The University of Texas at Arlington
College of Education
Department of Educational Leadership and Policy Studies
EDAD 5305 | Curriculum Design, Implementation and Evaluation
Spring 2019

Instructor Information:

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Section Information: EDAD 5305.011

Time and Place of Class Meetings: Online: January 22nd – March 8th, 2019

Maximum Timeframe for Responding to Student Communication:

Please allow up to 24 hours on weekdays and up to 48 hours on weekends for the instructor and your instructional assistant to respond to any questions.

Course Developer: Carrie Y. Barron Ausbrooks, Ph.D. & Yi Leaf Zhang, Ph.D.

Course Information: EDAD 5305.011 – Curriculum Design, Implementation and Evaluation

Course Description: An examination of theory and research in curriculum development, implementation, and evaluation. Emphasis on current trends in the content areas.

Through this course, you will explore the roles and responsibilities of campus leaders who assist in the development and supervision of curriculum and instruction. Specifically, you will examine district, campus, and classroom perspectives regarding curriculum design and evaluation, investigate supervision and implementation of curriculum in the classroom through research-based approaches, and predict your own roles and responsibilities as they pertain to curriculum development and supervision.

Learning Outcomes:

Upon completion of this course, you will be able to
1. Synthesize the district, campus, and classroom perspectives regarding the recommended, written, taught, and tested curriculum
2. Propose various strategies for supervising the taught and tested curriculum.
3. Identify particular strategies for helping teachers target relevance and variation in the written and taught curriculum.
4. Participate in collaborative planning, implementation, and monitoring of the instructional program by demonstrating the ability to select and build a leadership team.
5. Develop an instructional unit plan that is aligned with state standards.
6. Demonstrate the ability to coach and provide feedback to a teacher in a post-observation conference following a classroom walk-through.

Required Textbook:

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1416600350

Additional articles will be provided on Blackboard.

Optional Resource:

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design: Connecting content and kids.* Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1416602842.

Program Focus: This program has been designed to meet the following national standards set forth by the Educational Leadership Constituent Council (ELCC, 2011):

A building-level education leader applies knowledge that promotes the success of every student:

STANDARD 1: by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

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

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

STANDARD 2: by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

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

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

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

STANDARD 3 by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school

environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

STANDARD 4: by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

STANDARD 5: by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

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

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

STANDARD 6: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

The course is also designed to meet the following TExES Principal (268) Certificate Standards (TAC §241.15) and ETS Performance Assessment for School Leaders (PASL) Tasks:

SCHOOL CULTURE. THE PRINCIPAL:

(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;

Performance Assessment for School Leaders (PASL) Task:

3 – Creating a Collaborative Culture

LEADING LEARNING. THE PRINCIPAL:

(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;

Performance Assessment for School Leaders (PASL) Tasks:

1 – Problem Solving in the Field

2 – Supporting Continuous Professional Development

3 – Creating a Collaborative Culture

(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;

Performance Assessment for School Leaders (PASL) Tasks:

2 – Supporting Continuous Professional Development

(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;

(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

Performance Assessment for School Leaders (PASL) Tasks:

1 – Problem Solving in the Field

3 – Creating a Collaborative Culture

(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;

10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

HUMAN CAPITAL. THE PRINCIPAL:

(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

> Performance Assessment for School Leaders (PASL) Tasks:
>
> 2 – Supporting Continuous Professional Development

Policies:

All assignments and discussion postings/replies must be completed by the due dates. All due dates may be found in the course schedule in this syllabus. Students/candidates are responsible for technology/internet working to ensure work is completed by deadlines. Consider submitting your work early to help prevent this from being a problem.

Class Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop her or his own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As this course is online, all students/candidates are expected to access the learning modules as required and complete assignments, discussions, and reflections as directed in the module by the posted deadline. While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Class Expectations. This course is designed to facilitate your learning from experiences in your personal and professional environment to help prepare you for educational administration. Candidates should not enter a course or practicum to earn a grade or just to complete an assignment. You should try to maximize your learning experiences in preparation for advancing your career. Therefore, full participation in course activities, assignments, discussions, and other tasks is expected and required. All students/candidates are expected to access the learning materials as required and complete assignments, discussions, and reflections and submit them in the course in Blackboard by the specified deadline. While the course must be passed in order to earn the credits to earn the degree to earn the credentials to be qualified for the position to which you desire, the goal is not to see how quickly you can earn the points so you can stop learning.

