student outcome Knowledge and skill in what is necessary to achieve high levels of student learning Sets high expectations for all students Develops and communicates a vision that includes the need for urgent change Measures excellence in academic curriculum through multiple modalities Facilitates the alignment of curriculum and instruction to readiness standards at each level (elementary to middle, middle to high school, high school to post-secondary) Leads improvement in literacy and numeracy for all students Facilitates engagement of all students</p>

LEADERSHIP FOR...

LEADERSHIP THROUGH...	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
Communication	<p>Language (oral & written) is free of cultural bias</p> <p>Active & Open listening</p> <p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication</p> <p>Skillfully negotiates shared understanding based on differences</p> <p>Supports and seeks multi-lingual communications based on community context</p> <p>Combines impartiality, sensitivity to student diversity and ethical considerations in interactions with others.</p> <p>Skillfully 'sells' the school to a variety of constituencies</p>	<p>Group facilitation skills</p> <p>Shares professional reading</p> <p>Utilizes appropriate media for sharing</p> <p>Shares action research with peers and broader community</p> <p>Participates in professional learning community</p>	<p>Language & actions are free of cultural bias</p> <p>Actively engages various constituents for input and sharing</p> <p>Models & encourages open conflict management</p> <p>Develops voice and actively advocates on issues of social injustice</p> <p>Responds to pertinent political, social, and economic factors in the internal and external campus context</p> <p>Advocates for student success through written and oral communications</p> <p>Understands and responds to the politics of the school</p>	<p>Builds a strong classroom and campus culture</p> <p>Develops strong, trusting, & respectful relationships</p> <p>Demonstrates honesty & integrity</p> <p>Responds appropriately to a variety of circumstances</p> <p>Considers consequences of personal and professional communications</p> <p>Uses professional language when engaging stakeholders (oral, written, visual media)</p> <p>Demonstrates respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p> <p>Makes and explains decisions based on ethical and legal principles</p>	<p>Demonstrates coaching skills</p> <p>Uses feedback to encourage & increase quality teaching</p> <p>Engages in crucial professional conversations</p> <p>Articulates and shares student achievement outcomes with multiple stakeholders (peers, students, teachers, parents, etc.)</p> <p>Creates opportunities for teachers to dialogue on student achievement</p> <p>Articulates and advocates for the importance of decisions impacting preparedness for academic rigor</p>

LEADERSHIP FOR...

LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Technology & Other Resources	<p>Creates open access through a variety of technology portals</p> <p>Engages with social/educational technology (iPad, cell phone, texting, social media, webinar, etc.)</p>	<p>Utilizes appropriate media for seeking & sharing best practices (research and practice based evidence)</p> <p>Accesses current research and databases</p> <p>Uses technology for data analysis</p> <p>Stays current and updated in technology advancements (hardware and software)</p> <p>Evaluates information and sources critically</p>	<p>Actively ensures access to technology for all students & families</p> <p>Matches technology expectations to students' specific resources and/or community resources</p> <p>Bridges technology gaps for students by acquiring technologies in the school</p> <p>Coordinates with community resources to provide access outside the school</p> <p>Effectively secures & manages resources to ensure access to all students and families</p>	<p>Understands & models appropriate/effective use of social networking tools and other technologies</p> <p>Socially responsible with technology (email content; text content; internet usage)</p> <p>Secures necessary resources through grant writing, advocacy, and effective management</p> <p>Uses public resources and funds appropriately and effectively</p>	<p>Successful experience with instructional technologies (electronic, manipulatives, and other hands-on stimulatives)</p> <p>Uses technology to access and analyze achievement data</p> <p>Utilizes technologies to engage all stakeholders in learning</p>

LEADERSHIP FOR...

