



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS

EDLD 5345-110 LEADERSHIP OF CURRICULUM SYSTEMS

SUMMER 2018 SEMESTER

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INSTRUCTOR'S PERSONAL STATEMENT

It's a pleasure to have the opportunity to facilitate your learning about curriculum systems in the PK-12 education arena. This is a critical area of leadership for campus and district administrators. You will be challenged to enhance your knowledge of how best to develop, align, integrate, implement, and evaluate various curricula for a variety of grade levels and subject areas, all from a learning systems perspective. I look forward to learning with you.

MODE OF INSTRUCTIONAL DELIVERY

This course will use an online blended delivery mode with more than 95% of the learning in an online format through the TAMUCT Canvas Online Learning System and less than 5% in four face-to-face Saturday sessions IF NEEDED. You will use your university username and password to log on to the Canvas system.

STUDENT-INSTRUCTOR INTERACTION

All course activities will be completed through the Canvas online learning system. If needed, face-to-face class sessions are scheduled to meet in room 313 at TAMUCT Warrior Hall from noon-1 pm on the following Saturdays: June 9 & 23; July 14, and Aug 4. Any changes in the schedule will be announced by message through the Canvas online learning system beginning on June 4th, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available by email (beddins@tamuct.edu) on weekday evenings should issues or questions arise. Face-to-face appointments may be scheduled by TAMUCT email.

911 CELLULAR

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

COURSE OVERVIEW AND DESCRIPTION

Study curriculum systems in prek-12 schools. Learn to create, integrate, implement, and evaluate curriculum. Special emphasis on curriculum leadership and decision making that link student developmental needs with high levels of learning, and supporting teachers in the curriculum implementation process. Prerequisite(s): Admission to program and approval of program coordinator.

Organized in five e-learn sections, course outcomes focus on facilitation of curriculum and assessment as part of the learning system, also including instruction. Students increase knowledge and skill concerning approach and strategy that strengthens relevant and focused student learning engagement in prek-12 schools. Best practice, curriculum alignment and integration, formative and summative assessment, and learning system facilitation provide the focus of course learning

STUDENT LEARNING OUTCOMES (STATE STANDARDS ALIGNMENT)

Students will be able to develop and facilitate use of a curriculum system through use of the following:

1. Develop learner-centered curriculum and monitor implementation for results using research-based best practice. (B2, 4; D1, 2)
2. Lead effective curriculum planning based on knowledge of best practice research. (B2, 4, 6; D1, 2)
3. Utilize curriculum standards, curriculum management processes, data-driven decision making, and curriculum alignment strategies using research-based best practice. (B2, 4, 5; D7-9; F2, 4, 8)
4. Demonstrate a variety of methods to supervise instruction and organize a campus for learning using a systems approach. (B2, 4, 5; D7-9; F2, 4, 7, 8)
5. Utilize lesson design elements that promote deep understanding of content, including quality formative and summative assessments. (B1, 2, 4, 9, 10)
6. Design effective professional learning experiences for faculty that exemplify expected classroom instruction. (B1, 2, 5, 7, 9-11)

STANDARDS FOR PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards (19TAC §241.15) also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to re-new the Standard Principal Certificate. The six standards are (A) School Culture, (B) Leading Learning, (C) Human Capital, (D) Executive Leadership, (E) Strategic Leadership, and (F) Ethics, Equity, and Diversity.

This course is designed to focus specifically on the following Texas Principal Standards:

- Standard B Leading Learning (skill statements 1, 2, 4-7, 9-11)
 - Standard D Executive Leadership (skill statements 1, 2, 7, 8, 9)
 - Standard F Ethics, Equity, and Diversity (skill statements 2, 4, 7, 8)
- ([http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15))

Principal TExES 268/PASL domains/competencies

The following Principal TExES (268/PASL) domains and competencies from the certification test framework are emphasized in this course:

DOMAIN II LEADING LEARNING

- Competency 003 High Quality Instruction (skill statements A-E)
- Competency 004 Monitor and Assess Classroom Instruction (skill statements B, D, E)

DOMAIN III HUMAN CAPITAL

- Competency 005 Staff Evaluation and Supervision (skill statement E)

