

**University of North Texas at Dallas**  
**Spring 2014**  
**SYLLABUS**

<b>EDAD 5800-090</b>			
<b>Rethinking Education for All: A 21<sup>st</sup> Century Paradigm 3Hrs</b>			
Department of	Educational Administration	Division of	Teacher Education and Human Services
<b>Instructor Name:</b>	George Woodrow, Jr., Ed.D.		
<b>Email Address:</b>	george.woodrow@unt.edu		
<b>Classroom Location:</b>	Building 1 Room 208		
<b>Class Meeting Days &amp; Times:</b>	Wednesday 5:30-8:20 p.m.		
<b>Course Catalog Description:</b>	<p>This course examines school reform from the perspective of the classroom, school, and district. It explores a conceptual framework that underscores a synergistic process that clearly reveals the interconnectedness of key entities in schooling; for example, campus culture, instructional strategies, a research-based belief system and how to effectively galvanize students' effort. The aim of this course is to offer new ways to think about these issues and to understand their unique relationships with each other. Doing so facilitates a deeper understanding in order to craft possible solutions that really work. Those with an interest in real and sustained learning for all as well as aspiring principals, curriculum coordinators, superintendents and others with a passion for school reform and leadership will benefit from this course.</p>		
<b>Required Text:</b>	<p>Woodrow, G. (2010). <i>The instructional leadership pyramid: A framework for raising student academic achievement</i>. Dubuque, IA: Kendall Hunt Publishing Company.            Dweck, C.S. (2006). <i>Mindset: The new psychology of success</i>. New York: Random House.</p>		
<b>Recommended Text and References:</b>	<p>Colvin, G. (2008). <i>Talent is overrated</i>. New York: Penguin Group.            Covey, S. (2008). <i>The speed of trust</i>. New York: Free Press.            Coyle, D. (2009). <i>The talent code</i>. New York: Random House, Inc.            Hattie, J. (2012). <i>Visible learning for teachers</i>. New York: Routledge.</p>		
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:            phone: (972) 780-3625;            web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a>            UNT Dallas Bookstore:            phone: (972) 780-3652;            e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p> <p>Texas Education Agency Websites; Other ONLINE resources (TBA)            TK20 <a href="http://www.coe.unt.edu/tk20">http://www.coe.unt.edu/tk20</a> ( TBA) Student subscriptions are effective for 7 years from date of purchase)</p>		
<b>Course Goals or Overview:</b>			
The goals of this course provide the students an opportunity to learn and fully embrace the following key			

theoretical and practical concepts, beliefs and initiatives. They are as follows:

- Develop effective strategies for reculturing schools and districts.
- Learn about *collective instructional leadership*.
- Define and understand the term research-based belief system.
- Examine personal and group beliefs about change.
- Define and learn how to overcome campus learning disabilities.
- Understand how to foster a safe, caring, and trusting team culture.
- Define and understand significance of the term closing the opportunity-to-learn cap.
- Examine and understand the connection between organizational culture and learning.
- Understand how to develop, implement, and monitor effective campus learning strategies that reflect data analysis.
- Understand how to select and develop quality teachers who possess a research-based belief system.
- Learn how to significantly increase all students' academic effort.
- Understand how to build trust in professional learning communities and school-wide.
- Examine alternatives to student retention.
- Define and understand "bell curve" teaching.
- Learn how to become an effect instructional coach.

**Course Outline**

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class.

**Course Calendar: Lecture – Activities – Discussion Topics**

1/15/14	Introduction – Syllabus – Essay Assignment Group and Individual Assignments
1/22/14	Present and Discuss: Reflection Essays Discuss: Transformational Experience Debate Materials/Groups
1/29/14	Debate: Nature vs. Nurture Believing Activity Discuss Flipped Learning: Take It or Leave It School Leaders: Don't Let Your Teachers Lose Heart
2/5/14	Culture of the Organization Group Discussion/Activity Discuss: Mission Statements and Vision Statements <b>Home Assignment (Group Activity I)</b>
2/12/14	School-Wide Instructional Strategies Discuss: New Heroes in Teaching Group Activity I (In Class)
2/19/14	Develop a Research-Based Belief System Discuss: Renorming IQ Tests Due to Flynn Effect Group Activity II <b>Conduct Field Project</b>
2/26/14	Online- Reform: To What End?
3/5/14	Increase All Students' Efforts All Students Achieve at High Levels <b>Present Field Project</b> Discuss: Stability and Modifiability of IQ
3/12/14	Spring Break

