



---

WILLIAM WOODS  
UNIVERSITY

---

---

**EDS Curriculum Leadership Program Review 2022**

**EDS CURRICULUM LEADERSHIP PROGRAM REVIEW..... 1**

**PROGRAM REVIEW 2022..... 3**

**EDUCATION SPECIALIST IN CURRICULUM LEADERSHIP ..... 3**  
PROGRAM PROFILE ..... 3  
INTERNSHIP & PLACEMENT ..... 6  
FACULTY & RESOURCES..... 16  
ASSESSMENT PLANNING..... 21  
ASSESSMENT DATA ..... 23  
EXTERNAL REVIEW..... 25  
CONCLUSIONS AND RECOMMENDATIONS..... 33  
ACADEMIC COUNCIL REVIEW ..... 35

## Program Review 2022

### Education Specialist in Curriculum Leadership

#### Program Profile

##### History

*Start with the history of the program at WWU. Discuss relevant trends and issues with the program and its connection to the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)*

The William Woods University Education Specialist (Ed.S.) in Curriculum Leadership prepares graduates to respond to the ever-changing cultural, demographic and technological processes characteristic of the field. This convenient, affordable, and 100% online graduate degree program provides the tools needed to make a positive, sustainable impact on student learning and achievement. The EdS in Curriculum Leadership began as an option to the on ground cohort model spurring from the EdS in Administration. Students in the same on ground cohort (Curriculum Leadership and Administration) would take very similar classes; however, students in the EdS in Curriculum Leadership would take three online courses in place of three on ground, cohort EdS Administration courses. The end result of this greatly confused students who upon completion believed they could serve as school or district leaders. This is not the case given that the EdS Curriculum Leadership coursework is not tied to any Missouri advanced certifications. Upon the request to offer the MEd and EdS in Educational Leadership/Administration as an online option, it was decided in 2019 to further split out the curriculum and coursework between the administrative track and curriculum leadership track. In 2019, new coursework was created specific to this track, such as EDU 674 and EDU 681; however, there is a single course that still remains common to the EdS in Educational Leadership, that being EDU 610. The program was moved entirely online in 2019 upon creating new curriculum and updating all the remaining curriculum. Additionally, the assessment matrix and program rubrics changed in 2019 with the addition of the new coursework.

##### Program Mission

*Provide the mission of the program and describe how the program aligns to the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.*

This mission of this program is for students to: examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform; support transformative leadership in curriculum and instruction in the classroom, school, community, and profession; to improve instructional practice, including the evaluation of learning outcomes and programs; identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success; locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings; and demonstrate professional leadership skills and continued growth in instructional leadership and learning. The mission of the program directly relates the University's long held professions oriented preparation for life long success. The aim is for individuals who complete this program to have additional skill sets, perspectives, and knowledge to successfully lead a team of teachers through the multiple facets of curriculum development, implementation, assessment, and evaluation.

##### Student Demographics

##### Student Demographic Reflection

*Include any additional demographic information used by the program here. Also provide a longitudinal review of program demographic data. What are the trends in the enrollment as well as retention/graduation data. What strategies has the*

program used in the past 5 years to maintain/improve these numbers?

This program was designed for teachers, instructional coaches, curriculum directors, and principals with an interest in staying current in instructional and curricular issues in PreK-12 schools. The goal of the program is to train students as leaders in the areas of curriculum construction, instructional development, and assessment. With this degree, students can serve as curriculum, instruction or assessment leaders within a school district; or a master teacher or teacher leader.

This degree is designed to fit the schedules of working PreK-12 teachers and can be completed in two years or less through 100% online courses taught in convenient 8-week increments. Students engage in rigorous coursework with real-world relevance, designed and taught by experienced professionals in the field. As with many education graduate programs at William Woods University, the enrollment for this major took some sharp declines after it was no longer offered as a cohort on-ground option. The five year graduation rate for this program, as reported in 2020-2021 was higher than the university average:

University	54.8%
Program	66.7%

This is a marked difference from 2018:

University	86.5%
Program	60.0%

Currently, in 2023, there are 16 students in the program. This is a marked decline from over 30 just two years ago. A possible contributing factor to the decline is that often students would take courses alongside other students enrolled in the EdS for Educational Leadership.

In the past, education faculty have attended multiple local schools and education conferences to sit with admissions at a specific table to "sell" the program. Granted, this occurred more in 2018 to 2020; after that period, school of education faculty have not been as involved with recruiting efforts as this requires frequent communication with admissions. Education faculty have tried, on multiple occasions, to work with admissions on recruiting more students; however, any such event, such as presenting to Jefferson City Public Schools or reaching out to student inquiries, has been an initiative that the School of Education has had to initiate alone. It is concerning how limited communication has been surrounding past and current initiatives to increase graduate enrollment. Too, given that this is a non-certification degree, there is added value in targeting prospective students beyond Missouri's borders.

**Program Demographic Data**

William Woods University														
Assessment Data														
Program: Education Curriculum Leadership ? Education Specialist - Curriculum														
Academic Year														
	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	
<b>Declared Majors</b>	Incoming Students <sup>1</sup>													
(As of fall census)	3	3	8	14	16	38	38	33	32	36	31	16	18	
	Graduate Enrollment													
	1,426	1,301	1,206	1,125	1,025	1,171	1,103	1,403	1,367	1,280	1,232	951	716	
<b>Number of Cohorts</b>	2	3	2	4	7	18	20							
<b>Graduated Majors</b>	(9/1-8/30)													
	0	5	0	5	7	6	36	25	12	24	12	16		
Cohort Year														
<b>Graduation Rate:<sup>2</sup></b>	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	
<b>Graduate College</b>	90.7%	94.2%	94.5%	88.1%	89.5%	91.1%	86.5	1%	61.70%	80.60%	54.80%	85.70%	74.20%	
<b>Program</b>	100.0%	NA	NA	NA	NA	100.0%	60.0%	100%	66.7%	76.5%	66.7%	85.7%	61.1%	
<sup>1</sup> = students new to the program in the fall semester														
<sup>2</sup> = % of students graduating or obtaining a certificate from program within 3 years, students earning more than one degree are excluded from the analysis														

### **Concentrations**

*Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.*

There are no specific concentrations in this degree program.

### **Concentrations Attachment**

*If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attach it here. Just note in the Text Box above that the document is uploaded.*

### **Reflection on Program Enrollment Data**

*Clearly describe the approach of the program to maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? If so, specify the details of the plan.*

The ideal enrollment for this program is 60 students. In the past five years, the enrollment for this program has never reached this level. As of January 2022, the enrollment was 15 students, down from 31 students the year before. That is an over 50 percent decline in enrollment in just one year. The graduation rate is 78 percent, and the university retention rate is 71 percent. The program manager has changed the curriculum significantly to address overall student satisfaction and general confusion with the program. The EdS in Curriculum Leadership was an alternative to the EdS in Administration, or currently known as Educational Leadership. This caused much confusion for admissions recruiters and students given that both programs were ran as singular cohorts. In 2019, the School of Education deliberately divided the two programs through coursework. New courses were created that better aligned to the EdS in Curriculum Leadership objectives. The result of this was division of these programs. Coupled that the on ground cohort option was no longer an option in order to further divide these programs, in 2019 to present the only option for students to enroll in this program is through the online modality.

The active plan for retention consists of:

As one can see with the prior data shared, the retention rate has increased over the past four years. We attribute this to increased communication with advising, creating ideal course sequences, reviewing entry areas for students, reviewing course rotations, and reviewing and modifying courses to ensure that they directly align to the circumstances faced in K12 schools. The School of Education has an advisory board that engages in conversations centered around curriculum, and our professors continuously engage in the K12 education setting. Additionally, we have recently added a new hire, a program manager, to consistently communicate with EdS Curriculum Leadership. This individual will work directly with our graduate advisor to address student concerns.

### **Additional Program Resources**

*If your program has any additional syllabi, handbooks, or policies that would be beneficial to an external reviewer and the academic council, please upload here.*

Appendix: Syllabi

### **Advising**

*Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?*

William Woods University has a full time graduate advisor who advises all EdS Curriculum Leadership students. No faculty advise EdS Curriculum Leadership students. The single advisor maintains records of each student, their degree completion plan, and corresponds with students each semester.

All individuals in this program are advised by a single graduate advisor. In 2021, there was turnover in this position causing some concern; however, we are now at a great point whereby students are individually supported.

Currently, the single online advisor helps all students in this degree program, and multiple other students in other degree programs, create a course sequence for graduation and certification.

The program chair frequently meets with the graduate advisor given that he is housed close in proximity to the School of Education and often available. Specific changes coursework are discussed with the graduate advisor, and when new changes are required, the chair frequently communicates, and actually plans rotations with the faculty advisor with respect to existing rotations.

The graduate advisor does a nice job communicating to all students. Advising is a key component for students' successful degree completion and graduation success. This is managed by program faculty by ensuring that they also have multiple communications with the advisor and students. In these communications, ideal course sequence, course rotations, and program entry points are discussed.

## Internship & Placement

### Student Internship Demographics

*Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.*

The field experience is not specifically classified an internship per say because it is a course that students carry out in their presently employed districts. The internship is described as (specifically from the course syllabus):

By the completion of the course, students are expected to have completed 24 hours of documented field experience activities. These field experiences must directly parallel those job tasks, responsibilities and duties normally performed by a district-level curriculum administrator. Each activity (of no longer length than 4 total hours to be logged under any one standard) must relate/align with one of the Program Objectives and/or additional NBPTS core proposition standards and documented on a Contact Log. On this log, students must identify which Program Objective each activity aligns. (See sample *Field Experience Contact Log* in the Appendix)

Additional specific details on the accumulation and documentation of the field experience are as follows:

- A minimum of 4 hours of activity must be completed and logged/aligned to each of the six Program Objectives so that the total minimum of 24 hours is somewhat “equally” disbursed among the six standards (i.e. so that one Program Objective does not have 12 hours of experience, while another Program Objective has only two hours).
- Any single field experience activity aligned to any one Program Objective cannot exceed 4 hours. However, if one experience has more than 4 hours, you may “divide” the additional hours under other standards so as not to “lose” those hours of effort.
- The field experiences must simulate or replicate those duties of curriculum administration that are targeted at the district (not just building) level, or for the entire student population of the district (not just one grade or grade level). See the Appendix for some suggestions for appropriate field experience activities.
- Coursework assignments, field activities and/or products completed previously (within the last 18 months at any time, day or night) may be “counted”/used for field experience—whether as part of the effort done by the individual student to successfully complete a course, or products/hours spent “on the job” during the student’s day relating to instructional leadership--IF the tasks or products replicate activities and product production that a district level curriculum administrator would normally perform.

Please refer to the EDU 696 course syllabus regarding the assessment procedures of this culminating experience.

In this experience, students complete multiple assignments speaking to their activities related to curriculum leadership.

### Internship Data Upload

*If you did not use the above text box for the internship data, please upload your data here.*

### Internship Placements

*What placements outside of the university are used for internship/practicum/student teaching/clinical experience?*

With few students in the program over time, keeping track of the field experience is synonymous to determining students current place of employment. As stated before, EDU 696 has a practicum experience/clinical experience, not a specific internship per say. This is not a formal practicum or internship; however, we do track where students are completing their capstone project. The capstone project occurs in each student's existing position, or home district of employment. Students are employed K12 teachers and complete their capstone experience in their home district. These are some prior locations over the past three years where students completed their capstone project:

Greenwood	MO		Springfield	MO
Jefferson City	MO		Brookfield	MO
New Franklin	MO		Columbia	MO
Fulton	MO		Columbia	MO
Neosho	MO		Decatur	IL
Troy	MO		Springfield	MO
Stanberry	MO		Cassville	MO
Kingsville	MO		Springfield	MO
Polo	MO		Harrison City	PA
Cape Girardeau	MO		Cameron	MO
Cape Girardeau	MO		Warrensburg	MO
Jefferson City	MO		Jefferson City	MO
Winona	MO		Moberly	MO
Jefferson City	MO		Carmel	IN
O Fallon	MO		Seymour	MO
Glen Allen	VA		Rolla	MO
Springfield	MO		New Bloomfield	MO
Troy	MO		Lake Saint Louis	MO
Rolla	MO		Gilman City	MO
Mountain Grove	MO		Jackson	MO
Troy	MO		Kansas City	MO
Jefferson City	MO		Troy	MO
Overland Park	KS		Troy	MO
Clinton	MO		Cape Girardeau	MO
Peculiar	MO		Nevada	MO
Puxico	MO		Lake Saint Louis	MO
East Prairie	MO		Brookfield	MO
Moberly	MO		West Plains	MO
Blue Springs	MO		Potosi	MO
Slater	MO		Wentzville	MO
Cabool	MO		Argyle	MO
Troy	MO		Eldon	MO
Marshall	MO		Jefferson City	MO
Imperial	MO		Saint Louis	MO
El Dorado Springs	MO		Cape Girardeau	MO
Columbia	MO		Bethany	MO
Republic	MO		Wentzville	MO
Independence	MO		Carthage	MO

Kennett	MO		Dyer	TN
Columbia	MO		Columbia	MO
Old Monroe	MO		La Plata	MO
Kansas City	MO		Moberly	MO
Reeds	MO		Knob Noster	MO
Monroe City	MO		Webb City	MO
Lawson	MO		Poplar Bluff	MO
Brumley	MO		Springfield	MO
Harrisonville	MO		Foristell	MO
Warrenton	MO		Independence	MO
Columbia	MO		Waynesville	MO
Jefferson City	MO		Jonesboro	AR
Cabool	MO		Lancaster	MO
Macon	MO		Saint Charles	MO
New Madrid	MO		Plato	MO
Kansas City	MO		Hannibal	MO
California	MO		Pilot Grove	MO
Columbia	MO		Foristell	MO
New Boston	MO			

### Graduate Placement Data

#### Employment in Field

*What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline*

The primary "in the field" positions that an individual with an EdS in Curriculum Leadership would aspire to become include:

Subject Specific Department Chair

Grade Level Lead Teacher

Curriculum Developer

Certified K12 teacher (however, the vast majority of students enter the EdS in Curriculum Leadership as a K12 teacher)

Community College K12 Education Instructor

These positions are all specific to K12 education. In most if not all circumstances, students hold a position in a K12 school setting, and after graduation will continue to have a very similar role in a K12 school setting, but with additional opportunities to serve as a department chair or additional duties of coordinating curriculum. The added benefit for an individual to earn an EdS is includes: pay raise based on a districts salary schedule, continuous credit for certification; and to be quite frank, mobility to a higher paying district.

In the past three years, upon our attempts to track graduates, by and large they continue to work as teachers in a K12 settings, with some mobility to larger, higher paying school districts particularly in the Kansas City and St. Louis areas.

Below is certainly not an exhaustive list of where program graduates are currently working; however, one can see that there are many different locations on this list of where program graduates are teaching. While tracking graduates in any formal way continues to be an ongoing struggle for online educatin graduate programs, one can see that in comparison between field placements and graduate placements, there is an increased mobility in the profession. The list below shows where are most recent graduates work:

Climax Springs
Clinton Elementary
Frontier STEM High School, KC
Ft. Zumwalt
Independence School District
Independence School District
Macon High School
Mexico School District
Monett School District
New Franklin R-1
Park Hill
Potosi School District
Rockwood School District
Twin Rivers School District

**Graduate Placement Data**

*Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.*

Graduate placement data is not tracked to any extent by the Missouri Department of Elementary and Secondary Education given that this is not a certification specific program. Tracking of graduates is a tedious process involving internet searches, and often times this process becomes difficult with last name changes. It is difficult to gather accurate information given there is no systematic process to collect this information. Collecting graduate placement data for all the non-certification online degree programs would be a timely process that would require additional support across the institution. While information regarding our graduates is limited, we did examine a random sample of graduates regarding their current role.

From a random sample of 20 graduates, all were still serving as K12 teachers in Missouri. It is uncertain if these individuals took on additional responsibilities, such as serving as a department chair or curriculum coordinator. This finding is to a degree expected given that this program is specifically designed for students who already have a teaching certificate, currently serving as a teaching within a K12 school system, and who plan to continue to serve as a teacher in a K12 system.

The lack of face-to-face interaction in an asynchronous program given lack of informal interactions presents additional barriers in maintaining lasting relationships with students after graduation.

While the School of Education does what can be done without formal operations to track graduate placement, only 60-70 percent of graduates can be informally identified regarding their specific workplace location.

**Graduate Placement Data**

*Please upload your demographic data on program graduates.*

**Program Curriculum**

**Curriculum: Rotation**

*Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?*

Enrollment trends have been negative. The annual enrollment for EdS Curriculum Leadership courses in 2022 dropped to less than ten students annually. This is not sustainable, and points to an overall internal issue that can be directed to one of the following: marketing, recruitment, or/and program changes. Of these three potential issues, I can provide data supporting that the drop in enrollment parallels the drop in enrollment for other online programs, such as the MEd in

Curriculum and Instruction (which dropped 60 to 70 percent), and the MEd and EdS in Educational Leadership (which also dropped 60 to 70 percent). Given that the enrollment drop is not specific to the EdS in Curriculum Leadership program, it can be asserted that the program structure is not the cause for the drop in enrollment. All of the EdS Curriculum Leadership courses are failing to meet the ideal enrollment apart from EDU 610, which is the only shared course. A constant concern is navigating easy entry for students into the program at any given point in the year, adjusting course rotations to promote ease of entry, and courses with frequently fewer than 10 students.

**Curriculum: Delivery Mode**

*Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly more full than the other?*

In 2019, this program was revised and moved entirely from the on ground to the online modality. As the program moved online, the on-ground modality was taught out. It is quite certain that online offerings impacted on- ground enrollement given that as the on ground modality stopped, the online modality began. The on-ground modality had more than double the number of students than the current online program, which seems odd given that this program is not a State of Missouri certification specific program that could literally be taken anywhere in the world that has wifi. The modality between online and on-ground never really competed with each other.