DOMAIN IV EXECUTIVE LEADERSHIP

- Competency 008 Organizational Collaboration & Change Management (skill statements B-D)

DOMAIN VI ETHICS, EQUITY, & DIVERSITY

- Competency 011 Ethical Leadership (skill statements B, C, F, H)

In addition the course will address the following nationally-recognized standards:

- *Professional Standards for Educational Leaders* (NPBEA)
Standard 2 Ethics and Professional Norms (skill statement C)
Standard 3 Equity & Cultural Responsiveness (skill statement H)
Standard 4 Curriculum, Instruction, and Assessment (skill statements A, B, E F, G)
<http://www.npbea.org>
- *National Educational Leadership Preparation Standards* (NPBEA Building Level)
Standard 1 Mission, Vision, & Core Values (skill statement 1.4)
Standard 3 Equity & Cultural Leadership (skill statement 3.1)
Standard 4 Instructional Leadership (skill statements 4.1, 4.3)
Standard 8 Internship and Clinical Practice (skill statement 8.1)
<http://www.npbea.org>

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the principles and concepts associated with initiating and sustaining a focused and engaging learning system. The following are required textbooks. Specific reading assignments are in this syllabus and on Canvas. A selected bibliography is on Canvas.

- American Psychological Association. (2009). *Publication manual of the American psychological association (6th ed.)*. Washington, DC: Author.
- Crawford, J. (2011). *Using power standards to build an aligned curriculum: A process manual*. Thousand Oaks, CA: Corwin Press, Inc. (ISBN 9781412991162)
- Downey, C., Steffy, B., Poston, W., and English, F. (2009). *50 ways to close the achievement gap* (Third Edition). Thousand Oaks, CA: Corwin Press, Inc. (ISBN 9781412958981)
- Senge, P. (2012). *Schools that learn: A fifth discipline field book for educators, parents, and everyone who cares about education*. New York: Crown Business. (ISBN: 978-0385518222) Used also in EDLD 5339.
- Wiggins, G. and McTighe, J. (2005). *Understanding by design* (Expanded 2nd Edition). Alexandria, VA: Association for Supervision and Curriculum Development. (ISBN 1416600353)
- Zemelman, S., Daniels, H. & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms (Fourth Edition)*. Portsmouth, NH: Heinemann. (ISBN 978-0325043548)

COURSE REQUIREMENTS**ASSIGNMENTS/ASSESSMENTS (SLO ALIGNMENT)****Jump Start Journal Entries** (SLO# 1-6)

(40 points each/160 points total – due dates listed below)

The four (4) Jump Start Journal entries serve as reflective responses intended to gauge prior assumptions with future expectations related to many of the learning activities included in e-learn sections one through four. The purpose of each reflection is to write about the impact of knowledge-building activities found in e-learn one-four (articles, events, media, actions, etc.) on your thinking, learning, and future actions.

Additional directions and prompts are included in Canvas. The four JSJournal entries and due dates are:

#1 Best Practice (SLO# 1, 2 --- 40 pts Written Product Rubric --- due 6.14)

#2 Aligned and Integrated Curriculum (SLO# 2, 3 --- 40 pts Written Product Rubric --- due 6.20)

#3 Assessment For and Of Learning (SLO# 5 --- 40 pts Written Product Rubric --- due 7.5)

#4 Leading the Learning System (SLO# 3, 4, 6 --- 40 pts Written Product Rubric --- due 7.24)

Evaluation of High Performance Standards (SLO# 1-6)

(20 pts each/60 points total – due dates below)

(due dates: Standard I on 6.25, Standard II on 7.10, Standard V on 7.24)

Downey et al. (2009) suggest six standards for high performing schools in *50 Ways to Close the Achievement Gap* (Downey et al, 2009). The purpose of this assignment is to evaluate your present campus using the templates for standards one, two, and five. Templates and additional directions are included in Canvas.