Tk20: To ensure quality of our educator preparation academic programs, the College of Education uses *TK20 HigherEd*, a comprehensive data management system that provides powerful tools to

- manage growth and streamline processes to meet your needs more efficiently and effectively;
- enable analyses at multiple levels;
- help ensure continuous quality of programs and preparation while maintaining national accreditation; and
- enhance the value of the degrees and certifications you receive through our College.

This set of tools is required as a course text; and as with other course materials, you will need to purchase an individual Tk20 account. However, you *only need to purchase it once* during your program:

- Tk20 will be where you submit certain key performance artifacts and build your academic performance portfolio.
- For designated key assignments, you must **submit your work in both Tk20 and in Blackboard** to receive credit.
- It also serves as the centralized location for submitting forms and is the hub for internships and practicums.
- It is best to **purchase** Tk20 **during the initial weeks of your first course** so you have access to it for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are resolved.
- Online tutorials and training materials have been organized to orient you to the Tk20 system and its use. Check the College of Education Web site for more information, updates and answers to frequently asked questions.

Policy on Granting an Incomplete: Incomplete grades are highly discouraged and will only be granted for extenuating circumstances or major emergencies.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act*

(ADA), The Americans with Disabilities Amendments Act (ADAAA), and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-2142 or michelle.willbanks@uta.edu.

Academic Integrity: Students/candidates enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students/candidates acknowledge the honor code as part of an examination or requiring students/candidates to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be

disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students/candidates enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students/candidates enrolled in the course. Students/candidates' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. Additionally, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. Also, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Writing Standards: Class participants who enroll in this course are considered graduate university students, whether part-time or full-time. Effective communication skills are demanded in today's competitive world, and individuals are often judged based upon their proficiency in the use of the language. Therefore, high written standards (including adherence to specifications and use of acceptable grammar, punctuation and spelling) are expected on formal assignments and will be applied in grading assignments. However, with non-formal communication; e.g., email, consideration will be given to the message rather than to the format.

Student Support Services: The University of Texas at Arlington provides a variety of resources

and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

Librarian to Contact: Michelle Reed, michelle.reed@uta.edu, 817.272.5127

Professional Dispositions: Each candidate in the College of Education at UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

Descriptions of Major Assignments (Total 450 points):

I.   Discussion Questions (Total 170 points; 10 points each)

In traditional classrooms, students are expected to participate in class discussions. Since this course is being conducted via Blackboard, students are required to provide feedback on questions for each Module and post comments to questions posed within the Module. Students are allowed to read other responses before they submit their own response. *Please post your response by 23:59 (CT) Thursday of the Module. This will allow your classmates to read everyone's responses and respond to at least two other students by 23:50 (CT) Sunday.*

