

Fall 2015

# EDAD 6812

Diana M. Ward  
*University of New Orleans*

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**UNIVERSITY OF NEW ORLEANS  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**Department of Educational Leadership, Counseling, and Foundations  
Leading Curriculum, Instruction and Assessment  
EDAD 6812 Fall 2015**

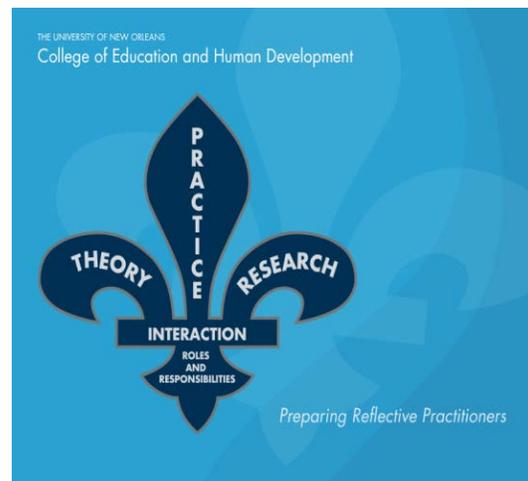
**Campus/ Internet Delivery  
(Tuesdays, 5:00-7:45PM, Room 202)**

**Instructor: Diana M. Ward, Ph.D. Phone: 217-473-6351  
E-mail: dmward1@uno.edu  
Office Hours: After class and by appointment**

**College Mission:** The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of practice and theory.

**College Conceptual Framework:**

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



<b>Course Objectives:</b> Students will...	<b>Standards</b>
1. identify curriculum models and instructional strategies that have been shown to be effective in increasing student achievement.	Unit: 2, 4 LA COMPASS LEADER: 1a, 3b, 3c ELCC: 2.1, 2.2
2. identify the types of assessment that match instruction and are used to evaluate student performance effectively.	Unit: 2, 4 LA COMPASS LEADER: 1a, 3b, 3c ELCC: 2.1, 2.2
3. analyze data and descriptions in school accountability plans to determine if curriculum, instruction, assessment plans match the needs of students in the school.	Unit: 2, 4 LA COMPASS LEADER: 1a, 3b, 3c ELCC: 1.3, 2.1, 2.2
4. create a curriculum map for focus areas identified in your School Improvement Plan to identify gaps, redundancies and misalignment in the curriculum and instructional program and to foster dialogue among teachers.	Unit: 2, 4 LA COMPASS LEADER: 1a, 2b, 3b, 3c ELCC: 2.1, 2.2
5. evaluate planned units of study that utilized the state's curriculum to determine if these meet the student needs in their learning environment.	Unit: 2, 4 LA COMPASS LEADER: 1a, 3b, 3c ELCC: 2.1, 2.2, 4.1
6. observe teachers in classrooms where model state/local curriculum are in place and identify the strategies and assessment used in these classrooms.	Unit: 4, 5 LA COMPASS LEADER: 1a, 2a, 2b ELCC: 2.3, 3.4,
7. collect and analyze data from student assessment results following classroom observations and reflect on the alignment of curriculum model, instruction and assessment strategies and present findings.	Unit: 2, 4 LA COMPASS LEADER: 1a, 3b, 3c ELCC: 2.1, 2.2

### **LIVE-TEXT PORTFOLIO**

All candidates in the educational leadership program in the College of Education and Human Development are required to develop an “e-portfolio” using Live-Text. An electronic portfolio in Live-Text that aligns authentic evidence with unit, state, and national standards is required for progression through and completion of the program of study. Candidates are required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is necessary that all candidates in school career programs register for Live-Text and attend College of Education information sessions held periodically in the 3rd floor, Computer Lab to become proficient in the use of Live-Text.

**Course Description:** This course focuses on developing the ability of the educational leader to evaluate the needs of the school/district in improving student learning, to

recognize innovative research-based curriculum designs and to work with teachers and staff to implement aligned curriculum, instruction, and assessment to enable higher student achievement. The course will focus on the curriculum, research-based instruction and aligning appropriate assessment methods that support student learning. Through field experiences, textbook and supplementary readings, online discussions, personal reflections and virtual presentations, we will accomplish theory-practice interaction that will support the role of future K-12 leaders in understanding the importance of alignment of the curriculum, instruction and assessment with the vision and mission of the school.