(Assessment: 20 pts Templates)

Applied Learning Assessments (SLO# 1-6) (#1-3 40 points each/#4 60 pts =180 points total – due dates listed below)
The purpose of the four assessments is to assist in developing an analysis of and plan forward for each of four topics that help form the frame of a learning system. Additional directions, clear protocols, and specific prompts for each of the four applied assessments are included in Canvas. The four Applied Learning Assessments to include both analysis and a plan forward are:

#1 Best Practice-Analysis and Plan (SLO# 1, 2 --- 40 pts Written Product Rubric --- 6.17 OPTIONAL)

#2 Aligned and Integrated Curriculum-Analysis and Plan (SLO# 2, 3 --- 40 pts Written Product Rubric --- due 6.28)

#3 Assessment For and Of Learning-Analysis and Plan (SLO# 5 --- 40 pts Written Product Rubric --- due 7.12)

#4 Leading the Learning System-Analysis and Plan (SLO# 3, 4, 6 --- 60 pts Written Product Rubric --- due 7.26)

NOTE: The Leading the Learning System-PD Analysis and Plan assessment is one of several program benchmarks that will be placed in your student record as evidence that you are making progress towards principal certification. You will want to pay close attention to the assignment description, the written product rubric, and your APA manual to ensure that you submit a quality paper.

Understanding By Design Project (SLO# 1, 5) (60 points total – due 8.3)

Using the backward design approach, each student will develop a relevant unit of study to be used on the student's campus. An online peer-coaching dialogue will be available in Canvas. The specific guidelines and template for the assignment are found in Canvas. The UbD unit will be evaluated in five separate areas: 1) Identify Desired Results, 2) Determine Acceptable Evidence, 3) Assessment Task Blueprint, 4) Plan Learning Experiences and Instruction, and 5) Unit Cover Page and Calendar.

(Assessment: 60 pts UbD template)

Professional e-Portfolio Collection – Teaching & Learning Section Additions (SLO #1-6) (40 pts – due 8.8)

Expand your professional portfolio collection that you started in EDLD 5300 Foundations of Educational Leadership by developing the section for the concept **Teaching & Learning** (see your 5300 syllabus if you need a reminder about the portfolio). Write and include in your e-portfolio a one-page reflective anchoring essay about **Teaching & Learning** (related to principal standard #B/Leading Learning) just as you did for *Integrity* in EDLD 5300. APA style should be used as appropriate. Locate and include in your e-portfolio two artifacts and completed reflection forms showing evidence of your knowledge, skill, and values related to **Teaching & Learning** and principal standard #B/Leading Learning.

(Assessment: 40 pts/professional portfolio rubric)

School e-Portfolio Collection – Student Achievement Section Additions (SLO #1-6) (40 pts – due 8.8)

Based on the **Student Achievement** sections in both the *School Portfolio* and the *School Portfolio Toolkit (Bernhardt)* course texts, expand your School Portfolio collection case study started in EDLD 5301 Research in Educational Leadership by developing the **Student Achievement** section. Complete and include the following: the scored **Student Achievement** continuum (rubric rated by highlighting), the accompanying **Student Achievement** story based on current reality at your school (customize school portfolio writing template for **Student Achievement**), any items you find that are on the **Student Achievement** items list and support the current **Student Achievement** story, and any additional items that you have included to support the **Student Achievement** story.

(Assessment: 40 pts/ school portfolio rubric)

Mentor Consultations/Reflections (SLO #1-6) (40 points each/120 points total – due 6.17, 7.15, 8.10)

Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. The three (3) mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals using focusing questions (the WHAT), make notes of the session (SO WHAT), and write reflections (NOW WHAT). Each principal mentor consultation will align with specific e-learn focus areas that have just been completed and a look forward to the next e-learn focus. The third mentor consultation should also include a preview the next semester's courses (EDLD 5355 Leadership of Diverse Learning Communities & EDLD 5316 Leadership of Effective Learning). A Mentor Consultation Record/Reflections template is provided in Canvas.

(Assessment: 40 pts/agenda-reflection template)

FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING (SLO #1-6) (40 pts – due 8.10)

Beginning in EDLD 5300, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC §241.15). Utilizing the reflective **FIT2LEAD** format, students will share their own “read” and that of their mentor principal as well as other colleagues related to the state principal standards studied in 5339 and 5345 during the semester. Additionally, the student, the mentor, and any other colleagues will assess discrete leadership skills using the *SCHOOL LEADERSHIP COMPETENCY INVENTORY*. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** template: FeedBack, FeedForward, and GrowForward.