Q1	Please share your background and experience, where you went to school, how long you have been a teacher, the educational level of the students served by the school campus at which you work, the area of the city or town in which you are working, the state (and country, if you work outside the United States), and why you are pursuing your M.Ed./Principal Certification.
Q2	How do the textbook authors define curriculum? Consider the curriculum in your school, district, department or organization. Is it a "good curriculum?" Explain
Q3	Go to the syllabus and read the six 2011 ELCC national standards for principal preparation programs. Do these standards embody "good curriculum?" What is the most important message you take from reading these standards?
Q4	In looking at the instructions for the reflective synthesis in Module 4 and the real-world assignments in Modules 5, 6 and 7 for this course, what are your thoughts/questions/concerns? How are these assignments related to "curriculum" and/or "context?" How could you restate the prompt for the reflective synthesis in your own words to form the opening sentence to that assignment?
Q5	Does "curriculum" require "content and instruction (implementation)?" What do you want to know or learn to do? What content will you need to learn? How will you go about obtaining instruction? How does this relate to material presented in this module?
Q6	What do you want a friend, spouse, child, or relative to know or learn to do? What content will they need to know? How will you go about arranging or giving instruction? How does this relate to material presented in this module?
Q7	How far were you able to make it through the "Future of Education" video? (There is no penalty for admitting you did not watch all of it.) Had you seen it before? If so, what new information did you gain, were surprised to learn, or thought was particularly relevant?
Q8	Some of the content of this course is being delivered through You Tube videos. Provide 2-3 titles of You Tube (or other Internet) videos that you believe would provide additional content to this course on curriculum design, implementation, and evaluation. Be sure to give a brief description of the video content.
Q9	Does "curriculum" require "assessment?" Does "curriculum" determine "assessment?" To what degree should "assessment" determine "curriculum?" What would be a good illustration of your responses?
Q10	To what degree are you a "digital native" or a "digital immigrant?" (If these are new terms, you may guess at their meaning or "google" them,) Technologically speaking, what do you believe is the difference between "using only 20% of an iPhone's capabilities" and "driving a sports car at 20 miles per hour?" What does this relate to classroom teaching?
Q11	From your reading for this module, what was confirming (supported what you know or do) and what was challenging (something you hadn't thought of or didn't realize), if anything?
Q12	What would you say is "missing" from most "classrooms?" How will you as a future instructional leader go about helping "find whatever is missing in those classrooms?"
Q13	Does "curriculum" require "evaluation?" If so, how would you measure its effectiveness? How do you measure "impact on student learning?" How is "assessment" different from "evaluation?" Provide an illustration of the difference between assessment and evaluation

Q14	This course began with a district perspective, and then it moved to the campus, teacher, and then to the supervisor perspective. Identify two ways you would say these four perspectives are similar and two ways these perspectives are different.
Q15	If you could just remember one thing from this course, what would it be? Is this something you didn't know or has it provided you with a new perspective? Is it related more to curriculum design, curriculum implementation, or curriculum evaluation?
Q16	What final thoughts do you have about this course, this program, or the paper/project that is due next week? What words of wisdom, creed, or motto do you want to share with your peers as we finish the discussion board for this course?
Unit Plan Draft	Develop a unit plan. Share a draft with your classmates and respond to at least two other students

Rubric

	Incomplete (0%)	Promising (50%)	Proficient (100%)
Content (5 points)	The student did not address the question(s)	The student partially addressed the question(s)	The student addressed the question(s) thoroughly and clearly
Grammar (3 points)	There are numerous spelling and punctuation errors and major grammatical issues	There are few spelling and punctuation errors and some minor grammatical issues	Appropriate use of grammar and standard English; No spelling or punctuation errors
Punctuality (2 points)	Did not post the response and did not comment on other classmates' responses	Posted the response late, or commented on other classmates' responses late	Posted the response and commented on other classmates' responses on time

II. Module Notes (Total 80 points, 20 points each)

Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. Submit draft content material that might be used in your reflective synthesis due during Module 4 of the course. Notes collected from Modules 1 to 4 will be used towards construction of the reflective synthesis (in Module 5).

For the assignment, you may either submit the notes from the various readings and videos or discuss the material in preparation for inclusion into your final paper. The assignment need not be formal nor written using APA but the final paper must be written using APA.

Rubric

	Incomplete (0%)	Promising (50%)	Proficient (100%)
Content (10 points)	Contains little information pertaining to specified content for potential use in the reflective synthesis	Contains information pertaining to specified content for potential use in the reflective synthesis, but lack of detail	Contains detailed information pertaining to specified content for potential use in the reflective synthesis
Grammar (6 points)	There are numerous spelling and punctuation errors and major grammatical issues	There are few spelling and punctuation errors and some minor grammatical issues	Appropriate use of grammar and standard English; No spelling or punctuation errors
Punctuality (4 points)	Did not submit the assignment	Submitted the assignment late	Submitted the assignment on time

III. Reflective Synthesis (Total 50 points)

Using the cumulative draft content you have compiled from Modules 1 – 4, write a two-page reflective synthesis of the district, campus, and classroom perspectives with regard to the recommended, written, taught, and tested curriculum. Based on the knowledge you have obtained in Modules 1 – 4, propose various strategies for how you would supervise the taught and tested curriculum.