**Course Format:** The course will be delivered in hybrid format, combining campus meetings and internet delivery via the Moodle system, group projects, discussion threads, field experiences and cohort participation.

**Required Textbooks:**

Stiggins, R. & Chappuis, J. (2012). *Student-involved assessment FOR learning*. (6th ed.) New Jersey: Pearson Education, Inc. ISBN: 9780132563833

Zemelman, S., Daniels. H., & Hyde, A. (2012). *Best practice: New standards for teaching and learning in America's schools* (4th ed.). Portsmouth, N.H.: Heinemann. ISBN: 9780325043548

**Course Requirements**

**\*\*This course is designed to address the needs of your current school setting; therefore, assignments are offered with options. I prefer that assignments answer a question that addresses your situation so alternate assignments are allowable pending instructor approval.**

**1. Field Experiences (5%)**

Two types of field experiences are included in the Educational Leadership Program: (1) required field activities which are assigned at specific points in time in alignment with coursework, and (2) elective field experiences which are selected by the participant based on the current needs of your school. Field experiences are organized into three levels: observing, participating, and leading (See Field Experience List at end of this syllabus.)

All field experiences must be entered into the LiveText electronic portfolio system, along with the appropriate reflection on the field experience. For this course, the total hours expected for field experiences is **20 hours**. The quality of the experiences is essential to the program and your mentor/supervising administrator (principal/district level supervisor) should be willing to give time and effort required to produce effective new leaders. Identify your supervising administrator and submit the information to the instructor.

**2. Common Core Analysis Mini Case Study: (15%)**

Students will write a ~5 page case study of the implementation of the Common Core

State Standards in their school. To complete the case study, you should include 1) a detailed summary of all implementation activities to-date, 2) a summary of an interview with an administrator with responsibility for curriculum, 3) summaries of interviews with two classroom teachers responsible for implementing CCSS, and 4) your concluding thoughts on your school's implementation thus far (strengths/weaknesses) and a discussion of upcoming training needs (both planned and not yet planned).

### **3. Curriculum Project: (20%)**

#### *Option A:*

Using information discussed in class, assume a leadership role with a group of teachers to construct a calendar-based curriculum map for focus areas of your school improvement plan. Include the following components in your curriculum map: supporting data to identify the need for this curriculum, curricular objectives addressed, essential questions to be addressed through instruction, recommended (or practiced) instructional strategies, assessment methods used including recent performance data, and instructional resources needed. You will use the data to identify gaps, redundancies, and misalignment in the curriculum and instructional program, to match assessment with standards, to target potential areas for integrating subject matter, and to review timelines. With your map, submit a short reflective paper on your experiences with the curriculum mapping process.

#### *Option B:*

Using an existing curriculum map as a guide, observe related lesson plans, student work, and assessments and other appropriate activities (see 6812 field experience list for ideas). Submit a reflective paper that analyzes the data collected through the curriculum mapping process as well as your observations of lesson plans, student work, and assessments based on the mapped curriculum.

### **4. Research-Based Instructional Strategy Project (20%)**

#### *Group work (10%):*

You will be assigned one instructional area from the text, Best Practice (Zemelman, Daniels & Hyde, 2005). You will work with others assigned to this strategy to plan how you will work together to accomplish the following. Your group will prepare a presentation on the best practices discussed in the chapter. By the end of your presentation, the other participants should be able to describe how research supports this practice; the general principles for using this practice effectively; variations on the strategy; and, applications to their own teaching. Be prepared to present in class as a group.