**Curriculum: Revision**

*Explain any curricular revisions made since the 1st Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?*

As explained in the history of the program, curriculum revisions for all EdS Curriculum Leadership and Educational Leadership coursework occurred in 2019. These changes were prompted by the student learning experience and meeting the overall mission of the program, that being to prepare curriculum and teacher leaders. The assessment matrix changed in 2019 to reflect new coursework and different outcomes. While the changes were recent and coupled with declining overall university enrollment, the tentative conclusion is that the curriculum revisions have been positive. One key goal of the curriculum revision was also in response to the perpetual exemplary scores students received year after year for each program standard. With the revision, we were able to better distinguish individual performances on program assessments as exemplary, meets expectations, or below expectations (please see evidence of this outcome below).

Below is an example of the assessment rubric used to measure student performance:

**Rubric Results by Element (2021)**

EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challeng... (Total Assessments: 14)EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative... (Total Assessments: 14)EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional pract... (Total Assessments: 14)EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and ... (Total Assessments: 14)EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and s... (Total Assessments: 14)EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership an... (Total Assessments: 14)EdS CLEdS CLEdS CLEdS CLEdS CLEdS CL7.14% (1)7.14% (1)7.14% (1)35.71% (5)28.57% (4)35.71% (5)28.57% (4)92.86% (13)92.86% (13)64.29% (9)64.29% (9)64.29% (9)71.43% (10)N/ABelow ExpectationsMeets ExpectationsExemplary

Element	Query	N/A	Below Expectations	Meets Expectations	Exemplary	Mean	Stdev
EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational	EdS CL	0.00% (0)	0.00% (0)	7.14% (1)	92.86% (13)	0	0

policy-making and reform.							
EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	EdS CL	0.00% (0)	0.00% (0)	7.14% (1)	92.86% (13)	0	0
EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	EdS CL	0.00% (0)	0.00% (0)	35.71% (5)	64.29% (9)	0	0
EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	EdS CL	0.00% (0)	7.14% (1)	28.57% (4)	64.29% (9)	0	0
EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	EdS CL	0.00% (0)	0.00% (0)	35.71% (5)	64.29% (9)	0	0
EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	EdS CL	0.00% (0)	0.00% (0)	28.57% (4)	71.43% (10)	0	0

### Curriculum: Shared Curriculum

*List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?*

The EdS in Curriculum Leadership shares the following common courses with EdS in Educational Leadership:  
EDU 610 - Utilizing Statistical Procedures in Education Research and Evaluation.

The impact is more positive than negative inasmuch there is often plenty of seats for all students and there is no need to run more than the current sections. The shared course is offered once every sixteen week semester. The shared course is an eight week course. The rotation for EDU 610 has not changed, it has always has been offered as a trailing eight week course in the sixteen week semester.

### Curriculum Enrollment

*Attach the Curriculum enrollment for all program courses.*

## EdS Curriculum Leadership Five Year Review

### Description

This report displays enrollment numbers for the following courses: EDU 603, EDU 605, EDU 635, EDU 645, EDU 655, EDU 674, EDU 681, EDU 691, and EDU 696 for years 1819, 1920, 2021, and 2122.

### Input Parameters

None

### Constraints

Students enrolled in course for selected years, course was not cancelled.

Course Code	Year Code	Total Enrollment
EDU603	1819	23
	1920	19
	2021	8
	2122	7
	<b>Total</b>	<b>57</b>
EDU605	1819	20
	1920	25
	2021	12
	2122	9
	<b>Total</b>	<b>66</b>
EDU635	1819	17
	1920	19
	2021	10
	2122	5
	<b>Total</b>	<b>51</b>
EDU645	1819	27
	1920	20
	2021	14
	2122	4
	<b>Total</b>	<b>65</b>
EDU655	1819	27
	1920	8
	2021	21
	2122	3
	<b>Total</b>	<b>59</b>
EDU674	2021	19
	2122	4

	<b>Total</b>	<b>23</b>
<b>EDU681</b>	2021	18
	2122	7
	<b>Total</b>	<b>25</b>
<b>EDU691</b>	2021	7
	2122	11
	<b>Total</b>	<b>18</b>
<b>EDU696</b>	1819	11
	1920	20
	2021	17
	2122	9
	<b>Total</b>	<b>57</b>
<b>Total</b>		<b>421</b>

### Program Checklist

Attach the Program checklist from the most recent Academic Catalog

### Course Description

Upload program course descriptions from the most current Academic Catalog.

Curriculum\_Curriculum\_Leadership.docx

### Requirements/Curriculum

([https://www.williamwoods.edu/academics/online/graduate/education\\_specialist\\_degree\\_in\\_curriculum\\_leadership.html](https://www.williamwoods.edu/academics/online/graduate/education_specialist_degree_in_curriculum_leadership.html))

EDU 603 - Curriculum Auditing & Mapping - 3.00

This is a class in curriculum mapping and auditing (evaluation). It is designed to provide the learner with knowledge of the connection of mapping and auditing to improve student achievement. During the course students will learn the necessary steps to follow to successfully implement change in curriculum writing. Students will also map a subject/course using the studied method.

EDU 605 - Issues in Curriculum Leadership - 3.00

Philosophical foundations of K-12 curriculum, and its design, implementation and evaluation are examined. Basic principles of curricular theory are introduced and applied to an examination of current curriculum issues and trends.

EDU 610 - Utilizing Statistical Procedures in Educational Research & Evaluation - 3.00

This course will focus on the knowledge, skills, and techniques necessary to effectively collect and interpret data related to school improvement issues. The course will include a discussion of basic statistical concepts that form the foundation for interpreting and analyzing the results of standardized tests and in using the results of this analysis for school improvement purposes. The course will also include procedures and skills necessary for critical review of educational

research. Finally, the course will address specific assessment and research data relevant to the state of Missouri and provide the student the opportunity to implement knowledge and skills through case-based practice.

#### EDU 635 - Curriculum Leadership - 3.00

Leadership skills needed to promote an active, accessible, relevant, and rigorous K-12 curriculum are introduced. Students will build the capacity to transform existing curricula into one that is multicultural, diversified and inquiry based.

#### EDU 645 - Application of Learning Frameworks - 3.00

Using foundations of instructional theory and the essentials of K-12 curriculum design, the student will apply learning framework models to result in a connected, active, and aligned curriculum that can be applied to instructional delivery. Frameworks of inquiry, problem solving, differentiation, and core curriculum are examined for application to future design and implementation.

#### EDU 655 - Instruction and Assessment Design - 3.00

This course presents a dual focus on the philosophical and practical aspects of curriculum construction. Students will develop instruction that delivers understanding of content through varied processes in several context and conceptual frameworks. Understanding of course content is developed through a variety of readings, presentations, projects, and class discussion. Key topics include developing curriculum aligned to Missouri's Show-Me Standards, the historical bases for traditional subject-area curricula, alternative curriculum standards, philosophical bases of curriculum development, social and cultural issues, and future trends.

#### EDU 674 - Urban Issues in Curriculum and Instruction - 3.00

This course will help curriculum leaders create change in a world dominated by volatility, uncertainty, complexity, and ambiguity (VUCA). Theories of Change will be examined through the exploration of various change models. Students will examine structural barriers to equity, study how the achievement gap, poverty and other urban educational issues impact student achievement, community perceptions and school reform. This course utilizes a critical lens to examine how social dynamics, cultural differences, pedagogy, physical/social environments, and student resiliency play a part in making achievement gaps a lingering issue for educators.

#### EDU 681 - Advanced School Law for Teachers - 3.00

This course provides a broad legal background and helps teachers understand their rights and responsibilities, as well as the rights of their students. This course covers preventative law as well as issues which are the greatest concern to teachers today—employment and tenure, teachers' rights, teacher discipline, teachers' legal responsibilities, negligence and defamation, students' rights, education of students with disabilities, student discipline and due process, discrimination and harassment, and religion. This course will also examine legal issues through an equity lens to help students recognize injustice and work to create a more socially just school and classroom.

#### EDU 691 - Supplemental Programs Supporting Instruction - 3.00

This course is designed to offer prospective curriculum leaders an introductory course in the study of the myriad of differentiated and supplemental state and federal programs. The history, purpose, procedures, requirements, and financial implications of common programs impacting instruction will be examined. These programs are dynamic in nature and often reflect revisions and mandates annually as per the state and federal offices of education. Consequently, the course will be updated as changes evolve in the various programs studied. Additionally, the course facilitator may provide updated information regarding programs listed and/or new programs initiated. Course content focuses on state and federal educational programs dating back to the historic 1965 Elementary and Secondary Education Act (ESEA). The Title I program within this Act has become the largest source of federal aid to elementary and secondary schools. This course will also examine current state supplemental programs from the Missouri Department of Elementary and Secondary Education (DESE) and other evidence-based programs. Emphasis is placed on developing a broad-based understanding of the myriad of programs available to support the needs of students and schools. Often, these supplemental and differentiated programs directly impact the curriculum and instruction available in schools. Upon completion of this course, students will have gained the knowledge needed to assist in the effective administration of state and federal differentiated and supplemental programs. In addition, this course will review and reflect on efforts DESE and Missouri school leaders are making to ensure our classrooms are led by effective educators who are equipped to support all students in becoming college and career ready. Students will become familiar with DESE's recently created plan to recruit, prepare and retain effective teachers for all public schoolchildren in the state, especially in high-poverty, high-minority, or rural districts.

#### EDU 696 - Curriculum Leadership Practicum - 3.00

This 3-credit hour (six week) capstone course is designed to provide the student with application and reflective opportunities using those attitudes, skills, and behaviors learned in previous Ed.S program curricular design and instructional leadership skills necessary for success at the central school district and administrative office and building levels. All written work will be developed individually, although required textbooks for this course. Rather, all the textbooks and references (i.e., APA Manual, 5th edition) used earlier in the other Ed.S. program courses will be referred to, as needed to complete to assignments in EDU 696. During the practicum, while the student completes the required assignments, they will simultaneously be completing activities (estimated to total about fifteen hours) that can be counted toward completion of the 40 total experience hours required for the Ed.S. program. The students will be in the "field" observing, interviewing, and gathering information from instructional staff in a school building and from the administrative staff at the central office of a school district. With the guidance of the university facilitator for EDU696, the student will be exposed to, and produce, assignments involving concepts of administrative management of instructional programs and the development and **monitoring** of a school or district written curricula with student assessment. The final curriculum project (which will be developed during this course via several sub-assignments) will be submitted at the end of this six-week course. This final project is a requirement for graduation and will apply previous learning and skills developed throughout this Ed.S. program for Instructional Leadership. The final product will be archived by the University (for accreditation review) for a period of seven years.

Course #	Course Title	Hours
<a href="#">EDU 603</a>	Curriculum Auditing & Mapping	3.00
<a href="#">EDU 605</a>	Issues in Curriculum Leadership	3.00
<a href="#">EDU 610</a>	Utilizing Statistical Procedures in Educational Research & Evaluation	3.00
<a href="#">EDU 635</a>	Curriculum Leadership	3.00
<a href="#">EDU 645</a>	Application of Learning Frameworks	3.00
<a href="#">EDU 655</a>	Instruction and Assessment Design	3.00
<a href="#">EDU 674</a>	Urban Issues in Curriculum and Instruction	3.00
<a href="#">EDU 681</a>	Advanced School Law for Teachers	3.00
<a href="#">EDU 691</a>	Supplemental Programs Supporting Instruction	3.00
<a href="#">EDU 696</a>	Curriculum Leadership Practicum	3.00



learning.

Since this is an online program, no physical facilities are applicable; however, there are concerns regarding online issues.

William Woods University has a significant wifi problem that creates many barriers for one to be able to utilize the learning platform while working on campus. This directly impacts teaching, which in turn directly impacts learning. William Woods University is undergoing a IT initiative to address the wifi issues.

### Technology Resources

*List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?*

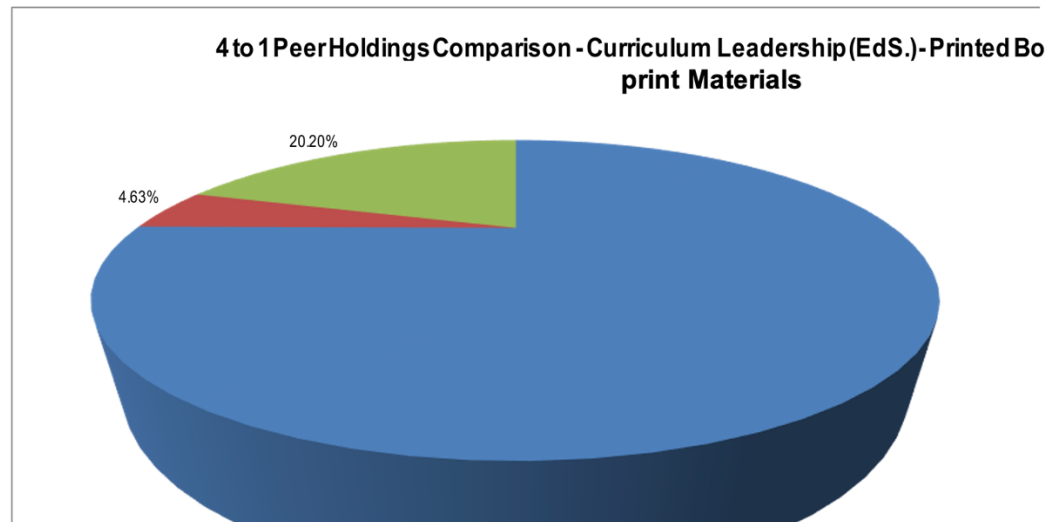
Technology resources include: BrightSpace, BrightSpace Oversight and Management, Zoom options for faculty to hold virtual meetings, and University Information Technology (UIT). Additional wifi is needed for this program. All online programs at William Woods University have struggled in regard to new UIT staff, staff turnover, and not filling vacancies.

### Library Resources:

*Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.*

#### III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used For Comparison: [Stephens College](#), [Columbia College](#), [Westminster College](#), [Central Methodist University](#)



## Analysis

Curriculum Leadership as a discipline taught at the graduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire education materials in both print and digital form. Books, journal articles and non-print materials are available through *Woods OneSearch*.

Subscriptions to education databases, such as Ebsco's Education Source, Educational Administration Abstracts, ERIC, and ProQuest's Dissertations and Theses Global are available to all faculty and students, both traditional and online. Education Law is also available through Westlaw Campus Pro and Lexis-Nexis.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four

campuses of the University of Missouri, Washington University and St. Louis University. Beginning in 2014, access to the resources of the academic, public, and special libraries in Colorado and Wyoming became possible through Prospector, a resource sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos, and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

### **Library Resources:**

*Faculty response to the adequacy of library resources provided to the program?*

There are no specific concerns regarding the adequacy of library resources provided to the program. The School of Education is supported by the library not only with the high number of education specific journals (80+) that are housed, but also by the staff assistance when students attempt and fail to acquire library resources. The library staff are quite accomodating and helpful for faculty and students. Upon review of other institutions that offer graduate programs, often the library provides extensive outreach that is highly visible online. Our library staff do an excellent job with the available staff; however, there is the perception that there are limitations with respect to needed personnel for website development, maintainence, and organization to bring the presence and ease of online use to the level of other online graduate universities. This is by-and-large IT dependent.

### **Library Report**

*Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.*

EdS\_Curriculum\_Leadership\_2022.pdf

### **Faculty and Staff Resources**

#### **Faculty**

*1-list all full time faculty in the program with highest degree, degree granting institution, years of full time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.*

The full time faculty that support this program include:

Dr. Sheila Logan, Chair of Masters, Specialist, and Advanced Certifications, EdD, St. Louis University, 3 course release per semester.  
Academic Staff

Dr. Jim Concannon, Director, School of Education, PhD, University of Missouri, 2 course release per semester

Dr. Brandon Jones, Regional Program Coordinator and Graduate Education Recruiter, EdD, William Woods University, no contractual teaching load  
Academic Staff

Dr. Charlotte Miller, Chair of Field and Clinical Experiences, PhD, University of Missouri, 3 course release per semester  
Academic Staff  
Academic Staff

All FT employees are highlighted in the faculty demographic sheet. All adjuncts supporting the program (not highlighted) either have a PhD or EdD per our 2018-2019 recredentialling process

#### **Faculty Demographic Spreadsheet**

*Attach the spreadsheet from HR listing all current (within 5 years)adjunct faculty including: Academic Credentials, Employment, Region, Courses approved to teach.*

Credentialed\_EDS\_Curr\_Leadership\_\_1\_.xlsx

**How many staff are designated to support the program?**

3

**Staff***Do you feel the program is adequately staffed in order to meet the goals of the program?*

Yes (selected)

No

**Staff***Are issues with staffing impacting student learning?*

Yes

No (selected)

**Faculty Percentage of Courses Taught by Full-time vs. Part-time***Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty. Please include the last 5 academic years' data.*

Since the recredentialing process in 2018-2019, the following percentage of the following courses are taught by adjuncts:

EDU 603	93 percent
EDU 605	94 percent
EDU 610	92 percent
EDU 635	84 percent
EDU 645	92 percent
EDU 655	93 percent
EDU 674	95 percent
EDU 681	93 percent
EDU 691	89 percent
EDU 696	88 percent

**Faculty Reflection on Teaching Load Distribution***Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?*

The faculty who teach in this program are credentialed for specific classes based on their academic background. As mentioned before, recredentialing occurred in 2018-2019 to ensure faculty backgrounds match the courses they are credentialed to teach and degree level. The distribution of courses between full time and part time faculty is not a factor impacting students and/or the curriculum.

It is difficult to obtain a genuine idea of the impact that FT/PT faculty have on this program given that the vast majority of this program has always been predominantly taught by adjunct faculty. The effects of HT, adjunct, or FT faculty teaching in the program is negotiated by ensuring instructors use a master copy of the course syllabus that has been approved by the appropriate Chair, School Director, and Online Director.

**Recommendation on Personnel***What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?*

There are no specific recommendations regarding academic personnel; however, one must consider the effects of an adjunct heavy program. It is a plus in some regards because adjuncts are working professionals in K12 school settings who champion our William Woods University degree programs. The obstacle is keeping adjunct faculty engaged with the academic culture that we promote; however, the challenge is met annually by our program chair. Dr. Sheila Logan negotiates aspects of the heavy reliance of adjuncts by requiring annual faculty PD. Dr. Logan also oversees eight other online programs with the assistance of four online program managers. Going into the 2023-2024 academic year, the school decided to move a faculty line that primarily focused on the EdD program to help assist oversee the MEd in Curriculum and Instruction and the EdS in Curriculum Leadership.

