UNT DALLAS — University of North Texas at Dallas
Spring 2014 - SYLLABUS

EDAD 5680: Leadership of the K-12 Curriculum   3Hrs

Department of	Education & Human Sciences	Division of	Educational Administration

Instructor Name:	L. Kay Forsythe, Ph.D.
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Office Hours:	Tuesday 1pm – 4pm; Wednesday 2pm – 5pm; Thursday 1pm - 4pm; and by appointment
Virtual Office Hours:	*Emails/texts received by 4 PM will receive a response by Noon the following day. Phone calls/texts to 515-835-1860 (mobile) are welcome between 7AM and 10 PM daily and replies can be expected within no more than 24 hours.*

Classroom Location:	DAL 1 Room 312
Class Meeting Days & Times:	Thursdays – 5:30 – 8:20 PM

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). *The principal's guide to curriculum leadership.* Thousand Oaks, CA: Corwin Press.

Recommended Text and References:	American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th Ed.).* Washington, D.C.: Author. Dougherty, E. (2012). Assignments matter: Making the connections that help students meet standards. ASCD: Alexandria, VA. Jacobs, H.H. (Ed.) (2010). *Curriculum 21: Essential education for a changing world.* Alexandria, VA: Association for Supervision and Curriculum Development. Popham, W. J. (2010). Everything school leaders need to know about assessment. Waters, T., Marzano, R. J. & McNulty, B. (2003). Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement. Retrieved from http://www.mcrel.org/PDF/LeadershipOrganizationDevelopment/5031RR_BalancedLeadership.pdf

	Other materials provided by instructor.

Access to Learning Resources:	UNT Dallas Library:
	    phone: (972) 780-3625;
	    web: http://www.unt.edu/unt-dallas/library.htm
	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
	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

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. *[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]*
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. *[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]*
3	Compare and contrast the role of various assessments (standardized, criterion, formative, alternative) in evaluation of student progress and school programs. *[Aligns with Texas Principal Certificate Standards: Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*
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. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]*
5	Interpret the Curriculum Management Audit process using a subject area or program area. *[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007;*

	Competency 008]
6	Explain and implement a process of professional development in instructional strategies that are aligned to the district curriculum. *[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]*
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. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*

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 know how to apply principles of leadership and management t 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	Aware of personal perspectives and biases Values diversity Acts in a supportive manner that recognizes feelings of other cultural groups	Uses data (Internal and External/Research) to guide school improvement Effectively organizes and analyzes information Anticipates challenges for problem solving Integrates & acts upon new information Connects relevant experience and academic knowledge Adapts and applies learned skills, theories, or methodologies to new situations Models and promotes the continuous and appropriate development of all learners	Attends to legal & policy trends & requirements Considers broad potential impact of decisions Holds self and others accountable Shows evidence of an inclusive classroom/school 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).	Aware of how he/she is perceived by others & adjusts accordingly Articulates values and beliefs Demonstrates resilience & flexibility Identifies professional and personal strengths & weaknesses Compares progress with planned milestones Shows an awareness of one's own ethics, personality, and presence Evaluates different ethical perspectives Applies knowledge of ethical and legal guidelines to protect the rights of students and staff and to promote learning	Uses data to analyze student learning results & plan CIA initiatives Reflects on data to inform curriculum and instructional leadership decisions Actively assesses instructional quality and demonstrates excellence in delivering instruction Utilizes action research to examine teaching and learning

LEADERSHIP THROUGH…	LEADERSHIP FOR…				
	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
Entrepreneurial Innovative Vision	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	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	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)	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	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

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

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

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

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by class announcement and/or through email notification.

