

# Utah Educator Preparation Program

## Utah State University

### 2014 Annual Report

#### Teacher Education Programs

#### Elementary and Secondary Education

#### Item 2: USOE - identified Areas of Focus

Area 1: The following measures have been taken to ensure that teacher candidates completing the programs (early childhood, elementary, secondary education) are prepared to meet the new Utah Effective Teacher Standards.

1. Relative to Standard 2 – We are deemphasizing our ESL endorsement at the undergraduate level as undergraduates often do not have the appropriate level of experience to fully integrate the coursework into their cognitive schema related to curriculum, instruction, and differentiation. Further, we did not have capacity for more than about 25% of our students to complete the endorsement. This change has freed time in the programs of study and the work loads of faculty so that all elementary and early childhood teacher candidates can complete an ESL strategies course. Such a course is now a program requirement. The endorsement is still available at the master’s level when students have teaching experiences to which they can connect their learning.
2. Relative to Standard 5 – We created and added a course called Assessment and Differentiation to the program of study for elementary and early childhood teacher candidates. (Secondary education students already had such a course.) This course specifically addresses assessment across disciplines and provides strategies for students to interpret and plan instruction and differentiation based on assessment data. It builds on discipline specific assessment and differentiation strategies learned in methods classes.
3. Relative to Standards 6 & 7 – The lowest acceptable grade in program courses (pedagogy) in all programs—early childhood, elementary, secondary—has been raised to a B-. The rationale is that we are willing to only graduate teachers who are above average in their understanding and implementation of instruction.

#### Area 2:

1. Math Endorsement – To ensure that students completing the endorsement have appropriate coursework that is consistent with the endorsement requirements established by the USOE, we use the state-approved syllabi in all 6 courses included in

the endorsement. We also use USOE-recommended textbooks, assignments, and pedagogy. Mid-term and final exams are also approved by the USOE.

2. ESL Endorsement – This endorsement includes only courses that are approved by the USOE and address, language/linguistics, cultural diversity, instruction, assessment, and instructional practice (practicum). We have updated the Diversity in Education course to more specifically focus on Linguistic and Cultural Diversity in Schooling (the new title). Further, the Second Language Acquisition course includes a new developing literacy component. The courses are carefully articulated from a program perspective.
3. Reading Endorsement – The endorsement includes all courses required by the USOE and they are all approved by the USOE. We have added an online version of the endorsement to increase accessibility.
4. Early Childhood Endorsement – The early childhood endorsement meets all of the state requirements including: no introductory level courses; all courses are at least 3 semester credit hours and newer than 10 years; must have minimum score of 160 on the content knowledge praxis; includes an early literacy course, child development, early childhood methods, kindergarten methods, and an assessment course.
5. Gifted and Talented – This endorsement includes all courses required by the USOE and they are all approved by the USOE. In 2011, Dr. Scott Hunsaker from TEAL was an active participant working with Dr. Moya Kessig at the USOE to update the state standards to align with those from the Council for Exceptional Children and The Association for the Gifted/National Association for Gifted Children consortium.

### Item 3: Program Changes

Program faculty members continually evaluate our programs. All recent changes are articulated in Item 2: Area 1.

### Item 4: Program-Identified Areas of Focus

Program faculty members continually evaluate our programs and address areas of concern as soon as they are identified. Program changes are articulated in Item 2: Area1. Further, the faculty has revisited how we follow-up with students of concern who are struggling in our programs. To ensure that poorly prepared students do not get to the level of student teaching/graduation, the faculty have formalized the identification process for students of concern.

Historically, a Student of Concern form was completed by the faculty member identifying the students, concerns were discussed with the student, and remedies were identified. Both the faculty member and the student signed the form and it was placed in the student's file. To

ensure that program faculty members are aware of the problem, the concern is now shared with faculty at the level where the concern was identified. Further, the faculty at that level can request an ad hoc committee (includes department head) review of the concerns where additional recommendations can be made. This can include dismissal of the student from the program.

## Special Education

### Item 2: USOE - Identified Areas of Focus

Area 1: The Special Education Department has aligned the Utah Standards for Teachers with the CEC Standards for Beginning Teachers. They have also realigned the Observation Tool for Student Teachers and the Final Evaluation for Student Teachers to align to the Utah Standards. The next step will be aligning practicum observation forms with the new standards.

### Item 3: Program Changes

In response to the demands of the new common core, the Special Education Department added two additional math classes to the program for the Mild Moderate and Severe Majors. Now instead of one math class (STAT 1040) being required, three 3 math classes are required. They are: STAT 1040: Introduction to Statistics, Math 1050: College Algebra, and Math 2020: Mathematics for Elementary School Teachers. In addition they added one additional Language Arts class, ELED 3100: Classroom Reading Instruction. STAT 1040, MATH 1050 and 2020, and ELED 310 are all required before beginning the SPED Major Coursework.

In addition the Middle School Math Praxis Exam (5169) is required before admission for the SPED Mild/Moderate majors.

Common Core training was added to SPED 5040: Foundations of Effective Assessment and Instruction Practices. This course is taught to all of our majors at the Undergraduate Level (MM, Severe and Birth to 5). The emphasis areas added common core training to their curriculum and practicum courses.

Beginning fall semester 2013, the admission requirements for SPED also included the following minimum ACT Scores (20 Composite and 18 in the sub categories).

### Item 4: Program-Identified Areas of Focus

The Special Education Department wants to continue to develop a focus on common core in all of our courses. The ATP programs are adding common core training at their summer start up

training. Severe majors used to take the Praxis Test (5031 ELED Multiple Subjects) before student teaching. Beginning fall 2015, it will be required before admission.

In addition beginning fall 2014, the admission requirements will now be a 3.0 GPA instead of 2.75 and will also include the following ACT minimum scores. 21 Composite, 20 English, 19 Math, 18 Science, and 18 Reading.

## **Professional School Counselor Education Program**

### Item 2: USOE-identified Areas of Focus

Area 1: Utah Administrative Rule R277-530 did not establish new standards for school counselor training programs. The advisory board for Comprehensive Counseling and Guidance is currently working on creating a document to establish new standards, but the approval process has not been completed. USU's Professional School Counselor Education program adopted and has followed with high integrity the standards for Utah School Counselor Education program located online at <http://www.schools.utah.gov/cte/documents/guidance/StandardsForUtahSchoolCounselorEducationPrograms.pdf>.

These standards were approved by the Utah State Board of Education January 2003.

Area 2: USU's Professional School Counselor Education program adopted verbatim the Standards for Utah School Counselor Education Programs, (see the link above in Item 2, Area 1). Each standard listed in the document became a learning objective in an appropriate course on our Program of Study. Learning objectives appear on course syllabi and program instructors have been directed to cover each and every learning objective. During our successful accreditation in spring 2012 by the Teacher Education Accreditation Council (TEAC - now CAEP), we successfully demonstrated that our program course content reflects with high integrity the standards of the State of Utah for School Counselor Education program. We received full accreditation status with no weakness or stipulations.