Use the following statement to begin your reflective synthesis:

"As the campus/institutional leader responsible for the planning, use, and supervision of curriculum and instruction, I, based upon the assignments for Modules 1 – 4 in this course, would address the full range of responsibilities I would have and would be able to offer teachers (or others under my supervision) a multitude of strategies to ensure that the curricula are challenging, relevant, taught, and tested." Then, explain how you would go about doing so.

Rubric

	Incomplete (0%)	Promising (50%)	Proficient (100%)
Content (25 points)	The student does not refer to specific lessons and fails to demonstrate comprehension of systems thinking	The student refers to specific lessons/strategies gained from Modules 1 to 4, but details are missing; the paper is less than 1.5 pages	The student refers to specific lessons/strategies gained from Modules 1 to 4, and demonstrates comprehension of systems thinking
Grammar (15 points)	There are numerous spelling and punctuation errors and major grammatical issues	There are few spelling and punctuation errors and some minor grammatical issues	Appropriate use of grammar and standard English; No spelling or punctuation errors

Punctuality (5 points)	Did not submit the assignment	Submitted the assignment late	Submitted the assignment on time
APA Format (5 points)	Lots of basic formatting needs to be corrected	A few minor changes are needed	APA formatting guidelines followed extremely well

IV. Select and Build Your "Dream" Team (Total 50 points)

In a two-page paper (double-spaced), describe in detail each member of your "dream" leadership team. It should include the following information:

First, the members of your "dream" team. The composition of the team may vary depending on resources available at your school. In your descriptive, include the position, level of experience, grade level for each team member, a rationale for why each member was selected for inclusion on the team, and the value each adds to the composition of the team. Second, explain how and through what sources team members will be trained to ensure the team's success. Third, explain how you will establish group norms, motivate team members, and evaluate team performance. Create a plan for the weekly leadership team meetings, including an agenda.

Rubric

	Incomplete (0%)	Promising (50%)	Proficient (100%)
Content (25 points)	The student did not address any of the major questions in the assignment	The student partially addressed the questions, and/or the discussion is less than 1.5 pages	The student addressed all the questions thoroughly and clearly
Grammar (15 points)	There are numerous spelling and punctuation errors and major grammatical issues	There are few spelling and punctuation errors and some minor grammatical issues	Appropriate use of grammar and standard English; No spelling or punctuation errors
Punctuality (5 points)	Did not submit the assignment	Submitted the assignment late	Submitted the assignment on time
APA Format (5 points)	Lots of basic formatting needs to be corrected	A few minor changes are needed	APA formatting guidelines followed extremely well

V. Post-Observation Plan (Total 50 Points)

View the video of classroom observation and make notes as you would during a live observation. Write a narrative describing in detail how you *would* conduct a post-observation conference with that teacher using the *See it, Name it, Do it* framework (Bambrick-Santoyo, 2018). The framework and an example can be found on Blackboard.

Your narrative should be 2-3 pages (double-spaced, APA format). It should include details about how you would conduct a post-observation conference with the teacher.

Rubric

	Incomplete (0%)	Promising (50%)	Proficient (100%)
Content (25 points)	The student did not address any of the major questions in the assignment	The student partially addressed the questions, and/or the discussion is less than 1.5 pages	The student addressed all the questions thoroughly and clearly
Grammar (15 points)	There are numerous spelling and punctuation errors and major grammatical issues	There are few spelling and punctuation errors and some minor grammatical issues	Appropriate use of grammar and standard English; No spelling or punctuation errors
Punctuality (5 points)	Did not submit the assignment	Submitted the assignment late	Submitted the assignment on time
APA Format (5 points)	Lots of basic formatting needs to be corrected	A few minor changes are needed	APA formatting guidelines followed extremely well

VI. Updated Unit Plan (Total 50 Points)

Using the template in Module 6, revise your unit plan after having received feedback from your peers.