One could argue that enrollment of this program is a key concern and that non-academic factors need examined. One factor is marketing, and the second factor we believe is the process centered around the processes specific to moving prospective students, inquiries, and applications through the process of being admitted students. We believe that having a point person will assist in any communications with marketing or admissions if such communications are initiated.

## **Financial Analysis of the Program**

### **Financial Analysis by Program**

*Discuss trends in the program budget and actual expenditures over the past 5 years or since the last program review. Include a listing of any current course fees (include the course, the fee, and how the fee is used).*

There are no course fees within the degree program. Syllabi revisions over the past year would have cost the university roughly 1200 dollars.

The use, maintenance, and personnel for a functioning LMS is not monitored by the School of Education.

Total university costs for teaching classes whereby HR could send reports on adjunct payment is not monitored or supplied to the School of Education.

The School of Education budget is rarely used to support this online program given that maintenance of the program is often a result of time and effort by staff, faculty, and administration to utilize what we currently have. If it were feasible, a School of Education investment in wifi would occur tomorrow .

### **Financial Contributions**

*Discuss any significant donations that the program received over the past 5 years or since the last program review.*

We are not aware of any additional financial contributions to this degree program.

### **Financial Needs**

*Discuss any program goals or strategies that could be enhanced with increased budget or resources, including how the increased funding would be used and how the increased funding directly supports college goals and strategic directions.*

We believe it is well-known across campus that there needs to be large-scale technology upgrades for utilizing a full-functioning on-line teaching and learning platform.

### **Non Instructional Expenses**

*Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.*

None

## Assessment Planning

### University Objectives

Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

The Education Specialist in Curriculum Leadership program provides the experienced educator a high- quality curriculum leadership program designed to develop the professional skills essential to leading quality curriculum development and instructional leadership in the K-12 school environment. The EDS in Curriculum Leadership program embraces the institutional goals of field competence, ethics self-liberation and lifelong learning.

WWU2016.1

Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

WWU2016.2

Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.

WWU2016.3

Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.

WWU2016.4

Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Institutional\_Learning\_Outcomes.docx

### Program Outcomes

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

### Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

	EDU 603	605		635	645	655	673	680	690	696
<b>EDS CL.1</b>	X 90% performing at or above meeting expectations level for via specific assignment									
<b>EDS CL.2</b>						X 90% performing at or above				

					meeting expectations level for via specific assignment				
<b>EDS CL.3</b>				X 90% performing at or above meeting expectations level for via specific assignment					
<b>EDS CL.4</b>		X 90% performing at or above meeting expectations level for via specific assignment			X 90% performing at or above meeting expectations level for via specific assignment				
<b>EDS CL.5</b>		X 90% performing at or above meeting expectations level for via specific assignment	X 90% performing at or above meeting expectations level for via specific assignment						
<b>EDS CL.6</b>	X 90% performing at or above meeting expectations level for via specific assignment								

**Assessment Matrix**

*If your program already has a working document for the program matrix, please upload it here. No need to reproduce it in the text box.*

## Assessment Data

### Annual Assessment Report 2021-2022

education\_specialist\_in\_curriculum\_leadership\_annual\_assessment\_2016\_2017.pdf

### Annual Assessment Report 2020-2021

EDS\_Curriculum\_Leadership\_Annual\_Assessment\_2020\_2021\_\_1\_.pdf

### Annual Assessment Report 2019-2020

education\_specialist\_in\_curriculum\_leadership\_annual\_assessment\_2019\_2020.pdf

### Annual Assessment Report 2018-2019

education\_specialist\_in\_curriculum\_leadership\_annual\_assessment\_2018\_2019.pdf

### Annual Assessment Report 2017-2018

education\_specialist\_in\_curriculum\_leadership\_annual\_assessment\_2017\_2018.pdf

### Snapshot on Assessment ( 5-year)

*Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.*

In review of the annual assessment reports, and having been involved with the each of these reports from 2018 on, these are the following assertions:

a) an attempt to truly track student data did not begin until 2018.

b) in 2018-2019, tracking of student data was limited for the following reasons:

i) the program manager not completely understanding how to run the assessment software to gather the appropriate data

ii) the data being linked to assignment rubrics instead of program specific rubrics

c) After the 2018-2019 academic year, multiple programs were utilizing various assignment specific rubrics for programmatic evaluation. In an attempt to condense the sprawl and streamline programmatic assessment, all assignments regardless of program were scored utilizing a general Education Rubric. This rubric was generic and did not align to any one specific program. This, in turn, was problematic. While assignments were being assessed, they were not assessed using program objectives.

d) After 2020, the generic Education Rubric was replaced with program specific rubrics aligned specifically to each degree program's objectives. We assert that data collected during the 2020-2021 academic year and thereafter are representative of the correct students, the correct program rubric, and the correct assignments.

e) For the 2021-2022 academic year, the course platform changed to BrightSpace. To this day, we are communicating with faculty how to use BrightSpace, and where to locate program specific assessments in BrightSpace given that they are not automatically integrated like other assignments.

f) Since 2018, regardless of the rubric, platform, and the students assessed, our reports indicate that students meet the assessed objectives.

g) In 2021-2022 and going forward, as we continue to educate adjunct faculty and utilize a program specific rubric, the School of Education will be able to pull accurate data to make meaningful curricular decisions.

### **Analysis on Assessment**

*What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?*

In 2016-17, the Assessment Committee scored all areas of evaluation apart from the program objectives as inadequate.

In 2017-2018, the Assessment Committee scored all areas of evaluation apart from the program objectives as inadequate.

In 2018-2019 the Assessment Committee scored the annual review more favorably to these points:

The program provided a listing of PD opportunities available to the faculty.

The program provided a discussion on the overall assessment process.

The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report

Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed.

The assessments are not concentrated in one class.

The curriculum map is complete

In 2019-20, the Assessment Committee scored all areas of the report as satisfactory or exemplary apart from a thorough reflection of changes made in the curriculum (please note that all EdS courses were re-written and new courses were created) and that there was no reflection on the retention.

Overall areas of concern in the assessment process, evaluation process, alignment of program objectives, etc. We are satisfied to be at a point where we can make meaningful changes (if needed) to outcomes. Unfortunately, however, the notion that there needs to be two data points of evaluation for each objective is futile given that the data is cross-sectional and not matched. The assessment process for individual data tracking over time in a longitudinal fashion has yet to be mastered using the institutional software. Once longitudinal data tracking and matching of student scores over time is accomplished, meaningful changes can be made in a more proactive and less reactive way. The data pulled can be seen simply as checks to ensure coursework matches the program objectives, and how well an unmatched group of students perform at an arbitrary point in time, early or late in the program. Confounding variables include course instructor, semester, and any student-specific variables (such as prior degree and years of experience in the field) limit the use of this data to make student-specific course changes; rather, information is used to ensure there is curriculum alignment to program objectives based upon specific assignments. As of 2021, the alignment is complete and is working. The 2020-2021 annual assessment report shows that the program was deficient in making data-based decisions. We assert that making decisions based on non-programmatic analyses is problematic, but we believe that in time more refined decisions can finally be made based upon annual assessments given that the program now has a program rubric, and that the program objectives are driving course objectives and applicable assignments that serve as indicators for program success. Making programmatic changes beyond the 2019-2020 overhaul of the entire degree program would have been like fixing a windshield wiper blade on a car that wouldn't start; the point being, all curricular aspects of the EdS in Curriculum Leadership were modified by 2020 and all programmatic assessment points were in place by 2021.

## External Review

### External Review for Program Evaluation

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

#### 1.1 History of the program is succinct, but detailed. (-300 words)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

The Educational Specialist program has a detailed, but pivotal history since its inception in 2016, due to curriculum revisions and associated assessments, and the move to a fully online program. The program prepares school leaders and or teachers to be future curriculum developers, instructional coaches, and teacher supervisors. It is an advanced degree which can move teachers and administrators on the salary scale, but it does not have an associated DESE certification. Therefore, advisors to this program needed to be extremely clear on what the student will receive with this degree. There was some initial confusion with students thinking they were completing a School leadership degree instead of a Curriculum Leadership degree.

The program began as an in-seat cohort model which was often confused with the Educational Leadership Education Specialist Degree for Building and District level leadership positions. Many of the courses were required for both degrees, and the overlap was confusing. (Therefore, when no associated certification was discovered, students were upset.) When both programs were started as on-line courses in 2019, the Curriculum Leadership coursework was separated out more distinctly in order to differentiate the two programs. (Now, there is only one course that overlaps for both programs.) With the additional coursework, the matrices and the assessments also changed appropriately.

#### 1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3-Exemplary

The mission is well written and expansive for this program. The program includes policymaking for the curriculum and the acknowledgement of social forces that affect policymaking. Marketing and advertisement used to be naturally accomplished with cohorts meeting in schools or in nearby convenient settings. Teachers were natural at marketing the programs to their peers. Presentations were provided as needed, and the WW Education Faculty would attend Education Conferences and sit with Admissions to answer questions about the programs. Now, with the program being completely online, those strategies need to be continued but different strategies need to be added for more targeted marketing to the on-line communities in Missouri and beyond the state boundaries. The program is timely and strategic and provides analysis of curricular models that are successful. Research for instructional issues as well as leadership issues is included. It is tied to the university mission statement of professions-oriented preparation and could emphasize more about the specific skill sets that students will acquire. With this additional clarification, the reviewer believes that the program could be valuable due to current conflicts in instructional processes and in content. (Science of Reading, writing instruction, writing across the content, STEM, LGBTQ, young adult literature, censorship, and critical race theory.) The program does address "additional skill sets, perspectives, and knowledge that is needed to successfully lead a team of teachers through multiple facets of curriculum development, implementation, assessment, and evaluation." (Logan)

**1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.*

3-Exemplary

The program is described as being very broad with appeal to instructional coaches, curriculum directors, and principals with an interest in staying current in instructional and curricular issues for Pre-K-12 schools. The program can be completed in 2 years or less and is available completely online. Student retention and completion is higher than the overall university rate even though there are fewer students in the program now than there were during the period of in-seat cohort offerings. At this time, the University is doing an admirable job with meeting individual needs of students via a single advisor. The fact that the degree does not come with certification is a concern, although many large districts do hire curriculum specialists or instructional coaches. It is the conclusion of this reviewer that retention and graduation rates will continue to grow, but the program will not grow to the ideal levels (of 60 students) without more targeted marketing and the emphasis on conflict resolution embedded in coursework for the social influences that effect curriculum and instruction. (referred to in 1.2.)

**1.4 Program has clearly defined strategies for retention and graduation rates of students.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.*

2- Adequate

To improve retention and graduation, the Graduate Education Department has improved communication to students, separated the program from Education Leadership, reviewed entry areas for students, reviewed course rotations, reviewed and modified coursework to directly align to the curriculum issues faced in K-12 School Districts. Student concerns are addressed in a timely manner. The Advisory Board to the School of Education is an excellent resource for curriculum content. A single advisor for all students builds relationships with students and readily answers any questions or concerns the student has about their plan and graduation dates.

Marketing and advertisement used to be naturally accomplished with cohorts meeting in schools or in nearby convenient settings. Teachers were natural at marketing the programs to their peers. Presentations were provided as needed, and the WW Education Faculty would attend Education Conferences and sit with Admissions to answer questions about the programs. Now, with the program being completely online, those strategies need to be continued but different strategies need to be added for more targeted marketing to the on-line communities in Missouri and beyond the state boundaries.

**1.5 Program advising loads are appropriately delegated throughout the program.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.*

3-Exemplary

There is a single advisor for the Ed.S. Curriculum Leadership Program as well as the M.Ed. Program in Education Leadership. This allows for highly consistent advising and for the advisor to know the student and their program completion needs. As a central person for communication with students, the advisor takes responsibility for the relationships and trust that are built for the college. Although this is an unusual approach, faculty and students have found it to be effective and helpful to all involved.

**1.6 Program has clearly articulated advising processes followed by all faculty within the program.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.*

## 3-Exemplary

The advising process is clear and consistent through the use of one advisor for all students. He has the knowledge of their program and the relationship with each student is built over time spent advising every eight weeks. Careful notes are taken after each conversation. Professors have agreed that there should be no more than one 8-week period in this degree program in which students do not have an acceptable class to take and the implementation of this is going well. Course rotations have been studied to best accommodate students.

**1.7 Comprehensive accounting of graduates in internship placements.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

## 3-Exemplary

As with the M. Ed. Program for Educational Leadership, this is a specific area of strength. Data is collected three times during the internship with the supervisor, the mentor, and the student. The instructor looks for growth targets and shares these with the student. These individual growth plans can be tied to program goals. The plan is more comprehensive than most universities.

**1.8 Provides detailed description of possible employment positions for graduated students.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

## 2- Adequate

Employment positions are posted in the Education Building. It is recommended that the advisor scan districts for openings and communicate these through a list-serv to appropriate candidates. The advisor should work toward establishing himself as a contact person for the HR departments in school districts. With the number of graduates in positions throughout the state, William Woods could capitalize on this network in order to know of potential openings and get the word out to graduates. It is also recommended that the college maintain an electronic bulletin board of current openings.

**1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

## 3- Exemplary

Post-graduation data is completed and tracked for all students, with their initial district placement being identified. This information is used for the website and for marketing purposes. The University knows the number of positions that are filled by Graduates from William Woods, and this information is used for the University. (Recommendation: Greater emphasis could be given to using this data for marketing purposes.)

**2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

## 3-Exemplary

Course rotation has been developed based on content and faculty feedback. Some flexibility is offered with coursework in the beginning, middle, and end of the program. If students need a course for graduation and it is not offered, it will be

taught by tutorial to prevent students from missing their projected graduation date. Faculty has worked hard on the course rotations and advising in order to have minimal tutorial courses.

**2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

3-Exemplary

The Education faculty has done much reflection on this program and has revised course offerings so that it would be more distinctive. They have also worked on the rotation, making it one that best makes sense for students. The demand for the program is lower than anticipated, and it is unknown whether this is due to the lack of marketing or the prioritization of certificate programs over knowledge programs by the students. If the state would develop a certificate for Instructional Coaching or Curriculum Leadership, I believe that enrollment would grow. This degree is timely and necessary for curriculum direction in school districts. As the reviewer, I would recommend campaigning with other universities through Missouri Professors of Education Administration and DESE to seek certification again.

**2.3 Course offerings appear appropriate for the needs of the program.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

3- Exemplary

Course offerings will benefit anyone who is involved with curriculum development, coaching, and supervision. Recommendation: Conflict resolution could be embedded in several courses due to current issues with curriculum that is impacting every state. (Inclusion, parent rights, Science of Reading, writing instruction, writing across the content, STEM, LGBTQ, young adult literature, literary censorship, and critical race theory.)

**2.4 Discussion on curriculum changes based on assessment are clearly explained and complete.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

3-Exemplary

There are 6 objectives selected to serve as data points. Instructors have collected data on all students, and they require 90% of students to receive a minimum of 80% accuracy. When these goals are not made, it could result in assignment changes, rubric changes, or exploratory conversations about what needs to change.

**2.5 Discussion on curriculum changes based on assessment are detailed and complete.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

3-Exemplary

There are 6 objectives selected to serve as data points. Instructors have collected data on all students, and they require 90% of students to receive a minimum of 80% accuracy. When these goals are not made, it could result in an assignment change, rubric change, or exploratory conversations about what needs to change. Curriculum revisions are based on data.

**2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

3-Exemplary

Instructors are evaluated at the end of every 8 weeks by students and these evaluations are considered valuable to the integrity of the program. Any instructor scoring less than 4 points (summative) will have a conversation with the Department Chair. Improvement goals are discussed, and the instructor is clear about necessary changes that must be made for continuous improvement. Scores lower than four will result in that instructor not being asked back.

**2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

All courses are graduate level, and this does not apply.

**3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

3-Exemplary

No physical equipment needs or supplies are noted.

**3.2 Summarizes the physical space available to the program.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

3-Exemplary

This is a completely online program and there are no physical space needs.

**3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

3-Exemplary

William Woods provides all needed equipment.

**3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify*

*your rating in the below section.*

3-Exemplary

There is a Reference Librarian available for student support. She provides a guide, and an annotated bibliography of example research projects, and a wealth of support and resources through the click of a link.

**3.5 Faculty qualifications and specific competencies are fully and accurately described.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

3-Exemplary

Faculty qualifications and specific competencies needed are fully and accurately described in position postings. Resumes must be submitted along with the application. All adjunct instructors are currently or recently working in the field and have high relevance to the coursework and the students' positions.

**3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

3-Exemplary

Roles are mapped out and adjuncts are hired based on expertise and evaluations. Consistency is provided in the advisement of students as well as during their internship or capstone experience.

**3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

0-Not evidenced

All concerns noted to date have been addressed within the program.

**3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.**

*Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

0-Not Evidenced

Fiscal needs are not addressed in prior reports. The reviewer is not aware of reflections regarding the cost per major and fiscal needs of the program. Financial data and analysis are handled at the University level, not at the program level.

**4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

## 2-Adequate

University mission implies outcomes, but assessment measures are not included.

**4.2 Includes program learning outcomes and assessment, which are clearly explained.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

## 3-Exemplary

There is a thorough explanation of the learning outcomes and the classes in which they occur and are assessed in the program description. There is also thorough information on the process for how the curriculum changes are made.

**4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

## 3-Exemplary

This reviewer believes that performance is well monitored through data analysis by the Graduate Education Chair and the administrators of the program. Learning gaps are clear to the students, instructors, and administrators. Curriculum is changed when necessary. Action plans are written during the capstone/internship experiences.

**4.4 The student learning objectives are appropriate for the specific discipline.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

## 3-Exemplary

Learning objectives have been reviewed by faculty, adjuncts, and the external reviewer and are deemed to be appropriate. One suggestion from the reviewer is provided to embed conflict resolution into the program.

**4.5 Includes a longitudinal view of assessment for each program learning outcome.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

## 3-Exemplary

As noted in the assessment findings submitted August of 2019, there is an intended longitudinal assessment plan. At the time, there were too few students for this to be meaningful data. This review (April 2023) is the next documentation available, so the progress is not available for inclusion into this report.