### Item 3: Program Changes

Change in Degree Designation: On May 3, 2013 the Utah Board of Regents approved our request that the degree designation for our program be changed from a Master of Science (MS) to a Master of Education (MEd). The request was submitted in keeping with a USU School of Graduate Studies objective of having Masters of Science designations reserved for programs which require research, including a thesis. The approval process was finalized by the Board of Trustees in July 2013.

### Item 4: Program-Identified Areas of Focus

Our faculty became concerned that we did not have adequate focus on college and career readiness training for school counselors. National trends in school counseling have emphasized this critical area and it is highly likely that the new Utah Standards for School Counselors will reference the need for school counselors to be prepared to work with K-12 students in college and career readiness. In anticipation of new the new state standards, and in keeping with our commitment to respond to this new area of emphasis, Psychology 6610 (3 CR) – College and Career Readiness for School Counselors was added to program curriculum and is now on the Program of Study for all students. Emphasis on the topic has been added to other courses, including practicum and internship.

## **Administrative/Supervisory Certificate Program**

### Item 2: USOE-identified Areas of Focus

*Area 1: The Utah State Board of Education adopted new standards for both Teachers and Educational Leaders in 2011 (see Utah Administrative Rule R277-530). Describe the actions that the program has taken to ensure that students completing the program are prepared to meet these standards.*

Utah State University was represented by individuals teaching in the ASC program, on the committees used by USOE to develop the Utah Educational Leadership (UEL) Standards from the Educational Leadership Policy Standards: ISLLC 2008. As a group the instructional leadership faculty at USU have:

1. Framed the entire program around the UEL standards;
2. Explicitly connected each assignment in the various courses of ASC program to one or more of the UEL standards;
3. Included student reflection, specifically connecting learning from the work of completing an assignment to one or more of the UEL standards, performance expectations, or indicators as part of the assignment work product;
4. Required the end-of-program portfolio of student learning to be developed around the six UEL standards, with each standard supported by at least two artifacts, specified by the student and selected from the student's ASC program work products or internship experiences; explicitly connected to a standard, performance expectation, or indicator; and with reflection about the implications for future involvement as a school leader; and
5. Required each student to pass the Praxis Educational Leadership: Administration and Supervision test (CDT code 5411 or PDT code 0411).

Area 2: Since the ASC program is not an endorsement, the applicable site for program requirements is <http://schools.utah.gov/cert/License-Requirements/License-Areas-of-Concentration.aspx>. The requirements for the Administrative/Supervisor area of concentration specify the program shall be "...accredited by the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC)" (R277-505-4 A (7)).

The USU ASC program is accredited through TEAC. Additionally, R277-505-4 B (8) specifies the requirement of internship experiences that “provide opportunities for the intern to demonstrate application of knowledge and skills gained through the higher education experience in school settings. . .” The ASC program has developed a list of 40 internship experiences, 10 of which are specifically embedded within assignments in specific courses within the program, i.e. the student is engaged in a practicum experience in the school as part of the course assignment, and the assignment cannot be successfully completed without completing the practicum experience. These embedded practicum assignments allow students to experience the implementation of leadership theories and concepts being taught and discussed in academic courses.

### Item 3: Program Changes

Programs are required to provide detailed information regarding any significant changes to course requirements or course content. In this section, do not include any changes previously identified and explained in response to Item 2 above.

During the past two years, the Instructional Leadership program at USU has added two new courses designed around the UEL Standards, and specifically addressing the need for administrators to be able to understand and utilize assessment data as instructional leaders in their schools.

#### **1) TEAL 6280 – Instructional Leadership for Diverse Learners**

Will engage prospective school leaders to learn and evaluate evidence based academic and behavioral instructional methods to improve diverse user outcomes. Prerequisite: Must be admitted to Administrative/Supervisory Credential Program.

#### **2) TEAL 6060 – Assessment for Curricular Accountability**

Provides understanding of the contemporary issues in classroom curriculum and assessments. Prerequisite: Must be admitted to Administrative/Supervisory Credential Program.

TEAL 6280 prepares prospective administrators to understand the use of data to improve performance at the classroom level, particularly focusing on the needs of students with diverse backgrounds. TEAL 6060 prepares them to understand and utilize assessment data at the school and classroom levels. These are new courses designed to prepare stellar instructional leaders. When coupled with EDUC 6540, Data-Based Decision Making for School Leaders, our graduates are well prepared to lead in the emerging data oriented school environment.

### Item 4: Program-identified Areas of Focus

Programs are required to provide detailed information regarding any program-determined areas of concern or areas of focus and the program’s planned response. The topic of this

response is determined by the program. In this section, do not include any changes previously identified and explained in response to Item 2 above.

Our recent TEAC review identified three areas of potential weakness.

**1. Assessment of candidates' ability to use technology effectively in practice as educational leaders is weak or absent.**

We have adopted the following technology statement that is included in program orientation materials and course syllabi:

**Instructional Leadership MEd and ASC Program Technology Statement**

The MEd in Instructional Leadership and the Administrative/Supervisory Concentration Program are delivered using a variety of technology tools and delivery systems. The use of technology tools is extensively integrated throughout the coursework to the extent that mastery of their use is required for successful completion of the program. These technology tools are consistent with those utilized in most school districts in Utah.

Technology tools which you will need to master to successfully complete either the MEd or the ASC include:

- 1) Instructure Canvas Course management system
- 2) Collaborative Video Conferencing System
- 3) Microsoft Word or a compatible commonly used word processing program
- 4) Microsoft Excel or a compatible commonly used spreadsheet program
- 5) Microsoft PowerPoint or a compatible commonly used presentation program
- 6) E-mail
- 7) Digital Video Projector
- 8) Internet and web page navigation (You will not be required to create or manage web-sites)

**2. Reliability of mentor ratings is questionable due to the inconsistent levels of familiarity with programmatic expectations for performance.**

As noted in item 2 above: The Program has developed a list of 40 internship experiences, 10 of which are specifically embedded within assignments in specific courses within the program, i.e. the student is engaged in a practicum experience in the school as part of the course assignment, and the assignment cannot be successfully completed without completing the practicum experience. These embedded practicum assignments allow students to experience the implementation of leadership theories and concepts being taught and discussed in academic courses.

A checklist and rating document has been developed allowing internship supervisors and mentor's to collaborate in ensuring that administrative candidates have had experiences addressing the required internship experiences. These experiences are drawn from the UEL Standards. (See Appendix)

**3. A workable plan for establishing the validity of the proposed assessments within the context of a mastery learning approach to assessment is absent.**

The “Canvas” LMS provides the opportunity to build learning outcomes, based on the Utah Education Leadership (UEL) standards, into each assignment being used to support our claims. For selected course assignments, students are given both a grade on the assignment, and an assessment of their mastery of the related standard. These scores will then be compared with Praxis subscale scores, also organized around the UEL (ISLLC) Standards.