#### *Individual work (10%):*

You are to assume a leadership role in introducing (or strengthening) in your school the use of one of the best practice strategies from the text (any subject area). You are to present the strategy to selected faculty (for example, grade level teachers), model an application of the strategy and assess faculty's ability to plan for an application for their content area. This work can take the form of a professional development session that you lead, and/or can include an observation of the technique in action (preconference, observation, postconference). If a presentation to faculty is chosen, create a feedback

form consisting of 4 to 5 questions to gather feedback on your presentation to the selected faculty. Submit a packet with the agenda, sign-in sheet, handouts, feedback forms and a brief narrative report that describes your leadership role, that reflects on the feedback provided by the participants and that reflects on what you learned from this assignment. Submit the necessary documents electronically by email to the professor.

### **5. Classroom Assessment Critique Project (20%)**

*Self-assessment critique (10%):*

Students will choose one assessment used in their classroom teaching (preferably self-made assessment) and provide a critique using the appropriate chapter of the Stiggins book. Did the students perform as expected? What should be done differently? How will this change other future assessments?

*Peer Assessment critique (10%)*

Students will then work with one other faculty member to critique one of their classroom assessments. Provide strategies to make the assessment stronger and more meaningful. Submit a short narrative of both pieces—the self-reflection and the faculty support. Provide recommendations for each assessment. What can be improved about the type of assessment? Submit the necessary documents electronically by email to the professor.

### **6. Online Discussion and Class Participation (20%)**

Students are expected to participate fully according to the timelines specified in the syllabus. Since discussion is an important part of the learning process in this course, preparation and participation are required and attendance is necessary.

Student performance will be based on participation, attendance, and completion of the Moodle discussion board assignments (see calendar). Good excuses and well-intentioned make-up efforts cannot substitute for timely participation. If you must miss a class, please e-mail me prior to your absence. If you miss a discussion deadline, you will forfeit points for the participation. Consequences for absences can include the following: (1) grade reduction (participation and attendance) and/or (2) mandatory withdrawal from class or university following a warning.

### **Student Evaluation**

- 1. Field Experiences 5%**
- 2. Common Core Analysis Case Study 15%**
- 3. Curriculum Project 20%**
- 4. Research Based Strategy Projects 20%**
- 5. Classroom Assessment Critique Project 20%**
- 6. Online Discussion and Class Participation 20%**

**Grading Scale: A = 90-100; B = 89-80; C = 79-70; D = 69 – 60; F = Below 60.**

### **Directions for Completing Course Assignments:**

Assignments may be submitted in person or via email unless it is specified that the assignment be uploaded to Moodle. Work submitted via email to the professor should

comply with the following. All necessary documents must be attached electronically. **Please include your last name in the attachment's file name when submitting assignments.**

All work is expected to be turned in on the date it is due. I understand that school calendars and work load may prevent assignments from being finished on time. However, without prior notice and approval from the professor, assignments turned in late will be subject to an automatic point reduction.

All work must be turned in to the professor by the last week of classes. **An Incomplete grade will not be given unless you have made arrangements with the instructor prior to the last week of class. Incomplete grades begin at a "B."**

**Quality of Work:**

This course is taught at the graduate level. As such, graduate level writing is expected. Errors in punctuation, grammar, or spelling will result in deductions from your grade. Please proofread carefully. If you would like to improve your writing skills, please contact the UNO Writing Center at 280-7159. The instructor may refer students to the Writing Center.

**Statement on Students with Disabilities:**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

**Statement on Academic Integrity:** Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

**Other Course Policies and Expectations:**

University of New Orleans policies as articulated in the UNO Student Policy Manual apply in this course.

## **Recommended Field Experiences for EDAD 6812**

### **OBSERVE**

- a. Observe a prioritized curriculum (a focus area of the SIP) and observe various classroom settings for integration of high level content. (Standards: ELCC 2/LA 2; CSF 2)
- b. Observe lesson plans for adherence to set standards and observe the methodology and instructional strategies used by the teachers in the delivery of the lesson and provide feedback to the teacher. (Standards: ELCC 2/LA 2; CSF 2)
- c. Observe assessment data from a prioritized curriculum to benchmark student achievement relative to the intended curriculum (Standards: ELCC 2/LA 2; CSF 5)
- d. Observe student work to determine if the quality meets grade level appropriate standards. (Standards: ELCC 2/LA 2; CSF 2)
- e. Observe, as committees or task forces develop or modify the district's curriculum or assessment plan so that they are completely aligned with state standards and No Child Left Behind (Standards ELCC2/LA2; CSF 3)
- f. Observe evidence in the school that teachers are basing their daily instruction on data analysis from assessments (Standards: ELCC 2/LA 2; CSF 5)
- g. Observe ability groupings in a school and the achievement levels of the students in the groups (Standards: ELCC 5/LA 7; CSF 2)
- h. Observe a sample of transcripts to determine course taking strategies and review student educational and career plans when available (Standards: ELCC 2/LA 7; CSF4)