LEADERSHIP THROUGH...	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
<p>Collaboration/ Team Building</p>	<p>Actively seeks diverse perspectives, including diverse family structures and diverse cultures</p> <p>Acts without bias in the engagement of all stakeholders</p> <p>Shows initiative in team leadership of complex and/or multiple civic engagement activities</p> <p>Shows ability and commitment to work collaboratively across and within community contexts</p> <p>Initiates and develops interactions with individuals from culturally diverse backgrounds</p> <p>Engages parents and communities across cultural boundaries</p> <p>Advocates for public engagement of the school across cultural boundaries</p>	<p>Participates in & facilitates teacher involvement in professional learning communities</p> <p>Creates opportunities for staff to increase effectiveness & achieve progress in career goals</p> <p>Builds effective coalitions and implements shared-decision making</p> <p>Actively cites research from multiple perspectives</p> <p>Engages in professional learning communities</p> <p>Facilitates teachers learning together across traditional boundaries (grade level, department, etc.)</p> <p>Establishes mentoring structures for new teachers</p>	<p>Includes and engages all stakeholders (student, families, staff, community)</p> <p>Advocates for teachers and students</p> <p>Delegates to appropriate groups</p> <p>Promotes collaboration among team members</p> <p>Includes all stakeholders in decision making processes</p> <p>Facilitates the implementation of management techniques and group processes to ensure shared responsibility for campus goal attainment</p>	<p>Attracts & recruits highly effective staff</p> <p>Makes sound financial decisions</p> <p>Engage personalities and ethical considerations that may be different from our own</p> <p>Suspend biases to listen to other perspectives</p>	<p>Sets high expectations for teacher success</p> <p>Builds & sustains a viable organization for learning</p> <p>Ensuring the best fit of teaching teams for student success</p> <p>Organizing through site-based management to ensure student success</p> <p>Able to motivate, inspire, and hold others accountable for student learning</p> <p>Facilitates teachers working together to develop the depth of knowledge to teach a rigorous academic core</p> <p>Facilitates campus participation in district planning to ensure alignment across the system</p>

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Class Dates			
Jan. 20	Intro and Assignments	Class Meets	
Jan. 27	Common Core	On-Line	Assignments due Feb. 3 rd
Feb. 3	Curriculum Road Map	On-Line	Assignments due Feb. 17 th
Feb. 10	Curriculum Road Map	On-Line	Assignments due Feb. 17 th
Feb. 17	Curriculum Road Map	Class Meets	Bring Curriculum Road Map Assignments to this class
Feb. 24	Instructional Leadership	On-Line	Instructional Leadership Response due March 1 st
March 2	Instructional Leadership	Class Meets	Bring TPC Interview Document to this class
March 9	Instructional Leadership	On-Line	Assignments due March 22 nd
March 16	Spring Break		
March 23	Assessing the Curriculum	On-Line	Student Data Tracking due March 29 th
March 30	Assessing the Curriculum	Class Meets	Bring Assessment Article Response Documents to this class
April 6	Professional Learning Communities	On-Line	Assignment due April 12 th
April 13	PLC Video Assignment	On-Line	Assignment due April 25 th
April 20	Curriculum Audit	On-Line	Assignments due April 25 th
April 27	Best Practices Presentation (3)	Class Meets	
May 4	Best Practices Presentation (2)	Class Meets	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Instrument	Points	Learning Objectives
Common Core <ul style="list-style-type: none"> ➤ Non-Fiction Graphic Organizers ➤ Compare/Contrast Organizer 	55	Learning Objective #1 <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i>
Curriculum Road Map <ul style="list-style-type: none"> ➤ Vocabulary Word Maps (6 pts.) ➤ Tree Charts (48 pts. = 24 pts. each) ➤ Nonfiction Summary (12 pts) ➤ Curriculum Comparison Chart (14 pts.) 	80	Learning Objective #1 <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i> Learning Objective #2 <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i>
Instructional Leadership <ul style="list-style-type: none"> ➤ TPC Principal Interviews (40 pts. = 20 pts. each) ➤ Curriculum Calibrations (40 pts. = 20 pts. each) 	80	Learning Objective #2 <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i> Learning Objective #4 <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004]</i>