## Appendix – Administrative/Supervisory Certificate

### Internship Experiences

*All experiences require reflection upon the activities to include (1) the specifics of what was done, (2) what was the outcome, (3) what was learned for future use as a potential school administrator/leader, and (4) specific connection to a UEL Standard, Performance Expectation, and/or Indicators. Verification of the experience will be established when the reflection on the experience has been shared with either the mentor principal or university supervisor through an oral conversation or written paper, as the mentor or supervisor chooses. Experiences with levels (good, better, best) are additive, that is, “Better” cannot be completed without completing “Good”; “Best” without completing “Better” and “Good.”*

| Instructional Leadership Experiences   | Hours/Date | Verified |
|--|------------|----------|
| <p>1. Data assessment (school level) (filled by assignment in EDUC 6540)</p> <ul style="list-style-type: none"><li>a. Best: make a presentation to a group outside of the school (school board, PTA/PTO, civic club, etc.) about the data, the implications derived from the data, and the school’s plan based upon the data</li><li>b. Better: make a presentation to the faculty or subgroup of the faculty about the data and implications for school personnel actions</li><li>c. Good: help analyze assessment data from common formative assessments, summative assessments, standardized assessments, and interim or benchmark assessments.</li></ul> | 10 hours   |          |
| <p>2. Data assessment (classroom level) (Filled by assignment in TEAL 6060)</p> <ul style="list-style-type: none"><li>a. With a teacher, examine student learning data, and analyze the data for median performance and demographic characteristics of students.</li></ul>   | 15 hours   |          |
| <p>3. Data management systems (filled by assignment in TEAL 6060)</p>  |            |          |

a. Study and/or evaluate a school-wide or district-wide data management system 5 hours

4. Action research project (filled by assignment in EDUC 6540)

a. Best: participate in the administrative discussions utilizing the data and report on the decision(s) made because of the action research project information 20 hours

b. Better: complete the action research project as designed

c. Good: design an action research project to collect data for the specific purpose of informing an administrative decision confronting the school

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5. Teacher evaluation (filled by assignment in EDUC 6050)

a. Best: conduct a teacher evaluation

b. Good: review the instrument with the administrator; sit with a teacher and review the teacher's process for self assessment; sit with the administrator and review the administrator's process for determining a teacher's evaluation 15 hours

6. Classified evaluation

a. Best: conduct an evaluation of a classified employee

b. Good: review the instrument with the administrator; sit with a classified employee and review the employee's self assessment; sit with the administrator and review the administrator's assessment of the employee

7. Administrator evaluation

a. Best: complete the administrator evaluation process with a supervisor from the district office

b. Better: review the self assessment with the mentor principal as if the mentor was the administrator evaluator from the district

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- c. Good: complete the administrator evaluation self assessment

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8. Professional development (filled by assignment in TEAL 6280)

- a. Sit with the individual responsible for the professional development program in the school and review how it was organized, who was involved, when and how was it conducted, and when and how was it evaluated
- b. Plan (or participate in the planning of) a professional development activity for the staff, organize, conduct, and evaluate the effectiveness of the activity

15 hours

9. Learning community (PLC)

- a. Best: visit multiple meetings of more than one learning team in the school
- b. Better: visit multiple meetings of the same learning team in the school
- c. Good: visit a meeting of a learning team in the school

10. School improvement plan (SIP)

- a. Best: participate in the annual development and evaluation of the SIP
- b. Better: compare the SIP with the LAND Trust plans, and the similarities and differences in focus, requirements, and involvement.
- c. Good: review the process undertaken to develop the SIP and its annual evaluation

11. School LAND Trust plan

- a. Best: participate in the annual development and evaluation of the LAND Trust plan
- b. Better: compare the LAND Trust Plan with the School Improvement Plan (SIP)
- c. Good: review the process undertaken to develop the LAND Trust plan and its annual evaluation

12. Classroom observation

- a. Best: participate in multiple classroom observations and walk throughs
- b. Better: participate in one classroom observation and walk through
- c. Good: review the process used by the principal to conduct a classroom observation or walk through, including scheduling, recording observations, communicating with the teacher, and using any technological assistance during the walk through

13. IEP meeting

- a. Best: participate in an IEP as the LEA representative
- b. Better: attend multiple IEP meetings and observe the administrator's role and responsibility as LEA representative
- c. Good: review the processes followed to develop an IEP for a student within the school

14. 504 meeting

- a. Best: participate in a 504 plan meeting as the LEA to determine accessibility needs for a student
- b. Better: observe in a 504 plan meeting
- c. Good: review the processes followed to develop a 504 plan for an individual within the school

15. Access to learning

- a. Best: meet with parents and teachers to address issues related to student attendance
- b. Better: follow up with students having excessive absences or tardiness
- c. Good: review carefully with the school administrator and any appropriate support personnel (attendance secretary, counselor, school resource officer, etc.) the process and procedures for identifying truants, communicating with the student and his or her parents, involvement of non-school personnel and agencies, documenting efforts, and consequences incurred

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16. School culture (filled by assignment in TEAL 6080)

- a. Complete an analysis of the culture of a school

15 hours

17. Substitute teachers

- a. Best: develop a substitute teacher packet
- b. Good: solicit (or thoroughly understand how substitutes are obtained), meet, greet, help, and supervise substitute teachers

18. Curriculum

- a. Best: include examination and review of student learning objectives in tested and non-tested subjects
- b. Better: with a school-wide learning team, review the core curricula, common formative assessments, and summative assessments aligned with math, literacy, and science for all grade level(s) within the school
- c. Good: with a learning team within the school, review the core curricula, common formative assessments, and summative assessments aligned with math, literacy, and science for the grade level(s) with which the learning team is concerned

19. Class scheduling

- a. Participate in the building of the master schedule (secondary) or the assignment of students to teachers (elementary)
- b. Participate in the handling of student and parent requests for specific teachers

20. (Blank)

Management Experiences

21. Building usage scheduling

- a. Pick a community activity and follow the process to schedule, supervise, and account for the use of the building

22. SCC meeting

- a. Best: participate in the SCC meeting where the School LAND Trust money and the school improvement plan are addressed
- b. Good: attend an SCC meeting and review the principal's involvement with developing the SCC agenda, soliciting members or candidates to run for election to the SCC, distribution of announcements for SCC meetings and minutes of meetings held, and scheduling SCC meetings

23. School board meeting

- a. Best: attend a meeting where an item of specific importance to the school is discussed, and address the school board on that topic
- b. Better: attend multiple meetings of the local school board
- c. Good: attend one meeting of the local school board

24. Student discipline

- a. Best: personally handle multiple cases of student discipline referred to the office for more than one type of misconduct
- b. Better: personally handle at least one case of student discipline necessitating the involvement of parents in a meeting with the student and one or more teachers
- c. Good: personally handle several cases of student discipline contained to individuals within the school, i.e. parents were not required to attend a meeting with school personnel