**4.6 Discussion on the assessment process over the 5-year span.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

## 0-Not evidenced

The reviewer was not able to find written documentation on the discussion of assessment.

### **External Reviewer Summary Statements**

#### **• What do you see as strengths for the program?**

The Curriculum Leadership Program offers distinct skills that would be useful to all school leaders in building and/or district levels.

The program is highly responsive student needs and has several appointed contact people. The value-added Wednesday night sessions make the program exemplary.

Concerns raised in Instructor evaluations are immediately acted upon for improvement.

The program is well-developed with interesting coursework that should prepare students for decisions regarding instructional processes and conflicts through societal influences on content. This is timely for the State of Missouri as well as other states.

#### **• Does the program have components that distinguish it from other programs?**

The approach to supervising the internship is outstanding.

The Wednesday night value added sessions are responsive to student needs and go above and beyond most online programs.

Data collection is robust and used for decision-making.

Administrators of the program work together as a team, and there is a team approach to continuous improvement.

#### **• What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?**

1. Marketing needs to be addressed: Marketing and advertisement used to be naturally accomplished with cohorts meeting in schools or in nearby convenient settings. Teachers were natural at marketing the programs to their peers. Presentations were provided at conferences as needed, and the WW Education Faculty would attend Education Conferences and sit with Admissions to answer question ions about the programs. Now, with the program being completely online, those strategies need to be continued but additional, different strategies need to be added for more targeted marketing to the on-line communities in Missouri and beyond the state boundaries. This area is not adequately addressed in the program review and planning should be completed by the Enrollment and Marketing Department and communicated to faculty. Marketing through National Organizations is recommended.

2. The reviewer believes the program would draw more people if it were a certificate program in the state of Missouri. It is suggested that key individuals work through DESE via MPEA to advocate for this.

3. Specific curricular issues that may result in conflicts or controversy should be identified and conflict resolution opportunities should be given within one or more courses.

#### **• Should the program be expanded, maintained at its current size, reduced, or eliminated?**

1. It is the opinion of the reviewer that with appropriate marketing, the program will reach its goal of 60 students. It should be noted that although this program offers valuable content and an advanced degree, it does not offer certification because it is non-existent through the Department of Elementary and Secondary Education. Most graduate coursework offers an additional certification. Therefore, students may be more likely to enter and complete certificated programs.
2. The program could be **strongly** marketed to those holding initial principal certification as an Ed.S. program that would strengthen their knowledge base and would suffice as a next degree step for the Career Principal certificate without leading to Superintendent certification. It is suggested that this task of individualized marketing be accomplished by the advisor to the program, since he knows all students and their desired career path.

• **Any additional thoughts, comments, or recommendations pertaining to the program?**

1. The Ed. S. Program for Curriculum Leadership could explore other opportunities to deliver this content such as the possibility of contracting with Missouri School Board Association to add this as an on-line training option for the training of new school board members. Curriculum issues continue to be hot topics in moderate and large sized districts.
2. William Woods could think about the possibility of lobbying DESE with other MPEA members for a certification to be granted for the role of Instruction/curriculum coach or Curriculum Director/Specialist. Enrollment may improve if it becomes a certification program.

## Conclusions and Recommendations

### Program Response to the External Review Report

#### Response

*Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.*

Discussion of Assessment is Provided (Not found by reviewer):

In review of the annual assessment reports and having been involved with the each of these reports from 2018 on, these are the following assertions:

- a) an attempt to truly track student data did not begin until 2018.
- b) in 2018-2019, tracking of student data was limited for the following reasons:
  - i) the program manager not completely understanding how to run the assessment software to gather the appropriate data
  - ii) the data being linked to assignment rubrics instead of program specific rubrics
- c) After the 2018-2019 academic year, multiple programs were utilizing various assignment specific rubrics for programmatic evaluation. In an attempt to condense the sprawl and streamline programmatic assessment, all assignments regardless of program were scored utilizing a general Education Rubric. This rubric was generic and did not align to any one specific program. This, in turn, was problematic. While assignments were being assessed, they were not assessed using program objectives.

d) After 2020, the generic Education Rubric was replaced with program specific rubrics aligned specifically to each degree program's objectives. We assert that data collected during the 2020-2021 academic year and thereafter are representative of the correct students, the correct program rubric, and the correct assignments.

e) For the 2021-2022 academic year, the course platform changed to BrightSpace. To this day, we are communicating with faculty how to use BrightSpace, and where to locate program specific assessments in BrightSpace given that they are not automatically integrated like other assignments.

f) Since 2018, regardless of the rubric, platform, and the students assessed, our reports indicate that students meet the assessed objectives.

g) In 2021-2022 and going forward, as we continue to educate adjunct faculty and utilize a program specific rubric, the School of Education will be able to pull accurate data to make meaningful curricular decisions.

3.7 Recommendations to Improve Resources/Staffing = We have no recommendations specific to improving resources or staffing; we are appreciative that this will be turned to a program manager in 2023.

3.8 We have limited information regarding financial aspects.

### **Program Identified Strengths**

*Discuss strengths of the program as they impact student learning.*

There are multiple areas identified as strengths including retention, graduation rates, post-graduate data, and data collection procedures for assessing program objectives. One could potentially contribute the recent success of this program to creating a more systematic assessment program and the systematic revision of all coursework within the past 3.5 years.

### **Program Identified Challenges**

*Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?*

The largest challenge is program enrollment. We have made recommendations to marketing and admissions for ways to market the program. We have also hired an additional FTE to provide more direct support for the master's and specialist in curriculum. We have monitored student feedback from course surveys, and we have programmatically responded to student feedback in terms of course design and communication with faculty. We now have fairly consistent, highly competent faculty for key courses.

### **Action Plan**

*What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?*

We plan to onboard a new faculty member in July. It is a priority for this FTE to review our online syllabi and overall program coursework. This individual will need to work with marketing and admissions with an effort to boost overall enrollment.

# Academic Council Review

4= Exemplary

3= Adequate

2=Needs Improvement

1=Not Evidenced

Program Profile		
1.1	History of the program is succinct, but detailed. (-300 words)	3
Comments:		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	3
Comments:		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	3
Comments: Faculty have been successful in the past – but require the cooperation of the admissions team It would be interesting to know how the ideal enrollment number of 60 was determined.		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	3
Comments: [obj] Great strategies with the advisory board, changing course sequences, modifying courses, and the new program manager etc., resulting in increased retention.		
1.5	Program advising loads are appropriately delegated throughout the program	3
Comments: Being handled well now but will need additional staff in the graduate advising office if we experience the projected growth as programs grow, additional advisers will be needed.		
1.6	Program has clearly articulated advising processes followed by advisers within the program.	3
Comments:		
1.7	Comprehensive accounting of graduates in internship placements	3
Comments: the program speaks to field experience instead of traditional internships.		
1.8	Provides detailed description of possible employment positions for graduated students.	3
Comments:		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	3

Comments: Need a better, more efficient method for tracking graduates.		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	3
Comments: Challenging with low enrollment		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	3
Comments:		
2.3	Course offerings appear appropriate for the needs of the program.	3
Comments:		
2.4	Discussion on curriculum changes based on assessment are clearly explained and complete	3
Comments:		
2.5	Course descriptions are detailed and specific. They reflect the levels of rigor identified by the Curriculum Committee in their descriptions.	4
Comments:		
2.6	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	3
Comments:		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments:		
3.2	Summarizes the physical space available to the program	2
Comments:		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	3

Comments: [OBJ] Challenges with staffing support for tech – could provide more information on the program’s thoughts about the LMS.		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	3
Comments:		
3.5	Faculty qualifications and specific competencies are fully and accurately described	4
Comments:		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	3
Comments:		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	3
Comments:		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	3
Comments: [OBJ] Lack of financial information on graduate programs is an ongoing issue not unique to this program		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	3
Comments:		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	3
Comments:		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	3
Comments:		
4.4	The student learning objectives are appropriate for the specific discipline.	4
Comments:		

4.5	Includes a longitudinal view of assessment for each program learning outcome	3
Comments:		
4.6	Discussion on the assessment process over the 5-year span.	3
Comments: Appears that they have resolved issues that occurred at the beginning of this assessment period that will make the process better moving forward		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	3
Comments: there are multiple measures to assess program performance. Action plans for continuous improvement stem from the annual assessment process.		
5.2	Response to the external review is complete and detailed	3
Comments:		
Conclusion		
6.1	Strengths of the program are discussed	3
Comments:		
6.2	Challenges of the program are discussed.	3
Comments:		
6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	3
Comments: no noticeable vision presented to change the status quo		

Noted strengths of the program:

- The program identified problems and areas that needed to be improved – and quickly made the necessary changes.
- Curriculum revision and quality of course offerings
- Instructor effectiveness and student support
- Data collection informs decision-making.
- Strong retention and graduation rates prove that students like the program once they are in it!
- Faculty are dedicated to updating courses, rotations, etc. to best serve the students.

Noted challenges of the program:

- Insufficient number of advisors to support all graduate programs.
- Inconsistent assessment data.
- Lacking financial information.
- The main challenge is the drop in enrollment after the program went fully online. Marketing/Admissions must consider better ways to market this program (and the others that have had drops in enrollment), as the graduate programs at WWU are important to our revenue. A status quo approach to increasing enrollments will not prove successful given our historical trends.

Recommendations moving forward:

- Program should continue to meet with admissions and marketing to ensure that the program is getting the attention that it requires and that the departments are up to speed on the program.
- Financial aspects of the program should be shared with program leadership to better inform decision-making and recommendations for improvement.
- Can this be a certification program? Hire an additional graduate advisor.

**EDU  
603**

-	Cindy	Amick	Cindy.Amick@williamwoods.edu	cindysharpamick@yahoo.com	GRAD EDU/ TLH	SE
-	Theresa	Christian	theresa.christian@williamwoods.edu	tchristian@mail.eldo.k12.mo.us	GRAD EDU	KC
-	Bryan	Copple	Bryan.Copple@williamwoods.edu	bcopple@gallatin.k12.mo.us	GRAD EDU	NW
-	Gretchen	Guitard	gretchen.guitard@williamwoods.edu	gretchencole.guitard@gmail.com	GRAD EDU	C
-	Timothy	Hanrahan	timothy.hanrahan@williamwoods.edu	timothy.hanrahan@williamwoods.edu	PED/TLH	C
-	Jeff	Levy	jeff.levy@williamwoods.edu		GRAD EDU	STL
-	Charlotte	Miller	Charlotte.Miller@williamwoods.edu		GRAD EDU	C
-	Beth	Mulvey	beth.mulvey@williamwoods.edu	bethmulvey@gmail.com	GRAD EDU	KC
-	Ryan	Neal	Ryan.Neal@williamwoods.edu	rneal@camdentonschools.org	GRAD EDU	C
-	Rena	Rockwell	rena.rockwell@williamwoods.edu	rrockwell@rocketmail.com	GRAD EDU/TLH	STL
-	Susan	Rossmiller	susan.rossmiller@williamwoods.edu	srossmiller@lewis.k12.mo.us	GRAD EDU/TLH	NE
-	Jocelyn	Schluss	Jocelyn.Schluss@williamwoods.edu	schlussj@gmail.com	GRAD EDU/TLH	C
-	Leslie	Trogdon	leslie.trogdon@williamwoods.edu	leslietrogdon@gmail.com	GRAD EDU/TLH	C
-	Alicia	Wilson	alicia.wilson@williamwoods.edu	aliciawilson.kc@gmail.com	GRAD EDU	KC

**EDU  
605**

-	Cindy	Amick	Cindy.Amick@williamwoods.edu	cindysharpamick@yahoo.com	GRAD EDU/ TLH	SE
-	Zach	Bruner	zach.bruner@williamwoods.edu	z.bruner15@gmail.com	GRAD EDU	C
-	Theresa	Christian	theresa.christian@williamwoods.edu	tchristian@mail.eldo.k12.mo.us	GRAD EDU	KC

-	Bryan	Copple	Bryan.Copple@williamwoods.edu	bcopple@gallatin.k12.mo.us	GRAD EDU	NW
-	Julie	Dill	julie.dill@williamwoods.edu	jdill@camdentonschools.org	GRAD EDU	C
-	Gretchen	Guitard	gretchen.guitard@williamwoods.edu	gretchencole.guitard@gmail.com	GRAD EDU	C
-	Timothy	Hanrahan	timothy.hanrahan@williamwoods.edu	timothy.hanrahan@williamwoods.edu	PED/TLH	C
-	Jeff	Levy	jeff.levy@williamwoods.edu		GRAD EDU	STL
-	Charlotte	Miller	Charlotte.Miller@williamwoods.edu		GRAD EDU	C
-	Ryan	Neal	Ryan.Neal@williamwoods.edu	rneal@camdentonschools.org	GRAD EDU	C
-	Rena	Rockwell	rena.rockwell@williamwoods.edu	rrockwell@rocketmail.com	GRAD EDU/TLH	STL
-	Susan	Rossmiller	susan.rossmiller@williamwoods.edu	srossmiller@lewis.k12.mo.us	GRAD EDU/TLH	NE
-	Jocelyn	Schluss	Jocelyn.Schluss@williamwoods.edu	schlussj@gmail.com	GRAD EDU/TLH	C
-	Todd	Smith	todd.smith@williamwoods.edu		GRAD EDU/TLH	NE
-	Leslie	Trogdon	leslie.trogdon@williamwoods.edu	leslietrogdon@gmail.com	GRAD EDU/TLH	C
-	Alicia	Wilson	alicia.wilson@williamwoods.edu	aliciawilson.kc@gmail.com	GRAD EDU	KC

**EDU  
610**

-	Robert	Abeln	robert.abeln@williamwoods.edu	robert.abeln@williamwoods.edu	GRAD EDU/TLH	SW
-	Cindy	Amick	Cindy.Amick@williamwoods.edu	cindysharpamick@yahoo.com	GRAD EDU/ TLH	SE
-	George	Boddy	George.Boddy@williamwoods.edu	gboddy@ucmo.edu	GRAD EDU/ TLH	ONL
-	Theresa	Christian	theresa.christian@williamwoods.edu	tchristian@mail.eldo.k12.mo.us	GRAD EDU	KC
-	Jim	Concannon	james.concannon@williamwoods.edu		GRAD EDU	C

-	Bryan	Copple	Bryan.Copple@williamwoods.edu	bcopple@gallatin.k12.mo.us	GRAD EDU	NW
-	Jim	Cummins	jim.cummins@williamwoods.edu	jcummins@senecar7.com	GRAD EDU/GRAD BUS	SW
-	Fred	Czerwonka	fred.czerwonka@williamwoods.edu	Dr.Fred.Czerwonka@gmail.com	GRAD EDU	STL
-	Julie	Dill	julie.dill@williamwoods.edu	jdill@camdentonschools.org	GRAD EDU	C
-	Gabe	Edgar	Thomas.Edgar@williamwoods.edu	gabe.edgar@sjsd.k12.mo.us	GRAD EDU	NE
-	Mark	Fitch	mark.fitch@williamwoods.edu	markfitch3@gmail.com	GRAD EDU	SW
-	Todd	Fraley	eric.fraley@williamwoods.edu	fraleyt@sedalia200.org	GRAD EDU	C
-	Adam	Friga	Adam.Friga@williamwoods.edu	afriga@oran.k12.mo.us	GRAD EDU	SE
-	Becky	Gallagher	Becky.Gallagher@williamwoods.edu	bgallagher@pleasanthillschools.com	GRAD EDU	KC
-	Timothy	Hanrahan	timothy.hanrahan@williamwoods.edu	timothy.hanrahan@williamwoods.edu	PED/TLH	C
-	Christy	Harrison	christy.harrison@williamwoods.edu	charrison2080@yahoo.com	GRAD EDU	KC
-	Sheila	Hodge-Logan	sheila.logan@williamwoods.edu		GRAD EDU/TLH	C
-	Joel	Holland	Joel.Holland@williamwoods.edu	jholland@windsor.k12.mo.us	GRAD EDU	STL
-	David	Hollingshead	david.hollingshead@williamwoods.edu	davidh772@gmail.com	GRAD EDU/TLH	ONL
-	Joshua	Isaacson	joshua.isaacson@williamwoods.edu	isaacson.josh@desoto.k12.mo.us	GRAD EDU	STL
-	Brandon	Jones	brandon.jones@williamwoods.edu	bjones@kennett.k12.mo.us	GRAD EDU	SE
-	John	Long	John.Long@williamwoods.edu		GRAD EDU	C
-	Carrie	Luttrell	carrie.luttrell@williamwoods.edu	carrieluttrell@gmail.com	GRAD EDU	STL
-	Link	Luttrell	link.luttrell@williamwoods.edu	llutt@festus.k12.mo.us	GRAD EDU	STL
-	Ashley	McMillian	ashley.mcmillian@williamwoods.edu	amcmillian@centralr3.org	GRAD EDU	SE

-	Ryan	Neal	Ryan.Neal@williamwoods.edu	rneal@camdentonschools.org	GRAD EDU	C
-	Scott	Patrick	Scott.Patrick@williamwoods.edu	scottwp1103@icloud.com	GRAD EDU/TLH	KC
-	Angela	Rolofson	angela.rolofson@williamwoods.edu	pc.angrolo@gmail.com	GRAD EDU	KC
-	Susan	Rossmiller	susan.rossmiller@williamwoods.edu	srossmiller@lewis.k12.mo.us	GRAD EDU/TLH	NE
-	Nancy	Scott	nancy.scott@williamwoods.edu	scottn@sedalia200.org	GRAD EDU	C
-	Todd	Smith	todd.smith@williamwoods.edu		GRAD EDU/TLH	NE
-	Dustin	Storm	dustin.storm@williamwoods.edu		GRAD EDU	SW
-	Sherri	Thomas	Sherri.Thomas@williamwoods.edu	thomassherris@missouri.edu	GRAD EDU/TLH	C
-	Mandi	Tolen	Amanda.Tolen@williamwoods.edu			NW
-	Leslie	Trogdon	leslie.trogdon@williamwoods.edu	leslietrogdon@gmail.com	GRAD EDU/TLH	C
-	Chris	Wilson	christopher.wilson@williamwoods.edu	cwilson@kennett.k12.mo.us	GRAD EDU	SE