Rubric

	Incomplete (0%)	Promising (50%)	Proficient (100%)
Content (25 points)	The student did not address any of the major questions in the assignment	The student partially addressed the questions, and/or the discussion is less than 1.5 pages	The student addressed all the questions thoroughly and clearly
Grammar (15 points)	There are numerous spelling and punctuation errors and major grammatical issues	There are few spelling and punctuation errors and some minor grammatical issues	Appropriate use of grammar and standard English; No spelling or punctuation errors
Punctuality (10 points)	Did not submit the assignment	Submitted the assignment late	Submitted the assignment on time

Performance Assessments and Grade Calculation:

Item	Percentage of Grade
Participation and Discussion	38%
Reflective Notes (Modules 1 – 4)	18%
Reflective Synthesis	11%
Instructional Improvement Through Planning, Monitoring and Feedback, Part 1 - Selecting and Developing a Leadership Team	11%
Instructional Improvement Through Planning, Monitoring and Feedback, Part 2 - Developing an Instructional Unit Plan Using the UbD Framework (final version)	11%
Instructional Improvement Through Planning, Monitoring and Feedback, Part 3 - Coaching Teachers for Instructional Improvement: Post-Observation Plan	11%
Total Percentage	100%

Levels of Proficiency: 90-100=A; 80 – 89=B; 70-79=C; 60-69=D; 0 – 59=F

Course Schedule and Due Dates

Module	Readings	Videos & Other Materials	Discussion Questions *Post your response by 23:59 (CT) Thursday, and respond to two ther students by 23:59 (CT) Sunday*	Assignments *Due by 23:59(CT) Sunday of the Module*
1. The Big Picture	Chapters 1, 2, & 3 (Textbook)	1. Interview with Dr. Penny Reddell 2. Three YouTube Videos 3. PPT Presentation	Q1, Q2, Q3, Q4	Module 1 Notes
2. The Campus Perspective, Written Curriculum, and Thinking at High Cognitive Levels	Chapters 4, 5, & 6 (Textbook) Article	1. Interview with Principal Brad Burns 2. Two YouTube Videos	Q5, Q6, Q7, Q8	Module 2 Notes

3. The Classroom Perspective, Relevant and Varied Curriculum/Instruction	Chapters 7, 8, & 9 (Textbook)	Two YouTube Videos	Q9, Q10, Q11, Q12	Module 3 Notes
4. The Supervisor's Perspective	Chapters 10, 11, 12, & 13 (Textbook)	Two YouTube Videos	Q13, Q14, Q15, Q16	Module 4 Notes
5. Instructional Improvement – Selecting and Developing a Leadership Team	N/A	N/A	N/A	1. Reflective Synthesis (Accumulative notes from Modules 1 – 4) 2. Select and Build Your "Dream" Team
6. Instructional Improvement – Developing an Instructional Unit Plan	Article	N/A	Q17-Draft Unit Plan	
7. Instructional Improvement – Coaching Teachers for Instructional Improvement	Article	YouTube Video	N/A	1. Post-Observation Plan 2. Final version of the Unit Plan ==*(Due by 23:59(CT) Friday of the Module)*==

Educator Preparation at UTA – Conceptual Framework (The complete document is available at http://www.uta.edu/coed/about/conceptual-framework.php):

Vision and Values: A shared vision of Educator Preparation at The University of Texas at Arlington was developed in collaboration with colleagues across four academic colleges, colleagues in PK-12 education, and other stakeholders. This shared vision is rooted in the mission of UTA to serve the citizens of Texas, the United States, and the world through research, teaching, and service. The large scales of these visions and missions reflect the scope of the university and its educator preparation programs. The educator preparation programs are dedicated to the development of education professionals who are intellectual leaders; who are prepared to participate in professional, social, and technological change; who are collaborative with PK-12 education colleagues and others who are committed to improving learner outcomes; who promote the advancement of the field through ongoing professional development, the use of evidence-based practices, the confidence to question and use innovative instructional strategies, and the skill to assess their impact on student learning; who advocate on behalf of all learners and the education profession; and who are education leaders in their classroom, school, and community.

Coherence: Because educator preparation at UTA is a large, complex, and strategic enterprise, the dean of the College of Education is administratively responsible for the preparation of all candidates in educator preparation. Although much of the responsibility for educator preparation is vested in the faculty of the College of Education, who have a primary mission to prepare education professionals, educator preparation also is a function of three other academic colleges: Liberal Arts; Nursing and Health Innovations; and Science as well as our PK-12 partners. A campus-wide entity known as the Education Professions Council (EPC) serves as the curriculum review authority for all programs leading to licensure and as a policy advisory board to the College of Education dean.