25. Extracurricular activities

- a. Best: arrange for transportation of students (bussing) to an activity and chaperone students during the travel to and from, and during the activity
- b. Good: Supervise a variety of after school activities: games, dances, concerts, plays, fundraising activities, fieldtrips, etc.; and monitor or trace the process for collecting fees and gate receipts, and the appropriate expenditure of those funds once collected

26. Hiring

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- a. Best: participate in the school's screening process, including interviews and the notification of successful and unsuccessful applicants
- b. Better: participate in the development of a job description (essential functions)
- c. Good: review the district's screening process

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27. Budget management (filled by assignment in TEAL 6500)

- a. Review the school budget
  - b. Understand the procurement process: requisition, purchase order, invoice, payment, and accounting
  - c. Review the requirements for bidding
- 15 hours

28. Building management

- a. Participate in building inspections: halls, classrooms, parking lots, gyms, restrooms, cafeterias, media centers, playing fields
- b. Participate in administrator meetings with the head custodian
- c. Participate in the process for opening and securing the building

29. Student management

- a. Supervise students before and after school, in a variety of places around the school: hallways, other common areas of the school, during lunch, during recess, during assemblies, etc.

30. Paraprofessionals/aides

- a. Best: participate in the selection and supervision of paraprofessionals or aides
- b. Good: participate in, or review carefully, the process to determine the number and types of



paraprofessionals or aides to be employed in the school

31. Emergency response

- a. Best: conduct one of the emergency drills (fire, earthquake, or intruder) including the evaluation of its success and need for improvement
- b. Good: review the annual calendar of emergency response drills and how it was developed and scheduled

32. Communication with community

- a. Best: represent the school and make one or more presentation(s) to a community group outside of the school, e.g. civic club, business partner, church group, etc.
- b. Good: help prepare newsletters or other documents to be sent from the school

33. Community awareness

- a. Best: participate in the work of amending or revising the child access routing plan
- b. Better: review the child access routing plan (elementary, middle, and junior high schools), noting designated routes students should travel to the school
- c. Good: tour the school attendance area and note the demographics of neighborhoods, businesses that might partner with the school, and any unique challenges or benefits to the school because of the neighborhood and location of the school

34. Student meetings

- a. Attend various student meetings: clubs, student council, teams

35. Parent and community meetings

- a. Attend various parent meetings: PTA/PTO, Booster Club, Back-to-School, open house, orientation

36. School resource officer (SRO)

- a. Best: shadow the SRO
- b. Good: review the duties of the SRO with the officer

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37. Strategic planning (filled by assignment in TEAL 6090)

- a. Work directly with a practicing administrator to develop strategic objectives and strategies that relate directly to the mission and vision statements and are measurable.
- b. Meet with parents, teachers and other stakeholder groups to identify and clarify current issues influencing enrollment patterns and staffing needs.
- c. Examine data on achievement, behavior and other school indicators to identify current issues.
- d. Include a five year staffing plan that recognizes hiring and professional development needs to support the strategic plan.

15 hours

### 38. Funding Proposal

- a. Best: identify a grant opportunity, create and direct a grant writing team and follow through with the submission of a proposal. Grants may be available through the district, the local district foundation, local businesses, regional, or national competitions.
- b. Better: serve as a team member on a grant writing group that identifies and submits a grant proposal
- c. Good: identify a grant sought by the school and review the process undertaken to identify, write, revise, and submit the proposal with the grant writer.

### 39. School Safety Plan

- a. Best: lead meetings of faculty, staff, and parents to disseminate the school
- b. Better: participate in the revision or development of a school safety plan with the building administrator and school community council, and include passing time coordination, bussing and parent pick up flow, student walking or driving routes to and from school, crossing guard placement, coordination with local police, and student-to-student interaction
- c. Good: conduct an evaluation of the school safety plan and review your evaluation with to the building administrator.

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### 40. Shadow principals (filled by assignment in TEAL 6080)

- a. Shadow a principal (may be the principal of your school) for 9 hours during the regular school day, must be done in blocks of time minimally 3 hours long.
- b. Shadow a principal at a school opposite (elementary or secondary) the principal you shadowed for part a, for a minimum of 6 hours during the regular school day.

15 hours

41. Other

- a. This list is not intended to be exhaustive. Interns, mentor principals, and university supervisors are encouraged to propose other experiences deemed beneficial to the training of the future administrator. Each such experience should be described and documented the same as other experiences on this list.

42. (Blank)

43. (Blank)

44. (Blank)

45. (Blank)

## Syllabi for new courses

### Syllabus TEAL 6280

#### **Instructional Leadership: Instructional Strategies for Diverse Learners Spring Online 2014**

Instructor: Courtney Stewart, PhD  
Office: EDUC #335  
Phone: 435-797-7145  
Email: [courtney.stewart@usu.edu](mailto:courtney.stewart@usu.edu)  
Office hours: by appointment

#### **Course Purpose**

This course will engage prospective school leaders to learn and evaluate evidence based academic and behavioral instructional methods to improve diverse user outcomes.

#### **Course Description**

This class is an online format and will occur from **January 6th – April 25<sup>th</sup>**. The class will be broken into 14 weeks with a module for each week (a module is similar to a traditional face to face weekly class with readings, slides, and activities).

The 14 modules will be independent but we will have 3 live Adobe Connect Live classes that will act as discussion and open forums for student interaction with the instructor.

Each module will have a “checking for learning” activity (either a quiz, group discussion, website review, journal article review, current event, or case study)

Utilizing PowerPoint's, class group discussion, individual written assignments, technology, and other twenty-first century innovations, students in this course will be exposed to theories and practices of instructional leadership as they explore what it will mean to be an educational leader in schools. This course will focus specifically on how the instructional leadership can improve student learning by focusing on the diverse learning styles and needs of students.

Reflective leaders are skilled educators whose practices and decisions draw upon the best available theory, research, and experiential wisdom. Reflective decision-making engages administrators in cycles of thought and action based on theoretical, ethical, and professional knowledge.

#### **Learning Objectives:**

1. To help students understand instructional leadership strategies for student engagement.
2. To provide an understanding of the diversity of methods of teaching and assisting different types of student learning.
3. To provide an understanding of changing a school culture to be inclusive of all types of learners.
4. To help students develop, and be able to utilize, skills in supporting teachers in areas of needed professional development.
5. To help students understand, and be able to utilize, techniques and practices that ensure learning success for all students.
6. To help students become reflective leaders that draw upon best practices, theory, research, and data to guide their schools.
7. To provide experience for students in planning, presenting and supporting professional development presentation to members of a school faculty.
8. To help students understand the principal's role in creating a school vision inclusive of all students learning.