(Assessment: 40 pts/analysis and planning template completion)

GRADING CRITERIA, RUBRICS, AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use of the assignment criteria/templates and assessment rubrics outlined in this syllabus. Rubrics may be found on the next two pages. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. *Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted.* In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in extremely unusual cases. *You are expected to attend and participate in f2f class sessions AND complete and submit all assignments to be eligible for an A in the course.* A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in the course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the grade of A, students must earn a total of 90% or a minimum of 630 of 700 points on the following learning assignments/assessments. For a grade of B, a total of 80% or a minimum of 560 of 700 points must be earned. Maximum points for each assignment are in ().

- JSJournal #1 Curriculum Best Practice (40 points)
- JSJournal #2 Aligned and Integrated Curriculum (40 points)
- JSJournal #3 Assessment For and Of Learning (40 points)
- JSJournal #4 Leading the Learning System (40 points)
- High Performance Standard One Evaluation (20 points)
- High Performance Standard Two Evaluation (20 points)
- High Performance Standard Five Evaluation (20 points)
- Applied Learning: Best Practice-Analysis and Plan (40 points)
- Applied Learning: Aligned and Integrated Curriculum-Analysis and Plan (40 points)
- Applied Learning: Assessment For and Of Learning-Analysis and Plan (40 points)
- Applied Learning: Leading the Learning System-Analysis and Plan (60 points)
- Understanding by Design Project (60 points)
- *Teaching & Learning* section additions to Professional e-Portfolio Collection (40 pts)
- *Student Achievement* section additions to School e-Portfolio Collection (40 pts)
- Mentor Consultation Reflections (3x40=120 pts)
- Fit2Lead Continuous Improvement Analysis & Planning (40 pts)

POSTING OF GRADES

Grades will be posted using the Grade Center tool on the Canvas course site.

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective		Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective		Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes / concepts, prior learning, current research and the field of practice		Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity		Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity		Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity	

WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages reader		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ APA Format	Mechanically sound and follows APA format with less than two errors (mechanical or formatting)		Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)		Not mechanically sound; four or more mechanical and/or formatting errors	

CLASS PRESENTATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/ transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages audience		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors		Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation		Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.	

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO DEVELOPMENT

Area	Exceptional 8-10	Acceptable 3-7	Unacceptable 0-2
Conceptualization	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards, as well as a high degree of insight regarding their interdependence with professional practice.	Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.	Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.
Coherence	Enhanced by adherence to thematic framework grounded in student's leadership philosophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative ideas.	Student's leadership philosophy provides thematic unity for portfolio, allowing for logical development of ideas.	No visible thematic framework exists to explain relationships between and among entries. Development of ideas is vague and student's leadership philosophy is unclear.
Personal/ Professional Growth	Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. Presentation demonstrates ability to engage in reflection-on-action as well as reflection-in-action. Strong evidence of self-guided learning and growth.	Portfolio demonstrates evidence of reflection and critical thought. A degree of insightfulness is apparent in the student's work, and elements of reflection and development of knowledge/skill/values are recognizable. Presentation addresses process of portfolio development and rationale for selection of entries. Evidence of self-assessment of learning and growth.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.
Presentation	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are not mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connectedness between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple mechanical errors detract.

CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT

Area	Exceptional 8-10	Acceptable 3-7	Unacceptable 0-2
CONCEPTUALIZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
COHERENCE	Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas.	No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions.	Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development & rationale for selection of entries. Evidence of assessment of improvement needs.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of continuous improvement process steps.
PRESENTATION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple technical errors detract from presentation.

Note: Rubric adapted from materials used in *The School Portfolio* (Victoria Bernhardt) and Marshall University Leadership Studies Program

EDLD 5345-110 SUMMER 2018 COURSE CALENDAR

Timeframe	Learning Assignment	Completion
Pre-Work as Semester Begins		
5.26-6.3	Individual Pre-Read: Best Practice Part I chapters 1-2; Part II chapter 3 (Zemelman/Daniels/Hyde – 2012)	6.3

