Fa18 TEAL-6280-LO1 Syllabus

College of Education & Human Services, Utah State University

School of Teacher Education and Leadership

Syllabus and Course Requirements

TEAL 6280

Instructional Practices: Instructional Leadership for Diverse Learners

Fall 2018

Professor

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Office Hours: by appointment

Class Information

online

Part I: General Information

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

Required Course Meetings: There are no required meeting times for this course because this is an on-line course. Should you wish to meet via distance, I can meet in a variety of ways to accommodate your preference, such as via VSEE, Google Hangout, Skype, Zoom, etc. Also, I am highly responsive to email and check it multiple times a day. Please email me through Canvas.

Required Text

- Archer, A. L., & Hughes, C. A. (2011). *Explicit Instruction: Effective and Efficient Teaching.* New York:

Guilford.

- Hall, S. L. (2008). *Implementing Response to Intervention: A Principal's Guide.* Thousand Oaks, CA: Corwin Press.

Recommended Text

- Kachur, D. S., Stout, J. A., & Edwards. C. L. (2013). *Engaging Teachers in Classroom Walkthroughs.* Alexandria, VA: ASCD.

Required Readings

Supplemental readings and course materials will be available during the course via Canvas

Required Technology

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, note the * indicates these are required for this course:

1. *Instructure Canvas Course management system for readings, discussions, and announcements
2. Adobe Connect (or compatible video conferencing system) for class meeting(s)

1. *Adobe for downloading documents and readings

4. *Microsoft Word (or a compatible commonly used word processing program) for course resources and references
5. *Microsoft Excel (or a compatible commonly used spreadsheet program)
6. *Microsoft PowerPoint (or a compatible commonly used presentation program)
7. *E-mail for course communications - Please confirm your contact information in Canvas and during the first week of class (August 28)
8. Digital Video Projector for PD Presentation assignment
9. *World Wide Web for resources and links to complete assignments (You are not required to create or manage web-sites)

Teaching Objectives: Self-identified weighting of the objectives

Essential for students to learn

1. Gaining factual knowledge (terminology, classifications, methods, trends)

2. Learning to apply course materials (to improve rational thinking, problem solving and decisions)
3. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course

Important for students to learn

4. Learning fundamental principles, generalizations, or theories

Minor for students to learn

5. Learning how to find and use resources for answering questions or solving problems
6. Developing creative capacities (writing, inventing, designing, performing in art, music drama, etc.)
7. Developing skills in expressing oneself orally or in writing
8. Gaining a broader understanding and appreciation of intellectual-cultural activity (music, science, literature, etc.)
9. Developing a clearer understanding of, and commitment to, personal values
10. Learning to analyze and critically evaluate ideas, arguments, and points of view
11. Acquiring an interest in learning more by asking questions and seeking answers
12. Acquiring skills in working with others as a member of a team

Utah Educational Leadership Standards addressed

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.

Part II: Schedule and Calendar of Topics, Readings, and Assignments Due

The course content is organized into seven modules, each consisting of one to three weeks. Each module will include readings, discussion posts, responses to colleague's discussion posts, and assessments. The readings included below are from the two required texts and from readings that will be available weekly via Canvas. Additional readings may be made available based on student's needs as will additional discussions of topics and resources to support student learning. All work products for an associated module are due by midnight on the Sunday following the specified beginning date for the module, i.e., a module runs from Monday 12:01 a.m. to Sunday 12:00 p.m., one entire week. Work turned in after the due date and time may be penalized. This schedule allows students to begin the next module, review the required readings and assignments, ask questions as needed to complete the objectives for each module, and complete the work outlined per module during the school week and if necessary, use the weekend.