The course also assists students in understanding Utah Educational Leadership Standards:

*2B: 1. Works with individual teachers and teams to analyze student work, monitor student progress, adapt curriculum, and adjust instructional practice to meet student learning needs.*

*2B: 3. Provides and monitors effects of differentiated instructional strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.*

*2B: 4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to inform curriculum and instructional practices to increase learning for every student.*

*2B: 5. Provides instructional leadership by supervising, evaluating, coaching, and mentoring educators to improve instructional practice*

*4B: An educational leader promotes the success of every student by collaborating with faculty, staff, parents, and community members, responding to diverse community interests and needs and mobilizing community resources.*

*6B: An educational leader promotes the success of every student by understanding, responding to, and influencing the interrelated systems of political, social, economic, legal, policy, and cultural contexts affecting education.*

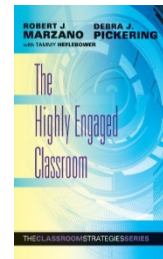
## Readings

- **Required Texts:**

Insights Into Action by William Sterrett



The Highly Engaged Classroom by Robert Marzano and Debra Pickering



Other readings as assigned

## Technology Statement

The MEd in Instructional Leadership and the Administrative/Supervisory Concentration Program are delivered using a variety of technology tools and delivery systems. The use of technology tools is extensively integrated throughout the coursework to the extent that mastery of their use is required for successful completion of the program. These technology tools are consistent with those utilized in many school districts.

Technology tools which you will need to master to successfully complete the program include:

- 1) Instructure Canvas Course management system
- 2) Adobe Connect or compatible video conferencing system
- 3) Microsoft Word or a compatible commonly used word processing program
- 4) Microsoft Excel or a compatible commonly used spreadsheet program
- 5) Microsoft PowerPoint or a compatible commonly used presentation program
- 6) E-mail
- 7) Digital Video Projector
- 8) Internet and web page navigation (You will not be required to create or manage web-sites)

## Graded Course Work

**ENGAGEMENT (40%)** This includes attendance, preparation, and participation. Attendance to live classes is strongly encouraged, as it will be more of a discussion and open forum regarding class learning. You should come prepared to each class module and seek opportunities to fully participate in class discussions and other learning activities. Readings and other assignments should be completed before the class module begins---**no late work will be accepted without**

**prior approval from the instructor.** Your engagement grade will be based on the following expectations:

- Attendance: attend live online class. If you cannot attend please watch the recorded class later.
- Preparation: Assignments and readings should be completed on time and should always reflect your best work.
- Participation: You are expected to be actively engaged in class, have a positive attitude, and contribute to class discussions and activities.

**ASSIGNMENTS (20%)** On occasion, you will be expected to complete various activities and assignments. These assignments and activities will be timely and responsive to class discussions and group presentations.

#### **PROFESSIONAL DEVELOPMENT PRESENTATION (20%)**

##### **Professional Development Presentation**

(Field Experience Hours)

**Purpose:** The purpose of this assignment is to provide you with experience in delivering professional development to a school faculty. During the course of the semester you will work to prepare a Professional Development Presentation.

**Field Hours:** Upon the completion of this assignment, 15 hours will be given towards field experience hours.

**Standards:** This assignment is linked to UEL Standards 1, 2, and 6

**Introduction:** The goal of this activity is not just to explain or deliver the instructional strategy but rather to model the technique by actively engaging the audience in the learning experience. This will provide participants with an understanding of how to apply the research-based strategy in order to effectively deliver the curriculum or assess instruction. You will approach this demonstration as if you are the instructional leader of the school.

You will be expected to instruct the faculty in the instructional strategy by using the strategy. PowerPoint or Prezi presentations are NOT expected or encouraged; rather thoughtful activities are required.



If you are not able to present on a Professional Development Day, you will need to create an online video of the presentation that can be viewed by each teacher at an independent time.

Here are some tips:

Be creative! Do something different. Make it interesting. Use the board, use a computer, use props, use dramatization. Use your imagination. There is a lot of room for creativity in this assignment. (Try to make sure that your innovations enhance, or at least don't detract from the content.)

You will be expected to give a brief overview of the topic, and then demonstrate the practice. This demonstration should be 15-20 minutes in length.

Topics may include the following, but are not limited to them:

- Activating Prior Knowledge
- Six Thinking Hats
- Graphic Organizers
- Multiple Intelligences
- 21<sup>st</sup> Century Instructional Strategies
- Bloom's Taxonomy and Questioning
- John Medina Attention (Brain Rules)
- John Medina Memory #2 (Brain Rules)
- Review Strategies
- Neuroscience and Brain-based Learning
- Constructivist Learning Theory

The following steps will help you in completing this assignment:

1. Meet with your school's administration to determine the possibility of presenting on a professional development day to a group of teachers at the school a topic regarding student learning. The group can be a PLC team, study group, or volunteers.
2. If a day is available, discuss with the administration, PLC Team, or PD committee possible topics from the list or others they may have considered that will help assist all student learning.
- 2b. If a day is *not* available, discuss with the administration or PD committee possible topics from the list or others they may have considered that you could create an online PD that will help assist all students learning.
3. After determining a possible topic with administrators, PLC Team, or PD committee investigate with the faculty to determine if there are currently any experts within the school that already are familiar with the topic. Determine an interest in the topic by the group you are presenting to if they would like to learn more. (Survey or one on one interaction)

4. If there is an interest in the topic and there are a few experts in the topic area, approach them to see if they would help you plan a professional development or be a resource as you prepare the PD.
- 4b. If there is *not* an interest, repeat steps 2-3. If the experts are not available, but interest is there, you can continue.
5. Plan the Professional Development. See the above tips to consider when preparing. Research thoroughly the topic and how it can be implemented in the school to assist teachers in assisting every student learn. Be sure to include any experts that are willing or go to them for suggestions and advice.
  - a. Be sure to include interactive activities
  - b. Be sure to tailor the presentation to your audience, knowing their needs and the types of students they work with.
  - c. Have something tangible (handout, notecard, etc) for teachers to take with them
  - d. Plan for follow up and sustainability. Share this plan with faculty.
    - i. Group meet
    - ii. Help Session
    - iii. Email list
    - iv. Team meet
  - e. Design a way to evaluate and gain feedback regarding your presentation.
6. Present the PD to the faculty. Present also the sustainability plan. (Be sure to record the presentation using video camera to be submitted as the final evidence) If *not* presenting on a PD day, create the online PD to share with the faculty to be viewed independently.

#### Final Assessment

Please upload your video file to the Canvas class link. Your presentation will be evaluated according to the rubric found on Canvas.

Please reflect on your professional development presentation experience in a 1-2 page, double-spaced, APA formatted paper.

**FINAL EXAMINATION (20%)** The final examination for this course will be a written essay. The essay will be a personal reflection, based on your experiences in the class. More details and guidelines for the essay will be given.

**MODULE ASSIGNMENTS-** one or more of the following may be assigned to each module

#### **Quiz**

Dependent upon the quiz, it will be a check for your learning of the module, the intention is not for the grade but for the learning.