Professional Knowledge and Disposition: Educator preparation programs at UTA view schools as complex social, political, cultural, and interpersonal organizations and teaching as a highly complex activity in which teachers apply knowledge to develop curriculum, carry out instruction, and assess learning. Prospective teachers must develop subject matter knowledge, a core strength of educator preparation at UTA, pedagogical knowledge, and knowledge of context. From this foundation they can form pedagogical content knowledge, the knowledge about how to teach specific subject matter (Harris & Hofer, 2014). Together, these competencies distinguish teachers from subject matter specialists (e.g., Darling-Hammond & Bransford, 2005). An inquiry-oriented approach to educator preparation, where teaching is made problematic and students of teaching engage in reflection to develop their understandings of teaching and learning, characterizes UTA's programs (e.g., Calderhead, 2012; Savery, 2015).

In addition to developing knowledge of content and pedagogy, candidates are expected to develop the dispositions to become caring and dedicated education professionals who are sensitive to community and cultural norms, demonstrate willingness to work with others, take responsibility for establishing a positive climate, respect students as individuals, treat students fairly, show concern for students' well-being, and demonstrate appropriate professional practice (e.g., Kea, Campbell-Whatley, & Richards, 2006; Nelson, 2014). We also expect our candidates to think critically and engage in discovery (research) and the use of evidence- based practices, be responsive to education issues related to social justice and diversity, and integrate technology literacy throughout. These commitments and dispositions are reflected in institutional, state, and professional standards by which candidates are informed and assessed (e.g., CAEP, 2013; InTASC, 2011; NBPTS, 1994). This conceptual framework embodies educator preparation at UTA's commitment to these principles.

UTA Strategic Themes: Sustainable Urban Communities is one primary theme woven across programs that guides educator preparation at UTA. Located in the heart of the Dallas/Fort Worth metroplex, UTA is a predominately Hispanic serving urban institution. Our faculty, staff, and students value this urban community and seek to harness its diverse population and geographic advantage to strengthen educator preparation and prepare education professionals skilled in educating PK-12 children, supporting local families, and ensuring that every student is college or career ready following secondary education. To ensure sustainable urban communities, a UTA student body equipped to serve in such settings must be developed. Thus, faculty and staff at UTA are committed to leading the nation in the preparation of education professionals skilled in bilingual education. As well, preparing education professionals who are highly skilled to serve children in grades PK through 12, school counselors, and education leaders in urban settings are hallmarks of UTA's College of Education.

Our programs also embrace three additional UTA strategic themes:

Health and Human Condition, in which educated populations are physically healthier. The preparation of highly skilled education professionals who serve our local schools and Texas results in educated communities who are equipped to meet their health needs and improve overall human conditions.

Data-Driven Discovery, in which education professionals create knowledge through research and discovery and use evidence-based practices in their daily lives. They also assess their effectiveness through analysis of their practices and the learning and behavioral outcomes of their students.

Global Environmental Impact, where instructional innovations derived from data-driven discovery are examined, replicated, and disseminated globally to positively impact educational practices.

Key Values -Four key values are integrated throughout programs and guide educator preparation at UTA:

- **Professionalism** represents the expectation that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
- **Collaboration** is the cornerstone of our educator preparation program. Our partnerships with PK-12 education colleagues foster collaborative planning and experiences for future and current teachers (CAEP, 2013, Standard 2) and education leaders. This collaboration extends to include research and professional development with our PK-12 partners to improve learner outcomes.
- **Advancement** ensures that our candidates engage in reflective practices and continuously seek to improve their skills as education professionals. This includes a commitment to ongoing professional development, the use of evidence-based practices, the confidence to question the validity of practices and the ability to use innovative instructional strategies, and the skill to assess their impact on student learning.
- **Leadership** development prepares our candidates not only to serve as leaders in their classroom, but also their school and across a global community as they advocate for their students and the profession. Leadership also represents a candidate's ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals.