**EDU  
635**

-	Adam	Friga	Adam.Friga@williamwoods.edu	afriga@oran.k12.mo.us	GRAD EDU	SE
-	Gretchen	Guitard	gretchen.guitard@williamwoods.edu	gretchencole.guitard@gmail.com	GRAD EDU	C
-	Timothy	Hanrahan	timothy.hanrahan@williamwoods.edu	timothy.hanrahan@williamwoods.edu	PED/TLH	C
-	Brandon	Jones	brandon.jones@williamwoods.edu	bjones@kennett.k12.mo.us	GRAD EDU	SE
-	Eric	Kurre	eric.kurre@williamwoods.edu	ekurre@savannah3.com	GRAD EDU/TLH	NW
-	Jeff	Levy	jeff.levy@williamwoods.edu		GRAD EDU	STL
-	Charlotte	Miller	Charlotte.Miller@williamwoods.edu		GRAD EDU	C
-	Beth	Mulvey	beth.mulvey@williamwoods.edu	bethmulvey@gmail.com	GRAD EDU	KC
-	Jocelyn	Schluss	Jocelyn.Schluss@williamwoods.edu	schlussj@gmail.com	GRAD EDU/TLH	C

-	Todd	Smith	todd.smith@williamwoods.edu		GRAD EDU/TLH	NE
-	Emily	Turner	emily.turner@williamwoods.edu		GRAD EDU	STL
-	Alicia	Wilson	alicia.wilson@williamwoods.edu	aliciawilson.kc@gmail.com	GRAD EDU	KC

**EDU  
645**

-	Cindy	Amick	Cindy.Amick@williamwoods.edu	cindysharpamick@yahoo.com	GRAD EDU/ TLH	SE
-	Kyle	Anderson	kyle.anderson@williamwoods.edu	kyle.steven.anderson@gmail.com	GRAD EDU/TLH	KC
-	Theresa	Christian	theresa.christian@williamwoods.edu	tchristian@mail.eldo.k12.mo.us	GRAD EDU	KC
-	Timothy	Hanrahan	timothy.hanrahan@williamwoods.edu	timothy.hanrahan@williamwoods.edu	PED/TLH	C
-	Brad	MacLaughlin	Brad.MacLaughlin@williamwoods.edu	brad.maclaughlin@k12perform.com	GRAD EDU	KC
-	Charlotte	Miller	Charlotte.Miller@williamwoods.edu		GRAD EDU	C
-	Ryan	Neal	Ryan.Neal@williamwoods.edu	rneal@camdentonschools.org	GRAD EDU	C
-	Michael	Pragman	Michael.Pragman@williamwoods.edu	michael.pragman@nkcschools.org	GRAD EDU	KC
-	Rena	Rockwell	rena.rockwell@williamwoods.edu	rrockwell@rocketmail.com	GRAD EDU/TLH	STL
-	Susan	Rossmiller	susan.rossmiller@williamwoods.edu	srossmiller@lewis.k12.mo.us	GRAD EDU/TLH	NE
-	Todd	Smith	todd.smith@williamwoods.edu		GRAD EDU/TLH	NE
-	Leslie	Trogdon	leslie.trogdon@williamwoods.edu	leslietrogdon@gmail.com	GRAD EDU/TLH	C

**EDU  
655**

-	Cindy	Amick	Cindy.Amick@williamwoods.edu	cindysharpamick@yahoo.com	GRAD EDU/ TLH	SE
-	Kyle	Anderson	kyle.anderson@williamwoods.edu	kyle.steven.anderson@gmail.com	GRAD EDU/TLH	KC
-	Theresa	Christian	theresa.christian@williamwoods.edu	tchristian@mail.eldo.k12.mo.us	GRAD EDU	KC
-	Bryan	Copple	Bryan.Copple@williamwoods.edu	bcopple@gallatin.k12.mo.us	GRAD EDU	NW
-	Timothy	Hanrahan	timothy.hanrahan@williamwoods.edu	timothy.hanrahan@williamwoods.edu	PED/TLH	C
-	Eric	Kurre	eric.kurre@williamwoods.edu	ekurre@savannah3.com	GRAD EDU/TLH	NW
-	Brad	MacLaughlin	Brad.MacLaughlin@williamwoods.edu	brad.maclaughlin@k12perform.com	GRAD EDU	KC
-	Charlotte	Miller	Charlotte.Miller@williamwoods.edu		GRAD EDU	C
-	Ryan	Neal	Ryan.Neal@williamwoods.edu	rneal@camdentonschools.org	GRAD EDU	C
-	Rena	Rockwell	rena.rockwell@williamwoods.edu	rockwell@rocketmail.com	GRAD EDU/TLH	STL
-	Susan	Rossmiller	susan.rossmiller@williamwoods.edu	srossmiller@lewis.k12.mo.us	GRAD EDU/TLH	NE
-	Todd	Smith	todd.smith@williamwoods.edu		GRAD EDU/TLH	NE
-	Leslie	Trogdon	leslie.trogdon@williamwoods.edu	leslietrogdon@gmail.com	GRAD EDU/TLH	C
-	Alicia	Wilson	alicia.wilson@williamwoods.edu	aliciawilson.kc@gmail.com	GRAD EDU	KC

**EDU  
674**

-	Robert	Abeln	robert.abeln@williamwoods.edu	robert.abeln@williamwoods.edu	GRAD EDU/TLH	SW
-	Cindy	Amick	Cindy.Amick@williamwoods.edu	cindysharpamick@yahoo.com	GRAD EDU/ TLH	SE
-	Kyle	Anderson	kyle.anderson@williamwoods.edu	kyle.steven.anderson@gmail.com	GRAD EDU/TLH	KC

-	George	Boddy	George.Boddy@williamwoods.edu	gboddy@ucmo.edu	GRAD EDU/ TLH	ONL
-	Theresa	Christian	theresa.christian@williamwoods.edu	tchristian@mail.eldo.k12.mo.us	GRAD EDU	KC
-	Mark	Fitch	mark.fitch@williamwoods.edu	markfitch3@gmail.com	GRAD EDU	SW
-	Matthew	Frederickson	matthew.frederickson@williamwoods.edu	mfrederickson@bgschools.k12.mo.us	GRAD EDU	NE
-	Gretchen	Guitard	gretchen.guitard@williamwoods.edu	gretchencole.guitard@gmail.com	GRAD EDU	C
-	Sheila	Hodge-Logan	sheila.logan@williamwoods.edu		GRAD EDU/TLH	C
-	David	Hollingshead	david.hollingshead@williamwoods.edu	davidh772@gmail.com	GRAD EDU/TLH	ONL
-	Eric	Kurre	eric.kurre@williamwoods.edu	ekurre@savannahr3.com	GRAD EDU/TLH	NW
-	Jeff	Levy	jeff.levy@williamwoods.edu		GRAD EDU	STL
-	Scott	Patrick	Scott.Patrick@williamwoods.edu	scottwp1103@icloud.com	GRAD EDU/TLH	KC
-	Susan	Rossmiller	susan.rossmiller@williamwoods.edu	srossmiller@lewis.k12.mo.us	GRAD EDU/TLH	NE
-	Sherri	Thomas	Sherri.Thomas@williamwoods.edu	thomassharris@missouri.edu	GRAD EDU/TLH	C
-	Leslie	Trogdon	leslie.trogdon@williamwoods.edu	leslietrogdon@gmail.com	GRAD EDU/TLH	C
-	Emily	Turner	emily.turner@williamwoods.edu		GRAD EDU	STL
-	Alicia	Wilson	alicia.wilson@williamwoods.edu	aliciawilson.kc@gmail.com	GRAD EDU	KC

**EDU  
681**

-	Robert	Abeln	robert.abeln@williamwoods.edu	robert.abeln@williamwoods.edu	GRAD EDU/TLH	SW
-	Theresa	Christian	theresa.christian@williamwoods.edu	tchristian@mail.eldo.k12.mo.us	GRAD EDU	KC
-	Mark	Fitch	mark.fitch@williamwoods.edu	markfitch3@gmail.com	GRAD EDU	SW
-	Sheila	Hodge-Logan	sheila.logan@williamwoods.edu		GRAD EDU/TLH	C

-	David	Hollingshead	david.hollingshead@williamwoods.edu	davidh772@gmail.com	GRAD EDU/TLH	ONL
-	Eric	Kurre	eric.kurre@williamwoods.edu	ekurre@savannahr3.com	GRAD EDU/TLH	NW
-	Jeff	Levy	jeff.levy@williamwoods.edu		GRAD EDU	STL
-	Courtney	Martin	courtney.martin@williamwoods.edu	cmartin325@spsmail.org	GRAD EDU/TLH	SW
-	Scott	Patrick	Scott.Patrick@williamwoods.edu	scottwp1103@icloud.com	GRAD EDU/TLH	KC
-	Susan	Rossmiller	susan.rossmiller@williamwoods.edu	srossmiller@lewis.k12.mo.us	GRAD EDU/TLH	NE
-	Robert	Sigrist	robert.sigrist@williamwoods.edu	robert.sigrist@gmail.com	GRAD EDU	NW
-	Todd	Smith	todd.smith@williamwoods.edu		GRAD EDU/TLH	NE
-	Leslie	Trogdon	leslie.trogdon@williamwoods.edu	leslietrogdon@gmail.com	GRAD EDU/TLH	C

**EDU  
691**

-	Robert	Abeln	robert.abeln@williamwoods.edu	robert.abeln@williamwoods.edu	GRAD EDU/TLH	SW
-	Cindy	Amick	Cindy.Amick@williamwoods.edu	cindysharpamick@yahoo.com	GRAD EDU/ TLH	SE
-	George	Boddy	George.Boddy@williamwoods.edu	gboddy@ucmo.edu	GRAD EDU/ TLH	ONL
-	Theresa	Christian	theresa.christian@williamwoods.edu	tchristian@mail.eldo.k12.mo.us	GRAD EDU	KC
-	Mark	Fitch	mark.fitch@williamwoods.edu	markfitch3@gmail.com	GRAD EDU	SW
-	Matthew	Frederickson	matthew.frederickson@williamwoods.edu	mfrederickson@bgschools.k12.mo.us	GRAD EDU	NE
-	Sheila	Hodge-Logan	sheila.logan@williamwoods.edu		GRAD EDU/TLH	C
-	David	Hollingshead	david.hollingshead@williamwoods.edu	davidh772@gmail.com	GRAD EDU/TLH	ONL
-	Eric	Kurre	eric.kurre@williamwoods.edu	ekurre@savannahr3.com	GRAD EDU/TLH	NW
-	Brenda	Lakin	brenda.lakin@williamwoods.edu	blakin@aurorar8.org	GRAD EDU/TLH	SW

-	Jeff	Levy	jeff.levy@williamwoods.edu		GRAD EDU	STL
-	Charlotte	Miller	Charlotte.Miller@williamwoods.edu		GRAD EDU	C
-	Beth	Mulvey	beth.mulvey@williamwoods.edu	bethmulvey@gmail.com	GRAD EDU	KC
-	Scott	Patrick	Scott.Patrick@williamwoods.edu	scottwp1103@icloud.com	GRAD EDU/TLH	KC
-	Rena	Rockwell	rena.rockwell@williamwoods.edu	rrockwell@rocketmail.com	GRAD EDU/TLH	STL
-	Susan	Rossmiller	susan.rossmiller@williamwoods.edu	srossmiller@lewis.k12.mo.us	GRAD EDU/TLH	NE
-	Leslie	Trogdon	leslie.trogdon@williamwoods.edu	leslietrogdon@gmail.com	GRAD EDU/TLH	C
-	Emily	Turner	emily.turner@williamwoods.edu		GRAD EDU	STL

**EDU  
696**

-	Cindy	Amick	Cindy.Amick@williamwoods.edu	cindysharpamick@yahoo.com	GRAD EDU/ TLH	SE
-	Theresa	Christian	theresa.christian@williamwoods.edu	tchristian@mail.eldo.k12.mo.us	GRAD EDU	KC
-	Julie	Dill	julie.dill@williamwoods.edu	jdill@camdentonschools.org	GRAD EDU	C
-	Gabe	Edgar	Thomas.Edgar@williamwoods.edu	gabe.edgar@sjsd.k12.mo.us	GRAD EDU	NE
-	Mark	Fitch	mark.fitch@williamwoods.edu	markfitch3@gmail.com	GRAD EDU	SW
-	Gretchen	Guitard	gretchen.guitard@williamwoods.edu	gretchencole.guitard@gmail.com	GRAD EDU	C
-	Timothy	Hanrahan	timothy.hanrahan@williamwoods.edu	timothy.hanrahan@williamwoods.edu	PED/TLH	C
-	Sheila	Hodge-Logan	sheila.logan@williamwoods.edu		GRAD EDU/TLH	C
-	Joshua	Isaacson	joshua.isaacson@williamwoods.edu	isaacson.josh@desoto.k12.mo.us	GRAD EDU	STL
-	Jeff	Levy	jeff.levy@williamwoods.edu		GRAD EDU	STL
-	Link	Luttrell	link.luttrell@williamwoods.edu	llutt@festus.k12.mo.us	GRAD EDU	STL
-	Charlotte	Miller	Charlotte.Miller@williamwoods.edu		GRAD EDU	C

-	Ryan	Neal	Ryan.Neal@williamwoods.edu	rneal@camdentonschools.org	GRAD EDU	C
-	Scott	Patrick	Scott.Patrick@williamwoods.edu	scottwp1103@icloud.com	GRAD EDU/TLH	KC
-	Michael	Pragman	Michael.Pragman@williamwoods.edu	michael.pragman@nkcschools.org	GRAD EDU	KC
-	Todd	Smith	todd.smith@williamwoods.edu		GRAD EDU/TLH	NE

**William Woods University - Dulany Library**  
**COLLECTION ANALYSIS**

March 2022

In Support of the Following Academic Program: Education Specialist (EdS.) in Curriculum Leadership

**I. MOBIUS Holdings (Subject Search):**

Curriculum planning – 3,724 items  
Education – Evaluation – 5,532 items  
Education- Research – 8,119 items  
Education – Standards – 2,795 items  
Education, Urban – 1,680 items  
Educational law and legislation – 7,725 items  
Educational leadership – 3,392 items  
Educational statistics – 1,905 items  
Individualized instruction – 1,475 items

**II. William Woods University Holdings:**

**Digital**

**Ebooks:**

Curriculum planning – 219 items  
Education – Evaluation - 6 items  
Education- Research - 186 items  
Education – Standards – 96 items  
Education, Urban - 107 items  
Educational law and legislation – 43 items  
Educational leadership – 387 items  
Educational statistics - 13 items  
Individualized instruction – 67 items

**Dissertations:** (ProQuest Dissertations and Theses Global)

Curriculum planning – 442,248 results

Educational assessment – 808,642 results  
Educational leadership – 33,911 results  
+ Education policy – 3,077 results  
+ Learning – 743 results  
Urban education – 704,586 results

**Journals - Electronic Full-text:**

Curriculum planning & development – 21 items  
Elementary education – 26 titles  
Education – 339 titles  
Education policy – 8 titles  
Language arts education – 32 titles  
Mathematics - 33 titles  
Science education – 13 titles  
Secondary education – 17 titles  
Teaching & instruction – 264 titles  
Urban education – 9 titles

**Streaming Video:**

Curriculum planning – 3 items  
Education – Evaluation - 0 items  
Education - Research - 1 item  
Education – Standards – 1 item  
Education, Urban – 1 item  
Educational law and legislation – 9 items  
Educational leadership – 1 item  
Educational statistics - 0 items  
Individualized instruction – 2 items

**Physical****Books (Printed) and DVDs:****A. By Publication Date**

Subject	Totals	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	2021	2022	Other
<b><u>Early Childhood, Preschool, Kindergarten &amp; Primary Totals</u></b>	713	1	3	8	17	37	286	213	65	73	4	2	0	4
Arts, Elementary	5	0	0	0	0	1	1	2	1	0	0	0	0	0
Early Childhood, Preschool, Kindergarten & Primary	137	0	0	0	3	4	50	43	15	21	1	0	0	0
Elementary Curriculum, General Works	37	0	0	0	1	1	22	10	2	1	0	0	0	0
Elementary Education, General	78	0	1	0	2	6	37	30	1	1	0	0	0	0
English Language, Grammar, Composition, Elem.	156	1	0	2	2	4	67	46	16	16	1	1	0	0
History, Elementary	12	0	0	0	1	1	4	3	1	2	0	0	0	0
Kindergarten, Kindergarten Curriculum	16	0	1	0	0	1	8	5	0	0	0	0	0	1
Mathematics, Elementary	3	0	0	0	1	0	1	1	0	0	0	0	0	0
Nature Study, Science, Health, Elementary	54	0	0	2	0	5	7	20	6	11	1	0	0	2
Other Languages, Elementary	6	0	0	0	0	2	2	1	0	1	0	0	0	0
Preschool Education, Preschool Curriculum	48	0	0	2	3	5	14	11	9	4	0	0	0	0
Reading, Elementary	78	0	1	1	2	4	31	24	3	11	0	0	0	1
Social Sciences, Civics, Elementary	24	0	0	1	2	1	10	4	2	4	0	0	0	0
Speech, Elementary	1	0	0	0	0	0	0	0	1	0	0	0	0	0

Subject	Totals	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	2021	2022	Other
Spelling, Literature, Elementary	58	0	0	0	0	2	32	13	8	1	1	1	0	0

Subject	Totals	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	2021	2022	Other
<b><u>Secondary &amp; Middle School Education Totals</u></b>	130	3	33	58	23	12	0	0	0	1
English & Composition, Literature, Secondary	74	1	17	31	16	9	0	0	0	0
Reading, Secondary	18	0	5	9	3	1	0	0	0	0
Science, Secondary	1	0	0	0	0	0	0	0	0	0
Secondary & Middle School Education	3	1	0	1	0	0	0	0	0	1
Secondary Curriculum, General Works	4	0	1	2	1	0	0	0	0	0
Secondary Education, Middle Schools, General Works	31	1	10	15	3	2	0	0	0	0