#### **Group Discussion**

Each student will participate (1 original post, 2 replies to others) in a large class discussion forum regarding a prompt from that modules' readings and content **before the 11:59 pm the last night of the module.** No points will be earned for postings occurring after the 11:59 pm deadlines.

**Website Review (1page max)**

Each student will choose one of provided website and write a one page maximum review of the website addressing the following:

- What is the purpose of the site?
- How conducive is the layout in accessing material/information?
- In what ways does the website highlight the issues discussed in the chapter?

**Article Analysis (1page max)**

Each student will choose one of the provided journal articles and provide a one page maximum review of the article addressing the prompts provided under the article.

**Current Event**

For the identified class module, students will post on Canvas discussion an example of a curriculum-related issue found in a recent journal or newspaper. Please post the link to the article as well as an introduction and reason for selecting it.

The purpose of this assignment is to allow the students to develop an awareness of the learning issues that fill the media. This activity will assist students in developing the skill necessary to develop informed opinions regarding future trends and events in diverse learning.

**Case Study (1 page max)**

For the identified class session the student will discuss the case study provided. The response should address your "informed" views concerning any and all issues provoked by the case study.

**GRADING**

| <u>Grades will be determined by the following percentage structure:</u> | <u>Percent</u> |
|---|----------------|
| Engagement  | 40             |
| Module Assignments (10)   | 20             |
| Professional Development Presentation                                   | 20             |
| Final Exam  | 20             |
| <b>Total</b>  | <b>100</b>     |

The final course grade will be calculated percentage using the following scale:

- A = 94-100 B- = 79-82
- A- = 90-93 C+ = 75-78
- B+ = 87-89 C = 71-74
- B = 83-86 Etc. (in 4 point increments)

**TENTATIVE\* SCHEDULE**

| Module Dates               | Class Topic   | Reading/ PPT                     | Assignments (Due Dates) |
|----------------------------|---|----------------------------------|-------------------------|
| Module #1<br>Jan 6- 12     | Ch 1 Turning Vision into Reality                                      | Ch. 1 / Module 1                 | Module #1 Assignment    |
| Module #2<br>Jan 13- 19    | Ch 2 From School Leader to Learning Leader                            | Ch. 2 / Module 2                 | Module #2 Assignment    |
| Module #3<br>Jan 20-26     | Ch 3 Turning Professional Development into Meaningful Growth          | Ch. 3/ Module 3                  | Module #3 Assignment    |
| Module #4<br>Jan 27-Feb2   | Ch 4 Turning Differentiated Learning and Leading into Success for All | Ch. 4/ Module 4                  | Module #4Assignment     |
| <b>Jan 30</b>              | <b>ADOBE CONNECT<br/>Live Class</b>                                   | <b>Thursday<br/>4:30pm</b>       |                         |
| Module #5<br>Feb 3- 9      | Ch 5 From Discipline to Relationships                                 | Ch. 5/ Module 5<br>Kohn Articles | Module #5 Assignment    |
| Module #6<br>Feb 10 - 16   | Ch 6 From In-Class Instruction to Out-of-School Learning              | Ch. 6/ Module 6<br>Louv Reading  | Module #6 Assignment    |
| Module#7<br>Feb 17- 23     | Ch 1 The Highly Engaged Classroom                                     | Ch. 1/ Module 7                  | Module #7 Assignment    |
| Module #8<br>Feb 24 - Mar2 | Ch 2 The Highly Engaged Classroom                                     | Ch. 2/ Module 8                  | Module #8 Assignment    |
| <b>Feb 27</b>              | <b>ADOBE CONNECT<br/>Live Class</b>                                   | <b>Thursday<br/>4:30pm</b>       |                         |
| Module #9<br>Mar 3 - 9     | Ch 3 The Highly Engaged Classroom                                     | Ch. 3/ Module 9                  | Module #9 Assignment    |
| Mar 10-14                  | SPRING BREAK  |                                  |                         |
| Module #10<br>March 17-23  | Ch 4/ 5 The Highly Engaged Classroom                                  | Ch. 4& 5/<br>Module10            | Module #10 Assignment   |

|                           |   |                            |                                 |
|---------------------------|---|----------------------------|---------------------------------|
| Module #11<br>Mar 24- 30  | Ch 7 Turning Technology into Engaged Learning     | Ch. 7/ Module11            | Module #11 Assignment           |
| <b>March 27</b>           | <b>ADOBE CONNECT Live Class</b>                   | <b>Thursday<br/>4:30pm</b> |                                 |
| Mar 31- Apr4              | Work on Presentations                             |                            |                                 |
| Module #12<br>Apr 7-13    | Ch 8 Turning Data into Action                     | Ch. 8 /Module12            | Module #12 Assignment           |
| Presentation<br>Apr 14-18 | Post your presentation<br>View each class members |                            | <b>Presentations DUE Apr 18</b> |
| Module #13<br>Apr 19-25   | Ch 9 Turning Today's Challenges into Success      | Ch. 9/ Module14            | Module #13 Assignment           |
|                           |   |                            | <b>Final Exam Due Apr 28</b>    |

**\*May be subject to change**

### **Academic Integrity: The Honor System**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

### **Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

### **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### **Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

### **Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code (see below; Article VII, Grievances, pages 25-30).

[http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf)

### **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

*Please note: The instructor reserves the right to be responsive to student learning and modify this syllabus as needed for the learners' needs and interests.*



## **Syllabus** (6.0)

### **TEAL 6060**

## **Instructional Leadership: Assessment for Curricular**

## **Accountability**

**Joe Matthews**

[joematthews29@gmail.com](mailto:joematthews29@gmail.com)

(please use the above e-mail address rather than the messaging system on Canvas.)

**Mobile: 801-592-6660 (for texting or calling)**

## **Introduction**

TEAL 6060, Instructional Leadership: Assessment for Curricular Accountability, is designed to provide an understanding of the contemporary issues in classroom curriculum and assessments. We will concentrate our study on the instructional leadership roles in using assessment to improve the curriculum, instruction, and student learning. From this course, you should develop a better understanding of the dual concern for practice and theory. The importance of theory is established for developing the needed knowledge of the ideas that exist about curriculum and assessment that improves classroom instruction and student learning. However, it is not enough just to know about the theories because ideas need to be put into practice. Therefore, this course attempts to link that theory to the actual practice of being a stronger instructional leader.

This is a blended course in which you will participate in learning about instructional leadership by participating in various online activities such as attending live sessions, discussing issues with other students, reflecting, writing, and researching.

It is important for you to understand that this blended course is not an independent course or one in which you can work at your own pace. Indeed, it follows the Dewey philosophy that the best learning is social learning or that type of learning that you do with others. The entire class proceeds through each module together and because of that, it is important that you do not fall behind but keep up to date with each module.