TOPICS	TIMELINE
Course Overview; Curriculum Leadership Defined: The Learning Triangle; Current Issues in Curriculum (Sorenson et al – Chapter 1) *[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]* [Book selection and facilitation plan for Learning Community Book Study; Best Practices Topic and session dates; and Case Study Facilitation]	January 16, 2014
The Role of the Principal as Curriculum Leader: Leadership Standards (Sorenson etal – Chapter 2) *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009]* [Case Study: Stand and Deliver p. 18]	January 23, 2014
The Role of the Principal as Curriculum Leader: Principal Expectations (Sorenson etal – Chapter 3) *[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 004; Competency 006; Competency 007]*	January 30, 2014 Online Class Activities – No Face2Face
The Role of the Principal in Curriculum Change and Innovation (Sorenson etal – Chapter 4; *Waters etal – Balanced Leadership Executive Summary*) *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 004; Competency 005; Competency 006; Competency 007]* [Case Study: Who's the Turkey p. 80; Learning Community Session #1]	February 6, 2014
Professional Development and Curriculum Leadership (Sorenson etal – Chapter 8). *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 006; Competency 007]]* [Case Study: It's a Real Puzzle p. 101]	February 13, 2014
Curriculum Design and Development (Sorenson etal – Chapter 5) *[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]* [Case Study: Professional Learning at Sandy Shores School – p. 208]	February 20, 2014
Curriculum Frameworks – Design Backward (Sorenson etal – Chapter 5; Wiggins & McTighe – *Understanding by Design*) *[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]* [Case Study: Who Decides What and How - p. 125; Learning Community Session #2]	February 27, 2014
Building Relationships with Teachers/Professional Learning Communities (Sorenson etal – Chapter 6; DuFour etal – *Whatever It Takes*) *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 004; Competency 005; Competency 006; Competency 007]* [Case Study: A Clash Concerning the Arts – Blackboard; AEIS/AYP School Analysis/brochure Draft Due in Blackboard]	March 6, 2014
SPRING BREAK – NO CLASS	March 13, 2014
Curriculum and Instruction: Integrating the Curriculum (Sorenson etal – Chapter 7) *[Aligns with Texas Principal Certificate Standards: Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]* [Case Study: Zachary School p. 151; AEIS/AYP Analysis Discussion; Learning Community Session #3]	March 20, 2014

Curriculum and Instruction – Cognitive Complexity (Anderson & Kratwohl etal – *A Taxonomy for Learning, Teaching, and Assessing*) *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 004; Competency 005; Competency 006; Competency 007]* [Case Study: Well, it's the state mandated Curriculum- p. 189]	March 27, 2014
Curriculum and Instruction: Differentiation and RtI (Tomlinson – *Leadership for Differentiating Schools and Classrooms*; Fisher & Fry – *Enhancing RtI*) *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]* [Case Study: Macbeth – Blackboard; Best Practices PD Sessions]	April 3, 2014
Leadership and Legislated Learning (Sorenson etal – Chapter 9) *[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 007]* [Best Practices PD Sessions; Learning Community Session #4]	April 10, 2014
Curriculum Leadership in the Digital Age (Sorenson etal – Chapter 10) *[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 008]* [Case Study: It's All State Mandated Anyway! P. 227; Best Practices PD Sessions]	April 17, 2014
Professional Development and the Instructional Core (Sorenson etal – Chapter 8; City, Elmore, Fiarman, & Titel – *The Instructional Core*). *[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]* [Case Study: My School and the NETS-A p. 264; PLC Sharing Session]	April 24, 2014
The Future for Curriculum Leadership: Bringing it all together *(Sorenson etal – Epilogue) [Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]* [Final Submission of School Brochure Due in Blackboard]	May 1, 2014

Course Evaluation Methods

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

- *Learning Community Book Study* - *Students will select and read a book from the Recommended textbook listing (Dougherty, Popham, or Jacobs). Selection will be coordinated by the course instructor to ensure balanced participation in class-based learning communities. Time will be provided in class for learning communities to meet, facilitation will be rotated among members of each group, and as a culminating activity the learning community will present their learning to the other groups in class.*

  There will be four in class meetings of the PLC; each facilitated by rotation of the PLC members. A suggested timeline/breakdown of the book may be requested but PLC groups will set their own reading goals for each PLC meeting. The facilitator for each meeting will submit the outline for the PLC meeting in Blackboard (Due in Blackboard the MONDAY prior to the PLC meeting.) The facilitation outline will include the discussion plan, potential discussion starter questions, the intended outcomes of the PLC session, and the activities to be included in the PLC session. Each session will be 60 minutes; facilitators will be expected to pace the session to reach closure by the end of the session. NOTE: the facilitator is not 'lecturing' the group regarding the content but rather providing activities to engage the PLC participants in active discussion and collaborative learning.