Subject	Totals	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	2021	2022	Other
<b><u>Theory &amp; Practice of Education Totals</u></b>	1320	3	4	20	78	88	81	423	371	119	108	8	9	2	5
American Educators - Pedagogical Theory, 1951 -	29	0	0	5	17	4	0	2	0	0	1	0	0	0	0
Audiovisual Education, General	14	0	0	0	2	4	2	4	1	0	0	0	0	0	1
Audiovisual Materials	26	0	0	0	2	1	3	14	2	3	0	1	0	0	0
Child Study, General	21	1	0	0	0	2	0	10	3	4	1	0	0	0	0
Communication in Education	5	0	0	0	0	0	0	0	3	0	2	0	0	0	0
Computer Assisted Instruction	83	0	0	0	0	1	6	30	28	7	10	0	1	0	0
Educational Psychology	139	0	0	0	2	2	9	53	44	9	15	3	1	0	1
Educational Research	78	1	0	2	8	7	11	21	18	6	3	0	0	1	0



Subject	Totals	Audiobooks	Books	Computer Files	Games (All)	Images	Interactive Multimedia	Journals/Magazines	Objects	Videos	Visual Materials
Early Childhood, Preschool, Kindergarten & Primary	137	0	123	0	2	0	0	10	0	2	0
Elementary Curriculum, General Works	37	0	32	0	0	0	0	5	0	0	0
Elementary Education, General	78	0	63	1	0	1	0	12	0	1	0
English Language, Grammar, Composition, Elem.	156	0	149	0	0	0	0	7	0	0	0
History, Elementary	12	0	10	0	0	1	0	1	0	0	0
Kindergarten, Kindergarten Curriculum	16	0	9	0	1	1	0	5	0	0	0
Mathematics, Elementary	3	0	0	0	0	0	0	0	1	1	1
Nature Study, Science, Health, Elementary	54	0	48	0	0	0	0	6	0	0	0
Other Languages, Elementary	6	0	6	0	0	0	0	0	0	0	0
Preschool Education, Preschool Curriculum	48	0	39	0	0	0	1	7	0	1	0
Reading, Elementary	78	1	72	0	1	1	0	2	0	1	0
Social Sciences, Civics, Elementary	24	0	20	0	0	1	0	3	0	0	0
Speech, Elementary	1	0	1	0	0	0	0	0	0	0	0
Spelling, Literature, Elementary	58	0	56	0	0	0	0	1	0	1	0

Subject	Totals	Books	Journals/Magazines	Videos
<b><u>Secondary &amp; Middle School Education</u></b>	131	118	11	2

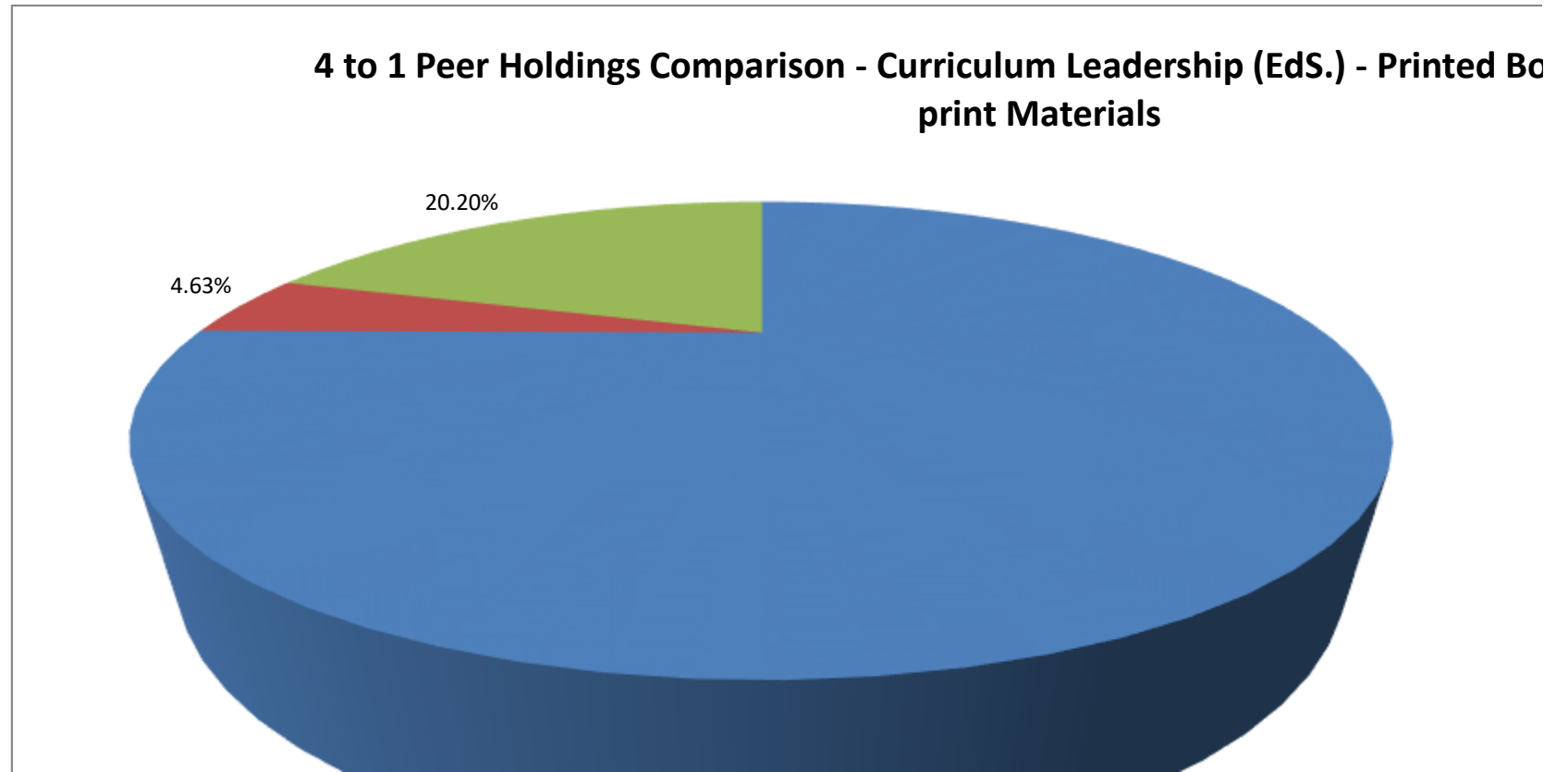
<b>Totals</b>				
English & Composition, Literature, Secondary	74	69	4	1
Reading, Secondary	18	17	0	1
Science, Secondary	1	0	1	0
Secondary & Middle School Education	3	1	2	0
Secondary Curriculum, General Works	4	3	1	0
Secondary Education, Middle Schools, General Works	31	28	3	0

Subject	Totals	Books	Images	Journals/Magazines	Kits	Videos
<b><u>Special Aspects of Education Totals</u></b>	1104	908	1	156	1	38
Adult & Continuing Education	95	61	0	33	0	1
Alternative Education. Alternative Schools	6	3	0	0	0	3
Community & the School	79	72	0	4	0	3
Community Education	1	1	0	0	0	0
Compulsory Education, School Attendance	14	9	0	4	0	1
Economics of Education	10	6	0	4	0	0
Ed. of the Exceptional, Gifted & Handicapped	279	226	1	39	1	12
Education & the State	41	31	0	9	0	1
Education of American Indians	9	8	0	1	0	0
Education of Asian Americans & Latin Americans	8	7	0	1	0	0
Education of Asians	2	2	0	0	0	0
Education of Blacks, Afro-Americans	38	33	0	5	0	0
Education of Linguistic Minorities, Bilingual Ed.	25	21	0	3	0	1
Education of Men and Boys	7	7	0	0	0	0

Education of Upper, Middle and Working Classes	1	1	0	0	0	0
Education of Women in Asia	6	6	0	0	0	0
Education of Women in Europe	2	2	0	0	0	0
Education of Women in the United States	31	30	0	1	0	0
Education of Women, General	11	9	0	2	0	0
Educational Sociology	138	124	0	10	0	4
Foundations, Endowments, Funds	1	0	0	1	0	0
Higher Education & the State	1	1	0	0	0	0
Humanistic Education. Liberal Education	19	18	0	0	0	1
Illiteracy	16	15	0	1	0	0
Moral Education, Religious	33	25	0	5	0	3
Multicultural Education	102	93	0	6	0	3
Political Education	9	7	0	2	0	0
Private School Education	2	1	0	1	0	0
Professional Education	4	4	0	0	0	0
Rural Education	9	6	0	3	0	0
Self Education, Home Study	5	5	0	0	0	0
Special Aspects of Education	71	51	0	15	0	5
Urban Education	21	20	0	1	0	0
Vocational Ed., Apprenticeship, Employee Training	8	3	0	5	0	0

### III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used For Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



#### IV. Analysis

Curriculum Leadership as a discipline taught at the graduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire education materials in both print and digital form. Books, journal articles and non-print materials are available through *Woods OneSearch*. Subscriptions to education databases, such as Ebsco's Education Source, Educational Administration Abstracts, ERIC, and ProQuest's Dissertations and Theses Global are available to all faculty and students, both traditional and online. Education Law is also available through Westlaw Campus Pro and Lexis-Nexis.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resource sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.



---

WILLIAM WOODS  
UNIVERSITY

---

**Education Specialist in Curriculum Leadership Annual  
Assessment 2016-2017**

# ANNUAL ASSESSMENT 16-17

Education Specialist in Curriculum Leadership..... 3

    Program Profile ..... 3

    Program Objectives ..... 4

    Curriculum Map..... 5

    Assessment Findings ..... 7

    Program Activities ..... 13

# Graduate Annual Assessment

## Education Specialist in Curriculum Leadership

### Program Profile

#### Program Mission

The program is designed as an alternative approach to achieving a specialist degree for teachers and curriculum specialist that do not want administrator certification. The following are the program goals.

**Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

**Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

**Objective 4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

**Objective 5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Objective 6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

#### Program Demographics

##### Total Enrollment 2015-2016

38

##### Total Enrollment 2016-2017

38

##### Incoming Students 2015-2016

2

##### Incoming Students 2016-2017

3

#### Program Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research*

Curriculum\_Leadership.pdf

#### Reflection on Demographic Data

*Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.*

### Program Delivery

Cohort  
 OnLine  
 Hybrid (selected)  
 Cohort and OnLine

### External Accreditation

*Does the program hold external accreditation?*

Yes  
 No (selected)

### If yes, state the name of the organization.

*Along with the name of the organization, please note the date of approval, and the date of review.*

## Program Objectives

### Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
EDS CL.1	Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.
EDS CL.2	Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
EDS CL.3	Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
EDS CL.4	Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
EDS CL.5	Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
EDS CL.6	Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

## Curriculum Map

A - Assessed  
 I - Introduced  
 M - Master  
 R - Reinforced

### Education Specialist-Curriculum Leadership

	EDU 603	EDU 605	EDU 610
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	A, M	R	A, M
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	R	R	
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	R	R	
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R	A, M	R
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	R	A, M	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	A, M	R	R

	EDU 635	EDU 645	EDU 655
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	I	R	R
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	I	R	A, M
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	I	A, M	R
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	I	R	A, M
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	A, M, I	R	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	I	R	R

	<b>EDU 673</b>	<b>EDU 680</b>	<b>EDU 690</b>
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	R		
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	R		A, M
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	A, M	R	R
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R		R
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	R	R	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	A, M	R	R

	<b>EDU 696</b>
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	R
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	R
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	R
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	R

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Education Specialist-Curriculum Leadership

EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

Assessment Measures

<b>EDU 603</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Assessment Matrix: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% of the students met the standard at an 80% competency level.		
<b>EDU 610</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion Board of Education Report; Analysis of a School Improvement Issue: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% of the students met the standard at an 80% competency level.		

EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

Assessment Measures

<b>EDU 655</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Project Based Learning Assignment (KDB): 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	97% of the students met the standard at an 80% competency level.		

<b>EDU 690</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Cohort Study Group Major Report: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% of the students met the standard at an 80% competency level.		

EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

Assessment Measures

<b>EDU 645</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion School Change Assignment: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the standard at an 80% competency level.		

<b>EDU 673</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Urban Reform Model Report: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% of the students met the standard of 80% competency.		

EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

Assessment Measures

<b>EDU 605</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Curriculum Development and Analysis: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the standard at an 80% competency level.		

<b>EDU 655</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Cross-Curricular Unit of Instruction: 90% of students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the standard at an 80% competency level.		

EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

Assessment Measures

<b>EDU 605</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Research Paper Weight-Bearing Walls: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the standard at an 80% competency level.		

<b>EDU 635</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion Current Topic Research Presentation: 90% of the students will receive a minimum of 80% on the presentation. been met yet? Not met	33% of the students met the standard at an 80% competency level. However, there were only three students in the data.		- Curriculum Revision: A close review of this assignment will occur as the numbers of students completing the assignment increases.

**EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.**

Assessment Measures

<b>EDU 603</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Year-Long Curriculum Map: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the standard at an 80% competency level.		

<b>EDU 673</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Final Report PD Plan: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% of the students met the standard at an 80% competency level.		

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**

Standard/Outcome	EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	
Legend	A	
Course/Event	EDU 635	
Assessment Measure	Direct - Presentation	
Assessment Findings	Not met	
Improvement Narrative	<b>EDU 635</b>	
	<b>Improvement Type</b>	<b>Summary</b>
	Curriculum Revision	A close review of this assignment will occur as the numbers of students completing the assignment increases.

**Assessment List**

**Program Activities**  
**Student Accomplishments**

**Faculty Accomplishments**

**Alumni Accomplishments**  
*Recent graduates only*

**Professional Development Opportunities**  
*List professional development opportunities made available to faculty during the academic year.*

Professional development for online programs was offered by the university.

**Professional Development**  
*Upload any documentation supporting the professional development offered*

## Assessment Rubric

### Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
<b>Learning Outcomes</b>	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
<b>Assessment Measures</b>	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/>
<b>Assessment Results</b>	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/> .Data is not provided as evidence for the claims

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
<b>Faculty Analysis and Conclusions</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome.</li> <li><input type="checkbox"/> Includes input from adjunct faculty.</li> <li><input type="checkbox"/> Includes input from outside consultant.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results.</li> <li><input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some program faculty receive annual assessment results</li> <li><input type="checkbox"/> Faculty input about results is sought</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty input is not sought.</li> <li><input type="checkbox"/> Conclusions about student learning are not identified.</li> <li><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</li> </ul>	<input type="checkbox"/>
<b>Actions to Improve Learning and Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement.</li> <li><input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data.</li> <li><input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement.</li> <li><input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action</li> <li><input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data</li> <li><input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No actions are taken to improve student learning.</li> <li><input type="checkbox"/> Actions discussed are not connected to data results or analysis.</li> <li><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</li> </ul>	<input type="checkbox"/>

Additional Comments:



---

WILLIAM WOODS  
UNIVERSITY

---

**Education Specialist in Curriculum Leadership Annual  
Assessment  
2017-2018**

# ANNUAL ASSESSMENT 17-18

Education Specialist in Curriculum Leadership Annual Assessment 2017-2018..... 1

Graduate Annual Assessment 17-18..... 3

    Education Specialist in Curriculum Leadership..... 3

        Program Profile ..... 3

        Program Objectives ..... 4

        Curriculum Map..... 5

        Assessment Findings..... 6

        Program Activities ..... 9

        Assessment Rubric ..... 9

# Graduate Annual Assessment 17-18

## Education Specialist in Curriculum Leadership

### Program Profile

#### Program Mission

The program is designed as an alternative approach to achieving a specialist degree for teachers and curriculum specialist that do not want administrator certification. The following are the program goals.

**Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

**Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

**Objective 4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

**Objective 5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Objective 6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

#### Program Demographics

##### Total Enrollment 2016-2017

38

##### Total Enrollment 2017-2018

22

##### Incoming Students 2016-2017

2

##### Incoming Students 2017-2018

6

#### Program Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research*

Curriculum\_Leadership.pdf

#### Reflection on Demographic Data

*Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.*

## Program Delivery

Cohort  
 Online  
 Hybrid (selected)  
 Cohort and Online

## External Accreditation

*Does the program hold external accreditation?*

Yes  
 No (selected)

**If yes, state the name of the organization.**

*Along with the name of the organization, please note the date of approval, and the date of review.*

## Program Objectives

### Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
EDS CL.1	Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.
EDS CL.2	Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
EDS CL.3	Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
EDS CL.4	Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
EDS CL.5	Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
EDS CL.6	Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### Education Specialist-Curriculum Leadership(Imported)

	EDU 603	EDU 605	EDU 610	EDU 635	EDU 645	EDU 655	EDU 673	EDU 680	EDU 690	EDU 696
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	A, M	R	A, M	I	R	R	R			R
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	R	R		I	R	A, M	R		A, M	R
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	R	R		I	A, M	R	A, M	R	R	R
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R	A, M	R	I	R	A, M	R		R	R
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	R	A, M	R	A, M, I	R	R	R	R	R	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	A, M	R	R	I	R	R	A, M	R	R	R

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Education Specialist-Curriculum Leadership

EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

#### Assessment Measures

EDU 603				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Assessment Matrix: 90% of the students will receive a minimum of 80% on the report. been met yet?			

EDU 610				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Board of Education Report; Analysis of a School Improvement Issue: 90% of the students will receive a minimum of 80% on the report. been met yet?			

EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

#### Assessment Measures

EDU 655				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Project Based Learning Assignment (KDB): 90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 690				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Class Assignment	Has the criterion Cohort Study Group Major Report: 90% of the students will receive a minimum of 80% on the report. been met yet?			
---------------------------	-----------------------------------------------------------------------------------------------------------------------------------	--	--	--

EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

Assessment Measures

<b>EDU 645</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion School Change Assignment: 90% of the students will receive a minimum of 80% on the paper. been met yet?			

<b>EDU 673</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Urban Reform Model Report: 90% of the students will receive a minimum of 80% on the report. been met yet?			

EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

Assessment Measures

<b>EDU 605</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Curriculum Development and Analysis: 90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 655				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Cross-Curricular Unit of Instruction: 90% of students will receive a minimum of 80% on the paper. been met yet?			

EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.				
Assessment Measures				
EDU 605				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Research Paper Weight-Bearing Walls: 90% of the students will receive a minimum of 80% on the paper. been met yet?			
EDU 635				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Current Topic Research Presentation: 90% of the students will receive a minimum of 80% on the presentation. been met yet?			

EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.				
Assessment Measures				
EDU 603				
Assessment	Criterion	Summary	Attachments of the	Improvement

Measure			Assessments	Narratives
Direct - Research Paper	Has the criterion Year-Long Curriculum Map: 90% of the students will receive a minimum of 80% on the paper. been met yet?			
<b>EDU 673</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final Report PD Plan: 90% of the students will receive a minimum of 80% on the report. been met yet?			

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

### Assessment List

## Program Activities

### Student Accomplishments

### Faculty Accomplishments

### Alumni Accomplishments

*Recent graduates only*

### Professional Development Opportunities

*List professional development opportunities made available to faculty during the academic year.*

### Professional Development

*Upload any documentation supporting the professional development offered.*

## Assessment Rubric

## Assessment Rubric

### Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
<b>Learning Outcomes</b>	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input checked="" type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
<b>Assessment Measures</b>	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input checked="" type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input checked="" type="checkbox"/> Assessment measures are not clear. <input checked="" type="checkbox"/> No assessment measures are established.	<input type="checkbox"/>
<b>Assessment Results</b>	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input checked="" type="checkbox"/> Learning outcomes are not routinely assessed. <input checked="" type="checkbox"/> Routine data is not collected. <input checked="" type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/>

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
<b>Faculty Analysis and Conclusions</b>	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input checked="" type="checkbox"/> Faculty input is not sought. <input checked="" type="checkbox"/> Conclusions about student learning are not identified. <input checked="" type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	<input type="checkbox"/>
<b>Actions to Improve Learning and Assessment</b>	<input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.	<input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	<input checked="" type="checkbox"/> No actions are taken to improve student learning. <input checked="" type="checkbox"/> Actions discussed are not connected to data results or analysis. <input checked="" type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	<input type="checkbox"/>

Additional Comments:



---

WILLIAM WOODS  
UNIVERSITY

---

**Education Spec. Curriculum Lead Annual  
Assessment 2018-201**

**Education Spec. Curriculum Lead Annual Assessment 2018-2019 \_\_\_\_\_ 1****Education Specialist in Curriculum Leadership \_\_\_\_\_ 3**

Program Profile \_\_\_\_\_ 3

Program Objectives \_\_\_\_\_ 5

Curriculum Map \_\_\_\_\_ 6

Assessment Findings \_\_\_\_\_ 7

Program Activities \_\_\_\_\_ 11

Assessment Rubric \_\_\_\_\_ 12

# Graduate Annual Assessment 18-19

## Education Specialist in Curriculum Leadership

### Program Profile

#### Program Mission

The program is designed as an alternative approach to achieving a specialist degree for teachers and curriculum specialist that do not want administrator certification. The following are the program goals.

**Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

**Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

**Objective 4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

**Objective 5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Objective 6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

#### Program Demographics

##### Total Enrollment 2018-2019

32

##### Total Enrollment 2017-2018

22

##### Incoming/Transfer Students 2018-2019

3

##### Incoming/Transfer Students 2017-2018

6

#### Concentrations 2018-2019

*If your program contains concentrations, or an emphasis area, please list the concentrations and the number of students identified within each concentration.*

None

**Graduating Students****Total Graduated 2017-2018**

25

**Total Graduated 2016-2017**

21

**Programm Assessment Data Sheet**

*Upload the Assessment Data sheet from Institutional Research  
Curriculum\_Leadership.pdf*

**Reflection on Demographic Data**

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

Enrollment is as expected. Considering moving this program to an online format.

**Program Delivery**

Cohort  
Online  
Hybrid (selected)  
Cohort and Online

**External Accreditation**

*Does the program hold external accreditation?*

Yes  
No (selected)

**If yes, state the name of the organization.**

*Along with the name of the organization, please note the date of approval, and the date of review.*

**Marketing Materials**

*Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

**Marketing Attachments****Faculty Teaching**

*Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.*

**Faculty Load Attachment**

If you want to attach the load document you can do that here.

## Program Objectives

### Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
EDS CL.1	Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.
EDS CL.2	Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
EDS CL.3	Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
EDS CL.4	Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
EDS CL.5	Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
EDS CL.6	Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### Education Specialist-Curriculum Leadership

	EDU 603	EDU 605	EDU 610	EDU 635	EDU 645	EDU 655	EDU 673	EDU 680	EDU 690	EDU 696
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	A, M	R	A, M	I	R	R	R			R
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	R	R		I	R	A, M	R		A, M	R
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	R	R		I	A, M	R	A, M	R	R	R
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R	A, M	R	I	R	A, M	R		R	R
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	R	A, M	R	A, M, I	R	R	R	R	R	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	A, M	R	R	I	R	R	A, M	R	R	R

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Education Specialist-Curriculum Leadership

EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

#### Assessment Measures

<b>EDU 603</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Assessment Matrix: 90% of the students will receive a minimum of 80% on the report. been met yet?	DATA LOCATED HERE	VIA_EDS_C_I_VIA_6_.pdf	

<b>EDU 610</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion Board of Education Report; Analysis of a School Improvement Issue: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% (82 students) met assessment requirements		

EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

#### Assessment Measures

<b>EDU 655</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Project Based Learning Assignment (KDB): 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	86.84% (33 students) met assessment requirements		

<b>EDU 690</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Class Assignment	Has the criterion Cohort Study Group Major Report: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	97.14% (68 students) met assessment requirements		
---------------------------	------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------	--	--

EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

Assessment Measures

<b>EDU 645</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion School Change Assignment: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	94.59%% (35 students) met assessment requirements		

<b>EDU 673</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Urban Reform Model Report: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% (29 students) met assessment requirements		

EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

Assessment Measures

<b>EDU 605</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Curriculum Development and Analysis: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% (29 students) met assessment requirements		

<b>EDU 655</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Cross-Curricular Unit of Instruction: 90% of students will receive a minimum of 80% on the paper. been met yet? Met	88.57% (31 students) met assessment requirements		

<b>EDU 605</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Research Paper Weight-Bearing Walls: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% (29 students) met assessment requirements		

<b>EDU 635</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion Current Topic Research Presentation: 90% of the students will receive a minimum of 80% on the presentation. been met yet? Met	88% (22 students) met assessment requirements		

<b>EDU 603</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Research Paper	Has the criterion Year-Long Curriculum Map: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	98.11% (52 students) met assessment requirements		
<b>EDU 673</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Final Report PD Plan: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% (29 students) met assessment requirements		

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

### Assessment List

#### Analysis of the Assessment Process

*Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

The curriculum and assessment process for the EDS in Curriculum Leadership is consistent with recent years. The assessment exercises are intended to mirror authentic practices of curricular leadership.

## Program Activities

### Student Accomplishments

*Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.*

### Faculty Accomplishments

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature*

### Alumni Accomplishments

*Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates*

### Professional Development Opportunities

*- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.*

Six Regional professional development sessions were held at five sites in the Fall of 2018. Adjunct professors were required to participate in the once annual training. PD topics included WWU program updates, WWU data review, certification and other DESE updates, field experience update, nd VIA and Pwlnet training. Participapnt feedback was very strong, scoring the majority of sessions in the very beneficial category,

### Professional Development

*Upload any documentation supporting the professional development offered.*

## Assessment Rubric

	<b>Assessment is Below Expectations</b>	<b>Assessment Meets the Expectations of the University</b>	<b>Assessment Reflects Best Practices</b>	<b>NA</b>
<b>Mission Statement Clearly Articulated</b>	The mission statement is minimal at best.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	N/A
<b>Reflection on Demographic Data</b>	The program does not reflect on retention/graduation data in a detailed way.	The program provides a basic reflection/graduation on the retention data provided.	The program provides a detailed description on the retention numbers. The program provides new ideas on to improve retention or articulates how they plan to retain students.	N/A
<b>Defines External Accreditation Standards</b>	The program fails to provide any accreditation information.	The program provides a basic explanation of the accreditation organizations in the field.	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	N/A
<b>Marketing Materials analysis</b>	The program fails to provide discussion or review of the marketing materials	The program provides a basic discussion on the materials that are used to market the program.	The program reviewed several marketing materials with detailed discussion on the positives and negatives.	N/A
<b>Analysis of Faculty Teaching load</b>	The program did not provide a discussion teaching load	The program provided some discussion on faculty loads	The program provided evidence and clear discussion on the load for faculty.	N/A
<b>Curriculum Map Alignment</b>	The curriculum map is not complete	The curriculum map is complete	The curriculum map is detailed and complete.	N/A

<b>Assessment of Objectives</b>	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	N/A
<b>Changes to Curriculum</b>	The program does not articulate any changes to curriculum with detail or evidence.	The program articulates changes to the curriculum with minimal evidence or rationale	The program articulates curricular changes with a strong rationale and evidence base.	N/A
<b>Assessment Findings</b>	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	N/A
<b>Improvement Narrative</b>	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	N/A
<b>Analysis of Assessment</b>	The program provided no analysis of the assessment process as a whole	The program provided a discussion on the overall assessment process.	The program provided a robust discussion on the overall assessment process that was detailed and thorough.	N/A
<b>Faculty and Student Accomplishments</b>	The program provided little to no data on students, alumni, faculty accomplishments.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	N/A

<b>PD Opportunities and Development</b>	The program provided little to no discussion on the provided PD opportunities	The program provided a listing of PD opportunities available to the faculty.	The program provide a listing and supplemental information on the PD opportunities made available to faculty.	N/A
-----------------------------------------	-------------------------------------------------------------------------------	------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	-----



---

WILLIAM WOODS  
UNIVERSITY

---

**Education Specialist in C & I Annual Assessment 2019-2020**

<b>EDUCATION SPECIALIST IN CURRICULUM LEADERSHIP</b>	<b>3</b>
PROGRAM PROFILE	3
PROGRAM OBJECTIVES	5
CURRICULUM MAP	6
ASSESSMENT FINDINGS	7
PROGRAM ACTIVITIES	11
ASSESSMENT RUBRIC	12

# Graduate Annual Assessment 2019-2020

## Education Specialist in Curriculum Leadership

### Program Profile

#### Program Mission

The program is designed as an alternative approach to achieving a specialist degree for teachers and curriculum specialist that do not want administrator certification. The following are the program goals.

**Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

**Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

**Objective 4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

**Objective 5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Objective 6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

#### Program Demographics

##### Total Enrollment 2018-2019

32

##### Total Enrollment 2019-2020

36

#### Graduating Students

##### Total Graduated 2018-2019

12

##### Total Graduated 2019-2020

#### Program Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research*

Curriculum\_Leadership.pdf

Program\_Assessment\_Data\_Graduate18\_19\_6\_.xlsx

Program\_Assessment\_Data\_Graduate\_19\_20.xlsx

### Reflection on Demographic Data

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

Enrollment is as expected. The enrollment is increasing. The five-year graduation rate for this program is 76.5%. The EDS Curriculum Leadership program transitioned to fully online effective Summer 1 2020. To facilitate this change, several courses were redesigned to meet specific curriculum leadership expectations, EDU 610, EDU674, EDU681, EDU691 and EDU696.

### Program Delivery

Cohort  
 Online  
 Hybrid  
 Cohort and Online (selected)

### External Accreditation

*Does the program hold external accreditation?*

Yes  
 No (selected)

### If yes, state the name of the organization.

*Along with the name of the organization, please note the date of approval, and the date of review.*

### Marketing Materials

*Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

[https://www.williamwoods.edu/academics/graduate/education\\_graduate/education\\_specialist\\_degree\\_in\\_curriculum\\_leadership.html](https://www.williamwoods.edu/academics/graduate/education_graduate/education_specialist_degree_in_curriculum_leadership.html)

[https://www.williamwoods.edu/catalog/graduate/degree\\_programs.aspx](https://www.williamwoods.edu/catalog/graduate/degree_programs.aspx)

Internal websites are used to advertize this program.

### Marketing Attachments

### Faculty Teaching

*Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.*

See attachment

### Faculty Load Attachment

*If you want to attach the load document you can do that here.*

Adjunct\_faculty\_\_2\_.csv

## Program Objectives

### Standard/Outcome

Identifier	Description
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
<b>EDS CL.1</b>	Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.
<b>EDS CL.2</b>	Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
<b>EDS CL.3</b>	Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
<b>EDS CL.4</b>	Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
<b>EDS CL.5</b>	Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
<b>EDS CL.6</b>	Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

### Alignment with Institutional Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

The Education Specialist in Curriculum Leadership program provides the experienced educator a high- quality curriculum leadership program designed to develop the professional skills essential to leading quality curriculum development and instructional leadership in the K-12 school environment. The EDS in Curriculum Leadership program embraces the institutional goals of field competence, ethics self-liberation and lifelong learning.

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### Education Specialist-Curriculum Leadership

	EDU 603	EDU 605	EDU 610	EDU 635	EDU 645	EDU 655	EDU 673	EDU 680	EDU 690	EDU 696
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	A, M	R	A, M	I	R	R	R			R
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	R	R		I	R	A, M	R		A, M	R
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	R	R		I	A, M	R	A, M	R	R	R
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R	A, M	R	I	R	A, M	R		R	R
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	R	A, M	R	A, M, I	R	R	R	R	R	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	A, M	R	R	I	R	R	A, M	R	R	R

### Changes to Curriculum

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the changes should have on student learning?*

The EDS in Curriculum Leadership curriculum map for the 19-20 academic year is consistent with prior years.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Education Specialist-Curriculum Leadership

EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

#### Assessment Measures

EDU 603				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Assessment Matrix: 90% of the students will receive a minimum of 80% on the report. been met yet?	DATA LOCATED HERE	VIA_EDS_C_I_VIA_6_.pdf Via_2019_2020_Curr_Leadership_Rubric_Report_05_05_2020_203215_67637_.pdf	

EDU 610				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Board of Education Report; Analysis of a School Improvement Issue: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% (59 students) met assessment requirements, scoring proficient (1) or exemplary (58).		

EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

#### Assessment Measures

EDU 655				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Project Based Learning Assignment (KDB): 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% (11 students) met assessment requirements		

EDU 690				
---------	--	--	--	--

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Cohort Study Group Major Report: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% (37 students) met assessment requirements		

EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

Assessment Measures

<b>EDU 645</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion School Change Assignment: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100%% (4 students) met assessment requirements		

<b>EDU 673</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Urban Reform Model Report: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% (20 students) met assessment requirements		

EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

Assessment Measures

<b>EDU 605</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Curriculum Development and Analysis: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	No data collected for the 19-20 academic year, issue resolved moving forward.		

<b>EDU 655</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Cross-Curricular Unit of Instruction: 90% of students will receive a minimum of 80% on the paper. been met yet? Met	100% (11 students) met assessment requirements		

EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

Assessment Measures

<b>EDU 605</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Research Paper Weight-Bearing Walls: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	No data collected for the 19-20 academic year, issue resolved moving forward.		

<b>EDU 635</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion Current Topic Research Presentation: 90% of the students will receive a minimum of 80% on the presentation. been met yet? Met	100% (10 students) met assessment requirements		

EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

Assessment Measures

EDU 603				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Year-Long Curriculum Map: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% (5 students) met assessment requirements		

EDU 673				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final Report PD Plan: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% (29 students) met assessment requirements		

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

**Assessment List**

**Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

The curriculum and assessment process for the EDS in Curriculum Leadership is consistent with recent years. The assessment exercises are intended to mirror authentic practices of curricular leadership.

## Program Activities

### **Student Accomplishments**

*Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.*

### **Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature*

### **Alumni Accomplishments**

*Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates*

### **Professional Development Opportunities**

*- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.*

All adjunct faculty are required to attend annual University created/provided professional development. For the 19-20 academic year, the primary focus of the adjunct instructor professional development centered around improved engagement and instruction, as well as program and DESE updates.

### **Professional Development**

*Upload any documentation supporting the professional development offered.*

# Assessment Rubric

Annual Assessment Rubric 2018

15.000 pts 55.56%

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
<b>Mission Statement Clearly Articulated</b> weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	the program objective are not the mission statement.			
<b>Reflection on Retention</b> weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
<b>Defines External Accreditation Standards</b> weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
<b>General Education alignment clearly explained</b> weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
<b>Curriculum Map alignment</b> weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
<b>Assessment of Objectives</b> weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				
<b>Data Driven Decision-making is explained</b> weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	the assessment is briefly discussed.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				



---

WILLIAM WOODS  
UNIVERSITY

---

---

**EDS Curriculum Leadership Annual Assessment 2020-2021**

**EDS CURRICULUM LEADERSHIP ANNUAL ASSESSMENT 2020-2021** **1**

---

**GRADUATE ANNUAL ASSESSMENT 2020-2021** **3**

---

<b>EDUCATION SPECIALIST IN CURRICULUM LEADERSHIP</b>	<b>3</b>
PROGRAM PROFILE	3
PROGRAM OBJECTIVES	7
ASSESSMENT FINDINGS	8
PROGRAM ACTIVITIES	11
ASSESSMENT RUBRIC	12

# Graduate Annual Assessment 2020-2021

## Education Specialist in Curriculum Leadership

### Program Profile

#### Program Mission

The program is designed as an alternative approach to achieving a specialist degree for teachers and curriculum specialist that do not want administrator certification. The following are the program goals.

**Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

**Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

**Objective 4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

**Objective 5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Objective 6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

#### Program Demographics

##### Total Enrollment 2020-2021

31

##### Total Graduated 2020-21

##### Total Enrollment 2019-2020

27

##### Total Graduated 2019-2020

24

#### Graduating Students

#### Program Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research*

Copy\_of\_Final\_\_Program\_Assessment\_Data\_Graduate\_\_4\_.xlsx

Program\_Assessment\_Data\_Graduate\_19\_20\_\_3\_.xlsx

#### Reflection on Demographic Data

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

The numbers for the EdS in Curriculum Leadership are lingering below 40. The enrollment is ideally over 100 students.

### Program Delivery

Cohort  
 Online (selected)  
 Hybrid  
 Cohort and Online

### External Accreditation

*Does the program hold external accreditation?*

Yes  
 No (selected)

### If yes, state the name of the organization.

*Along with the name of the organization, please note the date of approval, and the date of review.*

### Marketing Materials

*Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

The marketing materials for this program are clustered with other programs. The marketing materials that we do review are accurate. Often, however, I question given the enrollment and lack of specific marketing materials for this program if it would be beneficial to provide prospective students individualized marketing materials.