Alignment with State and Professional Standards: Initial teacher preparation programs are based on performance-based standards including the Interstate New Teacher Assessment and Support Consortium (InTASC) principles and the Texas Teacher Standards (Texas Education Association, TEA). In addition to these standards, faculty of the various program areas use professional standards in the development of specific programs, such as those included as Specialized Professional Associations (SPAs), the Council for Accreditation of Educator Preparation (CAEP), and the National Board for Professional Teaching Standards (NBPTS).

<div align="center">

The Core of Professional Preparation

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In addition to the key programmatic features, the professional preparation programs highlight key features and programmatic emphases that are interrelated and addressed throughout. All of the components of the educator preparation programs include professional, state, and institutional standards.

Academic content and evidence-based-practice are the core of professional preparation:

Initial Preparation. In addition to the core principles, nine areas of competency are emphasized during the initial preparation programs:

- **Understand learner development, learning differences, and learning environments:**

Candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas and designs and implement developmentally appropriate and challenging learning experiences (InTASC, 2011, Standard #1). Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC, 2011, Standard #2). Candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation (InTASC, 2011, Standard #3). Candidates work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs and teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning (TEA, 2014, Standards 2 and 4).

- **Focus on the learner and assess growth and outcomes:** The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making (InTASC, 2011, Standard #6). Candidates use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed (TEA, 2014, Standard 5).
- **Teach effectively by integrating content and pedagogy:** The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC, 2011, Standard #5). The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (InTASC, 2011, Standard #8). Candidates demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes appropriate use of technology, and makes learning relevant for today's learners. Candidates also exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards (TEA, 2014, Standards 1 and 3).
- **Differentiate instruction to diverse learners:** The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC, 2011, Standard #9). The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2011, Standard #2).
- **Apply current and emerging technologies:** The candidate effectively applies relevant technologies to enhance students' learning experiences, and actively seeks out opportunities to capitalize on emerging technologies (InTASC, 2011, Standards 3g, 3m, 4g, 5l, 6i, 7k, 8g, 9d, 9f, 10g).

- **Engage in early and articulated field experiences:** The candidate is actively engaged in early and articulated field experiences throughout key elements of the program (CAEP 2013, Standard #2).
- **Collaborate with teachers, parents and community:** The candidate seeks opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC 2011, Standard #10). Candidates consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity (TEA, 2014, Standard 6).
- **Commit to diversity:** The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments (InTASC, 2011, Standard 3[l]). The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (InTASC, 2011, Standard 7[i]).
- **Think critically and reflectively:** The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). (InTASC, 2011, Principle #4; NBPTS, 1994, Proposition #4)

Advanced Preparation. Advanced programs are designed to help experienced practitioners move beyond the basic mastery of content and practice that characterizes initial licensure to develop deeper understandings, more sophisticated practice, and the knowledge and dispositions that characterize leaders in the educational community. Upon completion of an advanced program of study, candidates are accomplished educators whose practices are consistent with the standards of professional associations and the National Board for Professional Teaching Standards (NBPTS). Advanced preparation extends initial preparation and emphasizes five additional areas:

- **Communicate knowledge:** The advanced candidate speaks, writes, and employs relevant media to effectively communicate knowledge on substantive topics to others (InTASC, 2011, Standards 3, 5, 6, 8, and 10).
- **Synthesize knowledge:** The candidate integrates knowledge from multiple sources to address pertinent questions and issues (InTASC, 2011).
- **Create and discover knowledge:** The candidate creates and discovers knowledge to further the state of the art and science of education (Boyer, 1990).
- **Engage in professional development:** The candidate actively seeks out learning opportunities to grow professionally. (INTASC, 2011, Standard #9) and teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity (TEA, 2014, Standard 6).
- **Participate actively in the profession:** The candidate actively participates in the

profession through communicating scholarly discoveries, offering learning opportunities to others, and engaging in efforts to promote social justice and equity in educational opportunities and outcomes (NBPTS, 1994, Proposition #5).

Emergency Phone Numbers: In case of an on-campus emergency, call the UTA Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Active Shooter/Threat Resources:
https://police.uta.edu/crime-prevention/active-shooter-resources.php

This syllabus is current as of 22 January 2019. I reserve the right to adjust this syllabus to meet the educational needs of the students/candidates enrolled in this course. Please check Blackboard for the most current course syllabus.