  Additionally, the PLC group will prepare a 30-minute session to share their group learning from their book with the other two PLC groups. This session should include all members in the sharing activities, should

go beyond a presentation [although you may use powerpoint to organize and visualize your session], and enable the other groups to understand your book study as well as make a decision regarding their own interest in studying the book being shared. These sessions will take place in class on April 24, 2014.

- **AEIS/AYP Analysis –** Each student will develop a critical analysis of the AEIS and AYP reports for their campus. Access the AEIS and AYP reports for your campus or your district and review the most recent data. Use the link in the Blackboard Module to "District/Campus report locater" to access a copy if you do not have another source. Develop a brief analysis which documents why a parent should select your campus [given a choice for attendance for their child] including the data from the AEIS report as a strong element of your case. You may also include other elements in your case such as after-school activities, academic supports, etc. Develop a brochure that could be provided to parents considering enrollment in your school. Post your brochure in Blackboard through the WIKI tool so that it can be viewed by your classmates. Due March 6 in Blackboard. Review the analyses/brochures of your classmates and come to class on March 20 prepared to provide feedback to classmates including clarification and coaching questions. Final draft due in Blackboard on May 1, 2014.

- **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 components:

  - o **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. An optional template for the professional development is provided in Blackboard. Students may use their district format for professional development; however, critical elements of the professional development plan must be included.
  - o **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.)
  - o **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.
  - o **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. Due date to be determined by facilitation date; all written documentation is due when the facilitation session is scheduled.

- **Case Study Facilitation** – Students will select from the case studies assigned in the course outline to facilitate with the class. [NOTE: students may elect to partner for co-facilitation of the case studies. In that case, the two co-facilitators will sign up for two of the case studies and the score will be the

average of the two sessions.] Facilitators should ask classmates to prepare for the case study by notifying the class at the previous class session regarding any reading or preparation expected beyond the assigned readings. Approach the case study as you would lead a professional development session with a school faculty team. This is NOT a presentation but rather a facilitated adult learning experience. Facilitation is expected to engage the participants in active and meaningful interaction around the content of the case study and is intended to be an extension of the content presented by the professor in the previous class session. Students will be allowed up to 45 minutes for the case study activities. A brief outline/facilitation plan MUST be submitted to Blackboard at least 24 hours prior to the assigned case study session. A rubric for case study facilitation is provided in Blackboard. Due date to be determined.

Class Participation – *Regular attendance and active participation in class 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 2 participation/discussion points for each class session missed.*

Grading Matrix:

Instrument	Value (points or percentages)
Case Study Facilitation	10
AEIS/AYP Analysis/Brochure	15
Best Practice Facilitation	40
PLC Facilitation	10
PLC Presentation	10
Class Participation & Discussion	15
Total:	**100**

Grade Determination:
A = 90 – 100 pts – Exceeds Expectations
B = 80 – 89 pts - Proficient
C = 70 – 79 pts - Emerging
F = 69 pts or below - Unacceptable

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, Disability Accommodations for Students, and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

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.

Assignment Policy:
All work is expected to meet graduate standards. Written work should be prepared using word processing technology with a regular 12pt font. All referenced materials must follow the American Psychological Association (APA) citation guidelines. Work containing excessive errors in grammar, punctuation, spelling, or typographical errors or work that does not reflect the assignment expectations will be returned ungraded. Corrected work must be resubmitted on the class date immediately following the original due date.

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 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. 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. Late arrivals (more than 15 minutes after class begins) or early departures (any time before the class ends) will be considered absences. Students are responsible to notify the instructor by email or cell phone/text if

they are missing class and for what reason; the only excused absences are those due to the observance of a religious holiday, participation in university sponsored events (with proper documentation), or required school/teaching responsibilities (such as parent/teacher conferences and properly documented.) 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.

Cell Phone Use: *Please silence cell phones during class time and refrain from texting or browsing. It is disrespectful of others in the class for cell phones to go off during class. In the event of an emergency, place the cell phone on vibrate. NO calls may be taken in the classroom; in a true emergency, step into the hall to take calls. Excessive cell calls during class will be considered absences, and the attendance policy will be applied.*

Laptop/Tablet Use: *The use of laptop and tablet computers during class is appropriate and encouraged for note-taking and tracking assignments through websites. However, personal chatting, checking email, visiting websites unrelated to the class activities are examples of inappropriate use of this technology. Students will be redirected or asked to shut off the technology if inappropriate use becomes an issue.*

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.