## Textbooks

Guskey, T. R. (ed.) (2009). *The Principal as Assessment Leader*. Bloomington, IN: Solution Tree Press.



Bamrick-Santoyo, P. (2010). *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass.



Perrin, R. (2015). *Pocket Guide to APA Style*, 5<sup>th</sup> Ed. Cengage Learning. ISBN-10: 0-495-91263-8

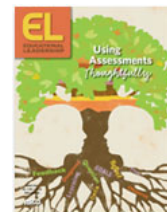
**NOTE: Do not purchase an earlier edition. Use only the 5<sup>th</sup> ed.**

Educational Leadership (March 2014). Using Assessments  
71, Issue 8. ISBN: 281000005680B



Thoughtfully. Volume

The books and journal are available through the USU Bookstore or textbook suppliers. The *Educational Leadership Journal* is available at bookstore, or you can order it from ASCD.org. Note, that the Perrin copyright and a 5<sup>th</sup> edition. **Do not purchase any other edition but**



from major  
the USU  
book is a 2015  
**the 5<sup>th</sup> edition.**

### Instructional Methodologies

This online blended course consists of the following activities:

1. Each module can be found on the **Home Page** of Canvas. (Note: All modules open on Saturday morning and usually end ten days later on Monday night. Some modules extend over two weeks during the summer months.)

2. Your first activity is to read and study the assigned readings. As you read, mark the text by highlighting, underlining, and writing in the margins.
  
3. Upon completing the readings, you then will write a one to two paragraph synopsis for each chapter or article. Submit your synopses on Canvas by clicking on the appropriate link in the Module (or find the correct synopsis under the Assignment tab in Canvas.)
  
4. After you have written the synopses, you can then proceed to various learning activities and assignments that are located in the Module. These activities include such things as
  - i. Reflections papers,
  - ii. PowerPoint presentations,
  - iii. Online discussions
  - iv. Telephone buddy discussions
  - v. Field Experiences
  - vi. Live sessions.
  
5. The activities end on Mondays at 11:59 p.m. (a minimum of ten days for each Module). Because of some interactive discussions, it is **very important** that you stay up to date with the modules and review each module early in the week. You can request for additional time if extenuating circumstances warrant an extension. **Please note: Only extenuating circumstances will be considered for extensions.**

I hope these instructional methods will provide opportunities for you to engage actively in thinking and learning about instructional leadership and how assessment and data analysis improving student learning.

## Technology Needs

**You need to become familiar with certain computer software, namely**

- a. **Instructure Canvas** (known simply as Canvas), the USU course management system. Access Canvas by logging into [canvas.usu.edu](https://canvas.usu.edu) or [Instructure.usu.edu](https://instructure.usu.edu). **Note: Complete the available orientation that is associated with Canvas** (find it under the Support tab.)
- b. **Adobe Connect: We use this system for our live sessions. It is important that you complete the tutorials that are associated with this program.**
- c. **MS Word and PowerPoint. If you do not own MS Word, then your word processor must be able to convert to MS Word to submit your papers.** Otherwise, the papers that are submitted on Canvas run the risk of not being accessed for grading.

**In order to participate in the live sessions, you will need the following:**

- a. A strong Internet connection—if possible, use direct wired connection (wireless often does not carry the broadband width that you may need).
- b. A headset with microphone (often can be checked out from your school or district). **DO NOT** use the built in microphone on your computer because it picks up too much external noise, which will be compounded when all of us are open in the system.
- c. A webcam is desirable. Usually your built in camera will work.

**For any technical problems related to Canvas or Connect, please contact**

**IT Services Desk at 435.797.HELP (4357).**

## **Course Expectations**

**Attend to every activity and stay up to date with each module's activities.**

Each unit opens on Saturday morning and usually closes ten days later on Monday night at 11:59 p.m.

- This online course is intense. You need to keep up with each module's activities (Note: Some modules are spread over two weeks during the busy summer months).
- Modules do not open earlier than the posted date (Saturday morning). We keep together as a class for discussions and other activities.
- If an emergency, illness, or travel prevent you from working on a weekly module, please

personally notify me by e-mail. In such cases that you have to miss any portion of a week's activities, you need to get caught up as soon as possible.

- You need to follow the activities in order. You read and then write the synopsis first and then proceed through the rest of the week's activities.

## **Follow the Utah State University Standard on Academic Integrity**

All USU students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

**USU Honor Pledge.** To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: **"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."**

### **Possible areas that could affect your Honor Code Pledge:**

- Claiming to have read the assigned material. You indicate by writing each synopsis that you have read the assigned material. If you have not read it, then do not attempt to write the synopsis.
- Writing your own assignments and paper. Under no circumstances should you ever claim any other person's writing as your own. This especially applies to current and former students in this course.
- Using an old assignment to fulfill a new assignment (often referred to as self-plagiarism). If you received credit and a grade for an assignment in a previous or present course, it cannot be used again in this or any other course.
- Failing to cite and reference correctly. Not following correct APA referencing is plagiarism. A plagiarism violation could result in your dismissal from the program and USU. This is serious business!

## **Read and Study the assigned readings**

The first activity with every module is **reading** the assignment and then completing the **synopsis for each chapter or article**. The synopsis is a one to two paragraph summary. Submit the synopses in Canvas. **By writing each synopsis, you have indicated that you have read and studied the readings.** You need to write these synopses before you continue with the other activities.

As you read, “work the text”—in other words, underline or highlight key passages and write notes in the margins. This step will help you with the finding the citations for your papers.

## Ask for help

If you need individual assistance or clarification on class assignments, please seek help. You can call me on my cell phone or email me and I will respond as quickly as I can. I will also be happy to make appointments for individual intense help.

## Major Requirements and Grade Analysis

All assignments, papers, and assessments are located in Instructure **Canvas** from the **Home Page**. Gain access by going to [instructure.usu.edu](http://instructure.usu.edu) or [canvas.usu.edu](http://canvas.usu.edu). The **Home Page** is the most important part of Canvas because it is from there that you navigate to all other assignments, activities, and documents.

On the **Home Page**, scroll down to the section labeled **Modules**. Click on the appropriate Module. Note: You can only gain access to the current module’s activities.

Each assignment and assessment is given a specific point value and weighting factor. The major assignments for calculating grades are listed below. Early assignments receives less weighting than later assignments. All assignments are listed in the course modules. A separate schedule provides the due dates for the major assignments.