		<p>004; Competency 005; Competency 006; Competency 007; Competency 008]</p> <p>Learning Objective #5 [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</p> <p>Learning Objective #7 [Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]</p>
<p>Assessing the Curriculum</p> <ul style="list-style-type: none"> ➤ Three Assessment Article Responses (45 pts. = 15 pts. each) ➤ Student Data Tracking Frayer Model (15 pts.) 	60	<p>Learning Objective #2 [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</p> <p>Learning Objective #3 [Aligns with Texas Principal Certificate Standards: Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]</p>
<p>Curriculum Audit</p> <ul style="list-style-type: none"> ➤ The Edge Questions (20 pts.) ➤ Policy Comparison (20 pts.) 	40	<p>Learning Objective #5 [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</p>
<p>Professional Learning Communities</p> <ul style="list-style-type: none"> ➤ PLC Group Activity 	60	<p>Learning Objective #2. [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</p> <p>Learning Objective #6 [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</p>
PLC Book Review	125	<p>Learning Objective #6 [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</p>
PLC Video	100	<p>Learning Objective #1 [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</p> <p>Learning Objective #6 [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</p>
Best Practice Project	300	<p>Learning Objective #2 [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</p>

		Learning Objective #6 <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</i>
Class Participation	100	
TOTAL	1000	

Best Practices in Teaching – You and a partner will assume the role of campus leaders in charge of professional development for the faculty. You are assigned to facilitate the learning of the staff on a research-based strategy, technique, or approach. Your presentation should include the following:

- **Professional Development Plan:** A plan that outlines the ongoing professional development activities related to the implementation of the strategy, technique, or approach selected. This plan should encompass all of the professional development activities from introduction to full implementation. The plan should reflect best practices for adult learning and research on effective professional development. A professional development plan template and an example have been provided in Blackboard. Students should include a minimum of 6 different activities in their plan.
- **Written Report:** Detailed overview of the strategy/technique/approach with citation (APA style formatting) to the sources used. Minimum 1 page and 3 resources must be provided and copies **MUST** be provided to the entire class (paper or electronic prior to session.)
- **Practical Classroom application:** You will deliver one session from your PD plan to demonstrate the strategy for your cohort.
Actively engage your audience using adult learning strategies for a 45 minute session.
- **Include additional resources and examples:** Create a reference list in APA style to be shared with classmates.

The goal is **not** just to **explain** the strategy but, rather, to model the technique during your session by actively engaging the audience in the learning experience. This will provide participants with an understanding of **how to apply the research-based approach** in order to effectively deliver the curriculum or assess instruction. Partners and topics will be determined collaboratively with the instructor. Only one group will be permitted to present on a particular topic. Websites that might be helpful to research and select topics are available in Blackboard. Additionally, resource materials may be checked out from the instructor’s professional library. All written documentation is due when the facilitation session is scheduled. **Presentation Dates: April 27th and May 4th**

Professional Learning Community Book Study – A different book will be assigned to each professional learning community. Each student in the PLC is expected to read the book assigned and independently write a book review using the guide provided by the instructor. The book review should be posted on Black Board by **March 29th**.

The PLC group will create a 5 to 7 minute video which includes all members. The purpose is to highlight key concepts of the book and to provide enough information that the other groups can determine if in-depth study of the book would be of benefit to them. (*Note: Do not use videos or parts of videos already available from YouTube or the author’s webpage.*) Videos need to be uploaded to YouTube and the link sent to the professor by **April 25th**.

On-Line Activities – A variety of activities will be assigned in order to prepare students for the face-to-face meetings. Students will be given points on tasks completed based on quality of work.

- Common Core Standards 55 points
- Curriculum Road Map 80 points
- Learning Triangle and Leadership Standards 80 points
- Assessing the Curriculum 60 points
- Curriculum Audit 40 points
- Professional Learning Communities 60 points
- Total Points* 375 points

Class Participation – Regular attendance and active participation in class and on-line discussions are essential to the successful achievement of the course objectives. Due to the participative instructional focus, make-up of classes missed is not feasible. **Students will deduct 50 participation/discussion points for each class session missed.**

Assessment	Value
Best Practice Project	300
PLC Book Review	125
PLC Group Video	100
On-Line Assignments	375
Class Participation/Discussion	100
Total:	1000

Grade Determination:	
A = 900 – 1000 pts.	Exceeds Expectations
B = 800 – 899 pts.	Proficient
C = 700 – 799 pts.	Emerging
F = 699 pts. or below	Unacceptable

Universities Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to

inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html