Calendar of Module Topics, Readings, and Assignments Due

Class	Opens	Activity	Description	Closes
Module 1: Syllabus & Overview				
1	Aug 27 (Mon am)	Reading 1	Syllabus	Sept 2 (Sun pm)
			Canvas orientation	
		Discussion 1	Discussion 1a: Introductions	
			Discussion 1b: Texts and Topics	
		Assessment 1	Syllabus Quiz	
Module 2: Multi-tiered Systems of Support Framework				
2	Sept 3	Reading 2	IRIS RTI Considerations for School Leaders Hall, Ch. 1	Sept 9
			MTSS reading	
		Discussion 2	Discussion 2a: RTI - Hall, Ch.1	
			Discussion 2b: RTI - IRIS	
		Assessment 2	IRIS RTI Assessment answers	
			Hall, Ch. 2	
		Reading 3	Utah LRBI, Ch. 3	
			Utah MTSS definitions and framework	

3	Sept 10		Discussion 3a: Hall, Ch. 2	Sept 16
		Discussion 3	Discussion 3b: LRBI Ch. 3	
			Discussion 3c: UMTSS tools	
		Assessment 3	ISTE Administrator Standards	

Module 3: Explicit Instruction

		Reading 4	Archer & Hughes, Ch. 1 & 2	
4	Sept 17	Discussion 4	Discussion 4a: Instruction - Archer & Hughes	Sept 23
		Assessment 4	Interview: The Freshman Principal Assignment	
5	Sept 24	Reading 5	Tanner-Smith, Jordan, Kosanovich, & Weinstein	Sept 30
			Rissman, Miller & Torgesen	
		Discussion 5	Discussion 5a: Elementary Walk-through - Tanner-Smith et al.	
			Discussion 5b: Secondary Walk-through – Rissman et al.	
		Assessment 5	Protocol: Review Instructional Practices Protocol resources and your own preparation materials	
			Schedule conference to review vision of Obs Protocol within the next two weeks you need to discuss vision for this assignment	
6	Oct 1	Reading 6	Archer & Hughes, Ch. 3, 4, & 5	Oct 7
		Discussion 6	Discussion 6a: Archer & Hughes, Ch. 3, 4, & 5	
		Assessment 6	Video review #1	
			Call, Google Hangout, Zoom, VSee, Skype, etc.	

Module 4: Targeted Instruction and Intervention

7	Oct 8	Reading 7	Hall, Ch. 3, Differentiated instruction	Oct 14
			HLPs – SE	
			HLPs – GE	
		Discussion 7	Discussion 7a: RTI - Hall, Ch. 3	
		Assessment 7	Protocol: Draft Observational Protocol	

		Reading 8	Archer & Hughes, Ch. 6 & 7	
8	Oct 15	Discussion 8	Discussion 8a: Instruction - Archer & Hughes, Ch. 6 & 7	Oct 21
		Assessment 8	Video review #2	

Module 5: Intensive Instruction and Intervention

		Reading 9	NCII	
9	Oct 22	Discussion 9	Discussion 9a: Instruction - NCII	Oct 28
		Assessment 9	Video review #3	
10	Oct 29	Reading 10	Archer & Hughes, Ch. 8 Vaughn, Wanzek, Murray, & Roberts	Nov 4
		Discussion 10	Discussion 10a: Instruction - Archer & Hughes, Ch. 8 Discussion 10b: Intensive - Vaughn et al.	
		Assessment 10	Protocol: Administer Observational Protocol	

Module 6: Measures and Data to determine Effective Instructional Practices

		Reading 11	Hall, Ch. 4 Torgesen ES Torgesen SS	
11	Nov 5	Discussion 11	Discussion 11a: Hall, Ch. 4 Discussion 11b: Elementary - Torgesen ES Discussion 11c: Secondary - Torgesen SS	Nov 11
		Assessment 11	Instructional Leadership Framework	

Module 7: Instructional Practices Protocol Pilot and Responses

		Reading 12	Hall, Ch. 5	
12	Nov 12	Discussion 12	Discussion 12a: Hall, Ch. 5 Discussion 12b: Response and Feedback - Disc will remain open - those who post later will likely receive fewer responses of reviews	Nov 18

		Assessment 12	Protocol: Observational Protocol Revised	
13	Nov 26 [*NOTE: Thanks-giving Holiday (Nov. 19-25)*]	Reading 13	TBD in response to students' needs	
		Discussion 13	Discussion 13a: TBD in response to students' needs / Presentation of Protocol	
		Assessment 13	Protocol: Observational Protocol and PD Plan – Final drafts due	Dec 2
			Presentation of Protocol and PD Plan	
14	Dec 3	Reading 14	TBD in response to students' needs	
		Discussion 14	Discussion 14a: Protocol Review and Feedback on Final Drafts	Dec 9
		Assessment 14	Nothing due	