3/19/14	Inside the Mindsets The Truth About Ability and Accomplishment Discuss: Rigor on Trial
3/26/14	Mindset and Leadership Parent, Teachers and Coaches Discuss: Action Centered Leadership
4/2/14	The Mindsets Class Presentations: Literature Review Changing Mindsets Discuss: What Real Leaders Know
4/9/12	Online: The Agile Leader
4/16/14	Class Presentations: Literature Review Discuss: Beyond Testing
4/23/14	Class Presentations: Literature Review Discuss: Creating a Knowledge Base for Teaching
4/30/14	Present Course Portfolio (Electronic/Hardcopy) Discuss: The Relationship Balance Review for final
5/7/14	Final Exam

### Course Evaluation Methods

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

#### Attendance and Participation:

Students are expected to be prepared for discussions and questions related to the assigned information. Regular and prompt class attendance and active class participation are required in order to meet the requirements of this course. Instructional methods utilized in this course include class discussions, lectures, group discussions, and oral presentations.

#### Reflection Essay

If there are two phrases that are ubiquitous in the education lexicon, these are they: "I have high expectations and all children can learn." As an educator, develop an essay describing what these phrases mean to you. It should be no longer than three double spaced typed pages. The paper will be presented orally in class. The essay must include a discussion of the following:

- Define high expectations.
- In the context of schooling, define what the phrase "all children" means to you.
- Now, reflect upon your professional practice and discuss how it is congruent with previously stated definition.
- The strength of this assignment is contingent upon students' **candor**; hence, there will be no right or wrong answers (political correctness will be frowned upon).
- Class should be prepared to interact as assignment is presented.

#### Class Project:

Each student is expected to present and lead a class discussion regarding the central focus of identified topics. The presentation should be delivered by utilizing PowerPoint. Copies should be made available to all members of the class. **Personal experiences and observations should be shared during the presentation as well as perceived challenges and solutions.**

#### Course Project:

Students are expected to maintain a course portfolio. The course portfolio is intended to be a resource document that facilitates best practices in education reform and leadership. This document should contain notes from lectures, guest speakers and class handouts as well as discussion notes from activities completed in class.

**Online Class Assignments:**

Students will sign in prior to our second class meeting and respond to an introduction prompt. At least one class meeting will take place online. Assignments are located in the Discussion section under Course Tools. Expectations and assignments will be delineated online. Students will have a full week to participate. Assignments must be submitted during the week designated in syllabus. The syllabus is located on blackboard.

**Professional Paper (Review of Literature):**

Students will develop a professional paper (APA style) regarding critical issues in school reform. The paper may be a topic or book report. It can be no more than six pages in length. A copy of the paper will be submitted to the instructor. Highlights of the paper will be presented orally in class and handouts made available to all students. Students are expected to demonstrate the applicability of their research findings on school campuses and how those same findings impact school transformation. **Review course goals before preparing your paper.** All topics must have approval of the instructor prior to development. Papers submitted for previous courses will not be accepted.

**Field Assignments:**

Two brief field assignments will be completed in this course. Details of the assignments will be delineated in class. Essentially each student will be expected to (1) solicit feedback from grade level or PLC team members regarding a specific question and (2) interview colleagues on campus regarding two educational concepts. The results of your finding will be shared and discussed in class. A written copy of findings will be presented to the instructor.

**Final Exam:**

Student will be required to complete a comprehensive essay exam.

**Course Grading:**

Course materials must be submitted on time to receive full credit. The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required.

General criteria for evaluating student work are:

1. Construction of Knowledge: Students successfully interpret, analyze, evaluate, or synthesize information.
2. Depth of Understanding: Student understanding of course content and themes is relatively complex and deep, and they demonstrate that understanding through elaborated communication.
3. Connection to Practice: Students successfully connect course content to practice and their specific context. They explore implications that create value and significance for knowledge.

Class Project	20
Reflection Essay	10
Review of Literature	20
Class Participation/Online	20
Course Project (Portfolio)	10
Field Project	10
Final Exam	10
Total	100

**Grading Legend:**

90 – 100 = A  
 80 - 89 = B  
 70 - 79 = C  
 60 - 69 = D  
 Below 60 = F

**University Policies and Procedures**

**Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

**Student Evaluation of Teaching Effectiveness Policy:**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class.

**Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

**Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.

**Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

**Attendance and Participation Policy:**

The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions. 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.