### **PARTICIPATE**

- i. Participate in a career and educational planning session with an advisor and advise (Standards: ELCC 5/LA 7; CSF 4).
- j. Participate on a curriculum mapping team of teachers to map a specific curriculum for a subject area. (Standards: ELCC 2/LA 2; CSF 2)
- k. Participate in or chair a curriculum review committee and identify changes needed in the school's curriculum (Standards: ELCC 2/LA 2; CSF 8)
- l. Participate in a curriculum committee charged with aligning the school's curriculum to the content and rigor of the state standards and assessment (Standards: ELCC 2/LA 2; CSF 1)
- m. Participate in talking informally to students throughout the school about the extent to which they feel that they understand the assignments they are given, can explain why they are given certain assignments and how assignments help their understanding of the concept(s). (Standards: ELCC 2/LA 2; CSF 2)

### **LEAD**

- n. Lead a team of teachers to define a rubric which includes the quality and amount of work required of students to earn an A or B for a given grading period. Standards: ELCC 2/LA 2; CSF 5)
- o. Lead a session of a department, team or faculty to "unpack" state standards and benchmarks by identifying the knowledge and skills embedded in them and to write standards and benchmarks in student-friendly terms. (ELCC 2/LA2; CSF 3)

- p. Lead a classroom mapping activity that assesses a teacher's efforts to involve all students within a classroom, including some of the following: a student in discussion; small groups; a physical setting; activities and instructional strategies; addressing differing ability levels. (Standards: ELCC 2/LA 2; CSF 4).
- q. Lead a demonstration of the use of technology to increase student engagement in the learning process (Standards: ELCC 5/LA 2; CSF2)

**EDAD 6812 Fall 2015  
COURSE SCHEDULE:**

**\*\*Shaded cells indicate days we will NOT meet on campus**

DATE	TOPIC	ASSIGNMENT
8/25	Online Introductions  PARCC test/reflection on Moodle	<ul style="list-style-type: none"> <li>• Take a PARCC exam for one of your content areas (if there is no PARCC test for your content area, select a PARCC test to take)  <a href="http://parcc.pearson.com/practice-tests/">http://parcc.pearson.com/practice-tests/</a></li> <li>• Submit a 200 word reflection on your experience taking the PARCC test to Moodle</li> <li>• Submit a brief introduction of yourself to Moodle               <ul style="list-style-type: none"> <li>○ <i>Moodle Postings due by 11:59 PM 8/25</i></li> </ul> </li> </ul>
9/1	Curriculum Development  Bring in your self-rated curriculum	<ul style="list-style-type: none"> <li>• Review CCSS (or other) for 1 of your content areas and rate level of preparedness of 1) your staff, 2) your written curriculum, 3) your current assessments, and 4) your students for meeting them. (1 totally unprepared / 5= Fully prepared) ; <b>come to class prepared to discuss</b></li> </ul>
9/8	Thoughts on Implementation  Curriculum Implementation  Share Case Studies via Moodle	<ul style="list-style-type: none"> <li>• Upload <b>Common Core Analysis Case Study</b> to Moodle <b>by 11:59 PM 9/8</b></li> <li>• Review one classmate's Case analysis and give a 150 word response on Moodle <b>before next class</b></li> </ul>