Part III: Assignments

Each module includes (1) readings (including presentation slides to highlight content), (2) discussion of the readings, and (3) assessments. Some modules may include videos and video responses. The major assessment is the development, administration, revision, and presentation of an observational protocol and submission of a professional development plan. The observational protocol will provide an opportunity to apply what is learned throughout the course. All assignments will be posted via Canvas and will be outlined on a separate document in the Assignments folder in the main Files folder on Canvas. Each of the assignments for this course is briefly outlined below.

Readings

Students are responsible for the text book readings. Additional readings will be available on Canvas and on the World Wide Web. Students are expected to read the assigned readings each week to complete the assignments. Readings may be in the form of webinars, PowerPoints, guides, rubrics, PD documents, articles, and IRIS online modules.

Discussion Posts of Readings and Resources and Responses (47%)

Students must participate in the on-line responses posted on the Discussion Board to receive credit for this work product. To receive credit, a student's posting must reflect thoughtful consideration of the topic in sufficient detail to indicate the student has interacted with the course readings and the postings of other students. Very short posts of agreement or disagreement are unacceptable, as are posts that simply repeat the essential points of a previous post. Student postings to the discussion must reflect the student's thinking and understanding of the readings and topic, including connections to other topics in this course or others, practice within the student's school and/or district, and may raise questions that would further the discussion. An on-line discussion is not a discussion unless there is some exchange and response to ideas posted by others. **All discussions require that you post your response and then respond to at least one other student's posts before the due date. You are strongly encouraged to submit discussions earlier in the work week than posting comments on Saturday and Sunday (final day of the course session per the week or module)**. If nearly everyone leaves the readings and discussion to complete on the weekend then the discussion will be limited. The intention is to offer ideas and share resources throughout the week, even if comments are brief. In fact, long posts can be labor some to read. Consider posting multiple, brief posts with one key point instead of collapsing all of your points in one longer post.

Syllabus Quiz (2%)

A brief quiz will be available week one to reinforce select information in the syllabus.

Video observation review (5%)

Each class member will evaluate a series of 3 videos available online and conduct an evaluation of the teacher's instructional practices. An observation checklist will be provided.

ISTE Administrator Standards Assignment (7%)

The International Society for Technology in Education is an organization aligning technology standards with education. As a future school leader, consider specifically the Administrator standards and their application in our school organizations to enact these standards in a response paper. A rubric will be provided.

The Freshman Principal Assignment (3%)

Select at least 2 different scenarios to present to one or more expert school leaders of your choice and ask how s/he would coach the new principal in each scenario. Submit the 'coaching' you were provided (include the scenarios and name(s) of the school leader(s) you talked to), and your own additional thoughts.

IRIS Online Module (3%)

Complete the online IRIS module, RTI: Considerations for School Leaders and answer the five assessment questions. To access IRIS modules, go to http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=rti-includes-early-intervening (http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=rti-includes-early-intervening) and scroll down the right side of the home page to select the resource topic (RTI for the RTI module), click on the drop down arrow on the right of the panel, select Modules, and then select the module title.

Instructional Leadership Framework to support diverse learners (10%)

Imagine you are preparing a handout to present to your school team or to an interview panel for an administrative position. Design an image to visually represent your personal perspective on how to best support diverse learners as an Instructional Leader. Submit a narrative to explain the instructional practices and instructional leadership presented in the visual that specifically target support for diverse learners.

Teacher Observational Protocol for Evidence-based Practices with diverse learners (23%)

As an Instructional Leader, you will be expected to critically review, monitor, evaluate, and adopt curriculum, instructional practices and programming, and assessments. The protocol assignment requires you to identify evidence-based practices that we expect to observe in classrooms and design a universal tool to determine if and to what extent teachers are implementing instructional practices associated with increased academic and behavioral outcomes as expected teaching practices. Each class member will pilot an instructional observation protocol for gathering data on instructional practices. Reflecting on the pilot observation, revisions should be made. A final draft and a sample protocol will be submitted. From this work, you will identify necessary topics to include in an agenda for PD at your site. The assignment will be due in the following steps:

- Draft Protocol @ 10 points
- Pilot Protocol @ 10 points
- Revision @ 10 points
- Final Protocol @ 20 points
- Sample Protocol @ 5 points
- PD Plan @ 15 points

Assessments	Points Possible
Discussions (14 discussion threads @ 10 points each)	140
Video observation review (3 @ 5 points each)	15
ISTE Administrator Standards Assignment	20

The Freshman Principal Assignment	10
Syllabus Quiz	5
IRIS RTI Module	10
Instructional Leadership Framework	30
Teacher Observational Protocol and PD Plan (Draft Protocol @ 10 points; Administer Protocol @ 10 points; Revision @ 10 points; Final Protocol & Sample Protocol @ 25 points; PD Plan @ 15 points)	70
TOTAL	**300**

The standard USU grading scale will be applied, see below.

Grading Scale

A = 94-100	B+ = 87-89	B- = 80-83	C = 74-76	D = 60-69
A- = 90-93	B = 84-86	C+ = 77-79	C- = 70-73	F = below 60

Part III: General Information

Attendance

Students must "attend"/engage in class regularly to receive credit for attending class. Five points will be deducted from the total course grade for each unexcused absence for engagement in that week's activities (excused absences are absences that have been approved by the instructors; a physician's note should be provided when absent because of illness). Excused and documented absences require timely submission of work, to be predetermined by Dr. Pyle when the absence is approved.

Professionalism

Professionalism includes being prepared for class, participating in class, and communicating in an appropriate manner, both in person and via phone, e-mail, or written correspondences. Students are expected to be thoroughly prepared for class, this includes having read the assigned readings to be able to verbally and in writing (a) discuss definitions, concepts, issues, and procedures, (b) relate this

information to content presented previously through lecture and/or readings, and (c) be able to apply this information to situations presented in class and those encountered in authentic teachings experiences. Students are expected to contribute to class discussions and activities. Students are also expected to conduct themselves in a professional manner and give full attention to being actively engaged in instruction and classroom activities.

Late Work Policy

Assignments are considered late if they are not submitted by midnight the day they are due. Coursework will incur a 50% penalty per day late (deducted from possible points before grading). Late submission due to an unexcused absence will not be allowed.

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (http://www.usu.edu/hr/files/uploads/Policies/403.pdf) further defines academic freedom and professional responsibilities.

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 (http://www.usu.edu/studentservices/studentcode/article5.cfm): 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.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
- Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
- Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: 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 using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

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 (435) 797-1266.

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.

Mental Health

Your well-being is essential for success. Please seek assistance at any time for any concerns to support yourself https://counseling.usu.edu/.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice. Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: http://www.usu.edu/drc/ (http://www.usu.edu/drc/)

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: http://www.usu.edu/studentservices/ (http://www.usu.edu/studentservices/), 435.797.1712, studentservices@usu.edu (mailto:studentservices@usu.edu), TSC 220
- Access and Diversity: http://www.usu.edu/accesscenter/ (http://www.usu.edu/accesscenter/), 435.797.1728, mailto:access@usu.edu (mailto:access@usu.edu); TSC 315
- Multicultural Programs: http://www.usu.edu/accesscenter/multiculture/ (http://www.usu.edu/accesscenter/multiculture/), 435-797-1728, TSC 315
- LGBTQA Programs: http://www.usu.edu/accesscenter/lgbtqa/ (http://www.usu.edu/accesscenter/lgbtqa/), 435-797-GAYS, TSC 314

You can learn about your student rights by visiting:The Code of Policies and Procedures for Students at Utah State University: http://www.usu.edu/studentservices/studentcode/ (http://www.usu.edu/studentservices/studentcode)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances (http://www.usu.edu/studentservices/studentcode/article7.cfm).

Full details for USU Academic Policies and Procedures can be found at: http://catalog.usu.edu/content.php?catoid=12&navoid=3139 (http://catalog.usu.edu/content.php?catoid=12&navoid=3139)

Emergency Procedures

Although this is an online course, please note in the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Please note: Dr. Pyle reserves the right to be responsive to student learning and modify this syllabus. Any modification will be announced on Canvas.