## Grading

This course is graded through a standards based approach. You decide what grade in which you want to try to attain. Doing all activities in a particular level does not necessarily mean that grade if those activities did not attain a high level of performance. To obtain a particular grade, all activities must be completed in that column.

|                | <b>Level 0</b>            | <b>Level 1</b>             | <b>Level 2</b> | <b>Level 3</b> | <b>Level 4</b> |
|----------------|---------------------------|----------------------------|----------------|----------------|----------------|
|                | <b>Below Expectations</b> | (Expected of all students) |                |                |                |
| <b>Grade →</b> | C or below                | B                          | B+             | A-             | A              |

|  |                        |  |  |  |  |
|--|------------------------|--|--|--|--|
| <b>Assignment or Activity</b> ↓                    |                        |  |  |  |  |
| <b>Reflection and Discussion Papers Average</b>    | Below 80%              | 83% to 86.9%   | 87% to 89.9%   | 90% to 92.9%   | 93% or greater   |
| <b>Classroom Assessment Paper &amp; Reflection</b> | Below 80%              | 83% to 86.9%   | 87% to 89.9%   | 90% to 92.9% and completion of optional activities   | 93% or greater and completion of optional activities   |
| <b>Synopses</b>                                    | Below 82.9%            | 83% to 86.9%   | 87% to 89.9%   | 90% to 92.9%   | 93% or greater   |
| <b>Participation in Live Sessions</b>              | Optional Live Sessions | Attended all Live Sessions (or completed compensatory package—two ext. circumstance miss only) | Attended all (or completed compensatory package—two ext. circumstance misses only) | Attended all Live Sessions (or completed compensatory package—one extenuating circumstance miss) | Attended all Live Sessions (or completed compensatory package—one extenuating circumstance miss) |

## Assignments

It is important for educators and especially instructional leaders to have good researching, writing, and reflection skills (they go together). You have the opportunity to improve your researching, writing, and reflection skills on the major writing assignments for this course: the module reflections, data software program assessment, and classroom room assessment paper.

Every piece of writing that you create needs to be original work and follow a scholarly formal style. APA style is recognized as the preferred style for educators. The following are a few requirements for all of your writing:

1. Follow APA style (refer to the Perrin book). For this USU program, avoid all other styles including MLA, Chicago, Turabian, etc. (APA style is also used in professional writing).
2. All papers submitted must have 1-inch margins, using a 12 point font such as Times New Roman (preferred), and double spaced.
3. Revise, edit, and proofread all papers that leave your desk or printer.
4. No title pages are needed for papers fewer than 10 pages.
5. Because all papers are submitted on Canvas, your name and other identifying information are not necessary.
6. After your papers have been graded, **read the comments in your papers and associated rubrics to improve your writing.** You must be able to gain access to your paper comments in Canvas. If you are having trouble, go to the Canvas Help section tutorial or call 1-435-797-HELP.

## I. Reflection and Discussion Papers

Reflection and discussion papers are exercises to think more deeply about certain topics. Follow the assignment prompts and directions carefully. Most assignments offer a required length (e.g., one paragraph).

Find the specific module reflection and discussion paper assignments in Canvas for each Module. Go to the Home Page and then select the appropriate module. Papers start with lower weighting in the beginning and increase in weighting as the semester progresses.

Several discussion papers are associated with a phone buddy. You are to find your assigned buddy in Canvas under the tab People. You will need to make contact with your buddy to arrange for a telephone appointment.

## II. Classroom Assessment Analysis (associated field experience that meets the internship requirements)

**This is the major assignment for this course. It is your opportunity to research and analyze the assessment activities in one classroom.**

**This assignment is connected to a field experience that gives 15 internship hours. These hours are estimated for to the field work and interviewing that should will be connected with fulfilling this assignment.**

This assignment is linked to Utah Educational Leadership Standards 2 and 3.

Check the scoring rubric that is associated with this assignment before you begin writing and again after you have finished. (Find the rubric associated with the assignment in Canvas).

Find the description of this assignment in Canvas by clicking the link on the Home Page.

### **III. Data Management Software Program Analysis (associated field experience that meets the internship requirements)**

Find a school that has adopted a data management software program. Learn more about the software by reading the associated literature or web-based information. Interview the main person in the school or district who administers the software (optional activities are available for a higher grade—see the assignment for details).

**This assignment is connected to a field experience that gives 5 internship hours.**

This assignment is linked to Utah Educational Leadership Standards 2 and 3.

Check the scoring rubric that is associated with this assignment before you begin writing and again after you have finished. (Find the rubric associated with the assignment in Canvas).

Write the following 2-3 page paper regarding the software program

1. A description of the program. Consider the following:
  - a. What it is and the initial and subsequent purposes
  - b. When and where it was implemented
  - c. The associated PD that accompanied the implementation



2. A reflection on its use in schools and district. Consider the following:
  - a. Was the implementation widespread?
  - b. What PD was associated with its implementation?
  - c. What continued PD is occurring?
3. Consider and evaluate how effective the software is and how effective it was implemented.

### **III. Classroom Assessment Paper Reflection**

Write a reflection paper consisting of about two pages on what you personally learned from the classroom assessment analysis. Include a short statement as to the classroom and then a complete reflection as to what you learned from the experience.

### **Participation in Live Sessions**

Live sessions are an integral part of this course, and your participation is expected. These sessions are scheduled throughout the semester and begin at 4:30 and end by 6:30. Every live session will have time donated for discussions—either whole class or smaller breakout groups such as triads or quads.

If extenuating circumstances prevent attendance to a live session, a compensatory assignment will be expected by viewing the PowerPoint Presentation (on Canvas) and writing your own response for each of the discussion prompts in the presentation. These discussion prompts are those that are associated with both large group and small group discussions. There will be typically 4 to 6 discussions in a live session, which will result in the same corresponding discussion papers.

### **State of Utah School Leadership Standards**

### **Phone Buddy Discussions**

Typically for your phone buddy discussions, you will be assigned to a buddy to fulfill a discussion prompt. Find your buddy in Canvas under the tab, People. Each assignment will likely have different phone buddies although they are randomly assigned and you could have one phone buddy more than once. Phone Buddy Discussion will often have an associated reflection paper.

## **Meeting the Field Experience (Internship) Requirements for TEAL 6060**

An internship requirement of 20 hours is connected with this course. Credit will be given after you have completed the requirements and completed the associated papers. The two activities include

- Classroom assessment analysis
- Data software program description and analysis

**Your program is aligned with the State of Utah School Leadership Standards  
(Taken from the ISLCC standards). TEAL 6060 meets Standard 2 and 3.**

### **Course Objectives**

- Demonstrate instructional leadership in maintaining and increasing teaching effectiveness provided through mentoring, supervising, and other relevant professional development opportunities
- Learn to write effectively for scholarly and professional communication by using correct APA style, conventions, and logical thought processes.
- Demonstrate the ability to focus on student learning through a systematic study and reflection of your own teaching practices and through shared knowledge gained from purposefully formed professional learning communities.
- Demonstrate a commitment to improving student learning by using formative assessments and analyzing data from those assessments
- Demonstrate knowledge of how students learn effectively using research based learning theories, assessment strategies, response to intervention model, and other instructional models.

- Build consensus among stake holders by implementing procedures for curricular improvements based upon assessment and appropriateness of diverse classroom environments
- Evaluate, analyze, and develop classroom assessments for the improvement of instruction.