June 4 – Course begins in Canvas

June 4-17 e-learn 1: Best Practice-Bringing Standards to Life		
6.4-6.6	JSJournal #1 (reflections about best practices activities in JSJ#1 Canvas)	6.14
June 9th F2F Orientation (1-5 pm)		
6.9-6.11	Phone-a-Friend Reading: <i>Best Practice: Bringing Standards to Life in America's Classrooms</i> (Zemelman, et al) Part II Ch 4 and one more that partner is not reading; Part III (all)	6.17
6.12-14	Applied Learning Assessment: Best Practice-Analysis & Plan Forward – optional assignment	6.17
<i>Initial Mentor Consultation/Reflection (EDLD 5339/5345) – meet mentor during week before</i>		6.17

June 18-July 1 e-learn 2: Building an Aligned and Integrated Curriculum

6.18-6.20	JSJournal #2 (reflections about curriculum alignment and integration activities in JSJ#2 Canvas)	6.20
6.21-25	Phone-Another-Friend Reading: <i>Using Power Standards to Build an Aligned Curriculum</i> (Crawford, 2011) pp 1-74 & <i>50 Ways to Close the Achievement Gap</i> (Downey et al, 2009) pp 1-44	6.25
June 23rd - F2F Value-Added Work Session - Aligned and Integrated Curriculum (1-5 pm)		
6.24-25	Evaluation of Standard I: Well-Crafted, Focused, Valid, & Clear Curriculum (50 Ways, Downey et al)	6.25
6.26-28	Applied Learning Assessment: Aligned/Integrated Curriculum-Analysis & Plan Forward	6.28

July 2-15 e-learn 3: Assessment For & Of Learning

7.2-5	JSJournal #3 (reflections about assessment for and of learning activities in JSJ#3 Canvas)	7.5
7.6-7.10	Phone-Same Friend-Again Reading: <i>Using Power Standards to Build an Aligned Curriculum</i> (Crawford, 2011) pp 77-125 & <i>50 Ways to Close the Achievement Gap</i> (Downey et al, 2009) pp 45-79	7.9
7.9-10	Evaluation of Standard II: Assessments Aligned with Curriculum (50 Ways, Downey et al)	7.10
7.11-12	Applied Learning Assessment: Assessment For & Of Learning-Analysis & Plan Forward	7.12
July 14th - Value-Added Work Session: Assessment For & Of Learning (1-5 pm)		
<i>Second Mentor Consultation/Reflection (EDLD 5339/5345) – meet mentor during week before</i>		7.15

July 16-29 e-learn 4: Leading the Learning System

7.20-7.24	JSJournal #4 (reflections about leading the learning system activities in JSJ#3 Canvas) (including final readings in Crawford text pp 127-140, Downey et al text pp 205-228, and Senge et al Parts XI, XII, XVI)	7.24
7.23-7.24	Evaluation of Standard V: Curriculum Expectations/Monitoring/Accountability (50 Ways, Downey)	7.24
7.24-7.26	Applied Learning Assessment: Leading the Learning System-Analysis & Plan Forward	7.29

July 30-August 10 e-learn 5: Understanding by Design

7.30-8.3	Individual Reading & UbD Unit Development (<i>Understanding by Design</i> , Wiggins/McTighe, 2005)	8.3
May 4th F2F Reflections (1-5pm)		
8.6-8.8	School e-Portfolio Collection: STUDENT ACHIEVEMENT section	8.8
8.6-8.8	Professional e-Portfolio Collection: TEACHING & LEARNING section	8.8
8.9-10	FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING	8.10
<i>Third Mentor Consultation/Reflection (EDLD 5339/5345) – meet mentor during week before</i>		8.10

**Specific instructions for each e-Learn unit are included in Canvas. This course outline and calendar serves as a broad overview that is to be printed and displayed in a prominent location in your work space. For successful completion of this course, students need to follow the calendar for readings and assignments. Additional course readings, videos, Web content, etc. are provided in Canvas and will be essential to course objectives.*

Important University Dates: Check <https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. Check browser and computer compatibility by following the link on the TAMUCT Canvas logon page. This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. Your ability to access Canvas will affect your performance in this course. You should also have access to headphones and a microphone to be able to participate in any group activities that are held through the Canvas learning system.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct.

Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

A NOTE about POLICY STATEMENT Concerning Sexual Violence at TAMUCT:

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].