<b>9/15</b>	Curriculum Evaluation	<ul style="list-style-type: none"> <li>• Read the article(s) on Moodle and post a 250 word response <b>by 11:59 PM 9/15</b></li> <li>• Respond to two classmates' posts on Moodle <b>before next class</b></li> </ul>
<b>9/22</b>	Instructional Best Practices Work on Best Practices Group Presentations	<ul style="list-style-type: none"> <li>• Read designated Zemelman chapter <b>prior to class</b> (will be assigned chapter in class on 9/1)</li> </ul>
<b>9/29</b>	Instructional Best Practices	<ul style="list-style-type: none"> <li>• Readings TBA (complete prior to class)</li> </ul>
<b>10/6</b>	Differentiation in Instructional Practices, Supervision, and Leadership Presentations	<ul style="list-style-type: none"> <li>• <b>Best Practices Group Assignment Due</b> (e-mail to professor before class or bring hard copy to class)</li> <li>• No reading assignment</li> </ul>
<b>10/13</b>	Best Practices in Differentiating Instruction and Assessment	<ul style="list-style-type: none"> <li>• <b>Best Practices Indiv. Assignment Due</b> (e-mail to professor before class or bring hard copy to class)</li> <li>• No reading Assignment</li> </ul>
<b>10/20</b>	TBA	<ul style="list-style-type: none"> <li>• Readings TBA (complete prior to class)</li> </ul>
<b>10/27</b>	Purpose of student assessment and achievement expectations	<ul style="list-style-type: none"> <li>• Read Stiggins chapters 1-4</li> <li>• Send <b>Self-Assessment Critique</b> to Professor via e-mail <b>by 11:59 PM 10/27</b></li> </ul>
<b>11/3</b>	Assessment: Selected Response	<ul style="list-style-type: none"> <li>• Read Stiggins chapter 5 <b>prior to class</b></li> </ul>
<b>11/10</b>	Assessment: Essays	<ul style="list-style-type: none"> <li>• Read Stiggins chapter 6 <b>prior to class</b></li> </ul>

<b>11/17</b>	Assessment: Performance, Personal Communication, Dispositions	<ul style="list-style-type: none"> <li>• Read Stiggins chapters 7-9</li> <li>• Send <b>Curriculum Project</b> to Professor via e-mail by <b>11:59 PM 11/17</b></li> </ul>
<b>11/24</b>	TBA	<ul style="list-style-type: none"> <li>• No new work due; no readings</li> </ul>
<b>12/1</b>	Communicating Assessment Results	<ul style="list-style-type: none"> <li>• Read Stiggins chapters 10-14 <b>prior to class</b></li> <li>• <b>Peer Assessment Critique</b> Due (e-mail to professor before class or bring hard copy to class)</li> </ul>
<b>12/8</b>	TBA	<ul style="list-style-type: none"> <li>• <b>Field Experiences Due in LiveText no later than 11:59 PM 12/9</b></li> </ul>



#### Important Dates\*

Last day to adjust schedule w/out fee 08/18/2015

Semester Classes Begin ..... 08/19/2015

Last day to adjust schedule w/fee,  
or withdraw with 100% refund 08/25/2015

Last day to apply for December commencement 09/25/2015

Final day to drop a course or resign 10/14/2015

Mid-semester examinations 10/05-10/09/2015

Final examinations .. 12/07-12/11/2015

Commencement..... 12/18/2015

*\*Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here: <http://www.registrar.uno.edu>*

#### Fall Semester Holidays

Labor Day ..... 09/07/2015

Mid-semester break 10/15-10/16/2015

Thanksgiving ..... 11/26-11/27/2015

#### Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

#### Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student Handbook: <http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf>

#### Academic Dishonesty Policy

<http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

#### Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find

the appropriate resources here: <http://www.uno.edu/student-affairs-enrollment-management/>

## UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at <http://www.uno.edu/counseling-services/>. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through <http://www.uno.edu/fye/uno-cares.aspx>.

### Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus Notification: <http://www.uno.edu/ehso/emergency-communications/index.aspx>. All emergency and safety procedures are explained at the Emergency Health and Safety Office: <http://www.uno.edu/ehso/>.

### Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. <http://diversity.uno.edu/index.cfm>

### Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at <http://www.uno.edu/lrc/>.

### Affirmative Action and Equal Opportunity

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: <http://www.uno.edu/human-resource-management/policies.aspx>