### Marketing Attachments

0291\_001.pdf

### Faculty Teaching

*Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.*

EDU 603	Curriculum Auditing & Mapping	3.00
EDU 605	Issues in Curriculum Leadership	3.00
EDU 610	Utilizing Statistical Procedures in Educational Research & Evaluation	3.00
EDU 635	Curriculum Leadership	3.00
EDU 645	Application of Learning Frameworks	3.00
EDU 655	Instruction and Assessment Design	3.00
EDU 673	Educational Reform and Urban Educational Issues	3.00
EDU 680	Advanced School Law and Policy Development	3.00
EDU 690	Differentiated & Supplemental Program	3.00
EDU 696	Curriculum Leadership Practicum	3.00

OLC	EDU603	Online ONL	4/29/2019	6/21/2019			Rossmiller , Susan			CC
OLC	EDU603	Online ONL	8/19/2019	10/11/2019			Cancelled , Cancelled			CC
OLC	EDU603	Online ONL	1/6/2020	2/28/2020			Stivers , Judy			CC
OLC	EDU603	Online ONL	4/27/2020	6/19/2020			Wilson , Alicia			CC
OLC	EDU603	Online ONL	1/11/2021	3/5/2021			Cancelled , Cancelled			CC
OLC	EDU603	Online ONL	5/3/2021	6/25/2021			Guitard , Gretchen			CC

OLC	EDU605	Online ONL	10/14/2019	12/6/2019			Stivers , Judy			CC
OLC	EDU605	Online ONL	3/2/2020	4/24/2020			Wilson , Alicia			CC
OLC	EDU605	Online ONL	6/22/2020	8/14/2020			Cancelled , Cancelled			CC
OLC	EDU605	Online ONL	10/19/2020	12/11/2020			Bruner , Zacharri			CC
OLC	EDU605	Online ONL	3/8/2021	4/30/2021			Cancelled , Cancelled			CC

OLC	EDU610	Online ONL	4/27/2020	6/19/2020			Concannon , James			CC
EDS542	EDU610	Sikeston SE	6/22/2020	8/14/2020	Wednesday		Cancelled , Cancelled	Yes On Ground		CC
EDS545	EDU610	Springfield SW	6/22/2020	8/14/2020	Wednesday		Cancelled , Cancelled	Yes On Ground		CC
EDS546	EDU610	Sedalia C	6/22/2020	8/14/2020	Wednesday		Cancelled , Cancelled	Yes On Ground		CC
OLC	EDU610	Online ONL	6/22/2020	8/14/2020			Hanrahan , Timothy			CC
VEDS002	EDU610	Virtual ONL	8/24/2020	10/16/2020	Wednesday		Czerwonka , Fred			CC
VEDS001	EDU610	Virtual ONL	8/24/2020	10/16/2020	Wednesday		Luttrell , Link	Yes		CC
OLC	EDU610	Online ONL	10/19/2020	12/11/2020			Hanrahan , Timothy			CC
VEDS003	EDU610	Virtual ONL	1/11/2021	3/5/2021	Wednesday		Concannon , James			CC

OLC	EDU635	Online	1/6/2020	2/28/2020			Hanrahan , Timothy			CC
-----	--------	--------	----------	-----------	--	--	--------------------	--	--	----

		ONL							
OLC	EDU635	Online ONL	3/2/2020	4/24/2020			Cancelled , Cancelled		CC
OLC	EDU635	Online ONL	4/27/2020	6/19/2020			Levy , Jeff		CC
OLC	EDU635	Online ONL	6/22/2020	8/14/2020			Cancelled , Cancelled		CC
OLC	EDU635	Online ONL	8/24/2020	10/16/2020			Cancelled , Cancelled		CC
OLC	EDU635	Online ONL	5/3/2021	6/25/2021			Jones , Brandon		CC

OLC	EDU645	Online ONL	3/2/2020	4/24/2020			Amick , Cynthia		CC
OLC	EDU645	Online ONL	6/22/2020	8/14/2020			Rossmiller , Susan		CC
OLC	EDU645	Online ONL	10/19/2020	12/11/2020			Pragman , J.		CC

OLC	EDU655	Online ONL	4/27/2020	6/19/2020			Hanrahan , Timothy		CC
OLC	EDU655	Online ONL	8/24/2020	10/16/2020			Anderson , Kyle		CC

**Faculty Load Attachment**

*If you want to attach the load document you can do that here.*

## Program Objectives

### Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
EDS CL.1	Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.
EDS CL.2	Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
EDS CL.3	Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
EDS CL.4	Student will identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
EDS CL.5	Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
EDS CL.6	Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

### Alignment with Institutional Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

The Education Specialist in Curriculum Leadership program provides the experienced educator a high- quality curriculum leadership program designed to develop the professional skills essential to leading quality curriculum development and instructional leadership in the K-12 school environment. The EDS in Curriculum Leadership program embraces the institutional goals of field competence, ethics self-liberation and lifelong learning.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Education Specialist-Curriculum Leadership

EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

Assessment Measures

EDU 603				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Assessment Matrix: 90% of the students will receive a minimum of 80% on the report. been met yet?	Data Located Here	Via__Untitled_Rubric_Report_04_30_2021_093132.pdf Via__Untitled_Rubric_Report_04_29_2021_141839.pdf	

EDU 645				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion School Change Assignment: 90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

Assessment Measures

EDU 655				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Project Based Learning Assignment (KDB): 90% of the students will receive a minimum of 80% on the paper. been met yet?			

--	--	--	--	--

EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

Assessment Measures

EDU 605				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Curriculum Development and Analysis: 90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 655				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Cross-Curricular Unit of Instruction: 90% of students will receive a minimum of 80% on the paper. been met yet?			

EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

Assessment Measures

EDU 605				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Research Paper Weight-Bearing Walls: 90% of the students will receive a minimum of 80% on the paper. been met yet?			

<b>EDU 635</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion Current Topic Research Presentation: 90% of the students will receive a minimum of 80% on the presentation. been met yet?			

EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.				
Assessment Measures				
<b>EDU 603</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Year-Long Curriculum Map: 90% of the students will receive a minimum of 80% on the paper. been met yet?			

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

**Assessment List**

**Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

The curriculum and assessment process for the EDS in Curriculum Leadership is consistent with recent years. The assessment exercises are intended to mirror authentic practices of curricular leadership.

## Program Activities

### Student Accomplishments

*Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.*

Many WWU EDS Curriculum Leadership graduates serve in school leadership roles throughout the state.

### Faculty Accomplishments

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature*

WWU faculty in the EDS Curriculum Leadership program are current and recently retired practicing professionals with successful experience in school leadership roles.

### Alumni Accomplishments

*Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates*

### Professional Development Opportunities

*- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.*

Faculty and Adjunct Instructors in the School of Education are required to attend annual professional development. During the 2020-2021 academic year, professional development was offered for the new online platform- Brightspace, online strategies, and monthly engagement opportunities. A comprehensive summer Professional Development opportunity will be available (in person and through ZOOM) to all School of Education faculty and adjunct instructors on June 22 and June 24, 2021.

### Professional Development

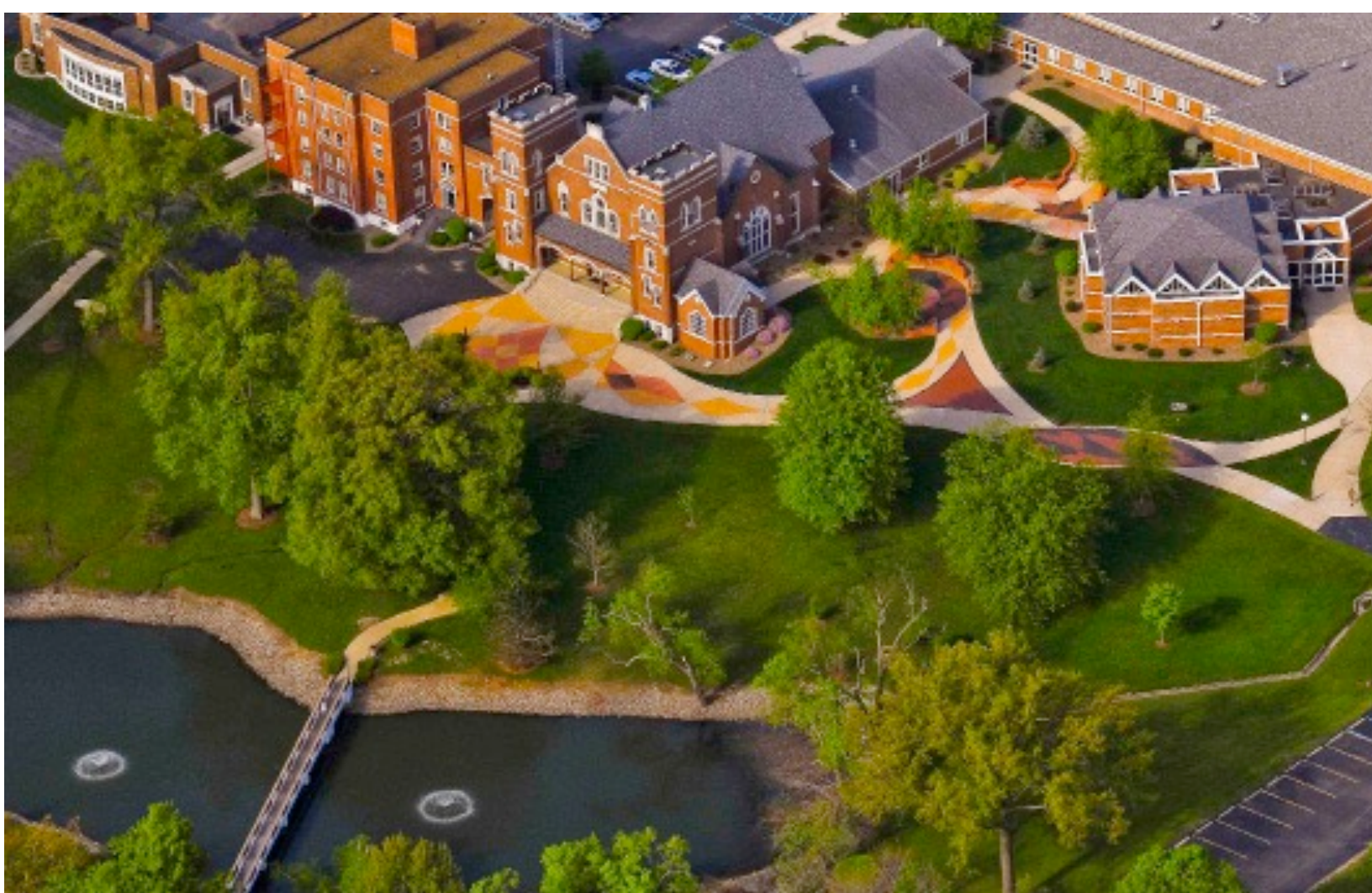
*Upload any documentation supporting the professional development offered.*

# Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	The program did not provide a mission statement, but they used the program objectives for this component.			
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:	Are there ideas on how to raise the enrollment?			
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:	it is noted that there is no external accreditation - is external accreditation available for the program?			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	All data is noted in one area - perfect!! but make sure to note if the objective was met or not in each assessment component. with all data located in one space, there needs to be a summary provided to assist in the comprehension of the data. all assessments are happening, but it is not clear without a provided summary.			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:	<p>There is no summary on any of the data.. and the boxes are not marked "met/unmet" so it is challenging to see where the program met the objectives.</p>			
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.	<input checked="" type="checkbox"/> N/A
Comment:	<p>Understanding that the information is time consuming to obtain, a better process needs to be used to identify this content as it is needed in a variety of areas across the campus.</p>			

# EDU 603 Curriculum Auditing and Mapping



WILLIAM WOODS UNIVERSITY  
Online Course Syllabus



---

WILLIAM WOODS  
UNIVERSITY

---

**A NOTE TO LEARNERS AND FACULTY FACILITATORS**

The syllabus for this course has been developed to provide a consistency of learning outcomes for all students in the program. The faculty facilitator has the right to modify, but not alter substantially, the syllabus in order to better meet the needs of the class and/or to better utilize the particular expertise of the facilitator. Any decision to modify the syllabus is to be mutually agreed upon by the learners and the facilitator. Any substantial alteration of the syllabus must receive prior approval of the Program Director.

Syllabus revision completed January 2022

# Contact Information

## **Instructor information:**

Click “classlist” on the ribbon to identify your instructor. You can easily contact them from this screen as well. Many instructors will send an electronic welcome letter as well, often posting it as an announcement. Review your notification settings by clicking on your name in the upper right-hand side of the course page to confirm the best way to receive class updates.

## **Special Instructions:**

The instructor will respond to any electronic communication within 24 hours on weekdays and 48 hours on the weekend.

## **Technical Support/Helpdesk:**

**24/7 live support** information contact the Help Desk at: [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu), 573-592-4224 or 800-995-3159 then option 4 for IT.

## **How to Get Started:**

Review the material in the “Course Information” section of this page. There, you will find the syllabus which will outline the organization of the class, a description of major assignments, and a schedule of assignments.

In the “Resources” section beneath, you’ll find a link labeled “Textbook,” which includes information on how to purchase the textbook(s). You might also find other helpful information, including information on how to contact your instructor, rubrics used in the course, and other documents specific to this course, like those explaining software requirements or other unique features of this course.

If this is your first class in Brightspace, you might want to review your profile and notifications. Click on your name in the upper right-hand corner of the page and choose profile. This will allow you to add a picture and some information about yourself.

Maybe more significant, select notifications and scroll down to choose how you'd like you hear about activity in the class. If you don't choose a way to be notified, you won't get announcements or updates when your work is graded and commented on. These updates can go to your WWU email or your phone, immediately on a scheduled basis. Please review the options and choose the one that's right for you.

There also is a Brightspace Pulse app that you can use.

# Learner Support

## **Academic Success Center**

The University has developed the Academic Success Center to help students succeed in their classes. While the Center has a physical address on the main campus of William Woods University in Fulton, MO, many of the same resources can also be accessed by students taking WWU classes online. These include schedule adjustment, advice and help communicating with instructors, and tutoring opportunities. To arrange a way to access these services, contact Academic Support Center Coordinator, at 573-592-1145 or [academicsupport@williamwoods.edu](mailto:academicsupport@williamwoods.edu).

## **Student Disability Services**

William Woods University is committed to granting reasonable accommodations to its rules, policies, or services to afford students with disabilities equal access to an education. Students must self-identify the disability or disabilities to request academic or nonacademic accommodations. Students can submit a request for accommodations by emailing [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The Director of Student Disability Services will then review the request for reasonable academic and nonacademic accommodations to assure that there will be no discrimination based on disability. The process may take up to 30 days from receipt of third-party documentation to substantiate the disability or disabilities.

## **Hoonuit**

All students at WWU have access to Hoonuit, a curated collection of online resources for student success. The site includes resources exploring broad academic subject areas and specific and targeted tutorials designed to help you practice academic skills. It also includes resources on navigating Brightspace, the platform William Woods uses to host its online classes.

Hoonuit can be accessed through Brightspace. If you're on your landing page (when you first login, or return there by clicking on the WWU logo in the top left), you'll see Hoonuit in the righthand column. To login, use your email username and password. If you have any questions or concerns, you can contact the UIT helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

## **SmartThinking**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [advising@williamwoods.edu](mailto:advising@williamwoods.edu).

## Textbook & Purchasing Your Books

### **Required Textbook:**

Jacobs, H. H. & Johnson, A. (2009). *Curriculum mapping planner: Template, tools, and resources for effective professional development*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-4166-0874-5

Hale, J. A. (2008). *A guide to curriculum mapping: Planning, implementing, and sustaining the process*. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-4892-0

The website includes online resources for this textbook can be located at:

<http://curriculumdecisions.com/>

### **Where to Buy Textbook:**

- [William Woods University Virtual Bookstore](#)

## Course/Degree Requirements 3 Credit Hours

### **Course Description:**

This is a class in curriculum mapping and auditing (evaluation). It is designed to provide the learner with knowledge of the connection of mapping and auditing to improve student achievement. During the course they will learn the necessary steps to follow to successfully implement change in curriculum writing. They will also map a subject/course using the studied method.

### **Topics will include:**

- Evaluate unit of instruction
- Develop/evaluate curriculum map of a subject course
- Develop/evaluate a district plan for developing/reusing departmental maps.

## **Education Specialist Program Objectives:**

**Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

**Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

**Objective 4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

**Objective 5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Objective 6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

## **Course Objectives:**

- C1: Understand strategies and methods for key trends in curriculum changes. [P1, P2, P4, P5]
- C2: Understand and identify the changes in curriculum development as a result of the 21st Century learner. [P1, P2, P4, P5]
- C3: Have a clear knowledge of his or her personal values regarding the goals and focus of education. [P1, P2, P3, P4, P5]
- C4: Understand the interrelationship of curriculum, instruction, and assessment. [P1, P2, P3, P4, P5, P6]
- C5: Demonstrate techniques to facilitate collaborative groups in open dialogue and consensus building. [P3, P6]
- C6: Know a variety of forms of reflective inquiry and use these forms to make wise curriculum decisions. [P2]

- C7: Understand the role of school culture in curriculum development and change. [P1, P2, P4, P5]
- C8: Recognize the roles of federal, state and local governments in curriculum development, which impact curriculum design and instructional control. [P1, P2, P5]
- C9: Utilize appropriate strategies for curriculum development and evaluation. [P1, P2, P4, P5]
- C10: Understand political implications of curriculum reform and identify strategies for communication and conflict resolution. [P1, P2, P5]

Missouri Superintendent Standards	EDU635	EDU610	EDU605	EDU603	EDU645	EDU655	EDU673	EDU680	EDU690	EDU696
1. Examine Obstacles and Challenges	X	X	X	X	X	X	X		X	X
2. Professional Development	X		X	X	X		X		X	X
3. Monitor, Evaluate and Develop Professional Learning	X		X	X	X	X	X	X	X	X
4. Identify, Analyze and Evaluate Curriculum and Instruction	X	X	X	X	X	X	X		X	X
5. Apply Research to Instruction and Curriculum	X	X	X	X	X	X	X	X	X	X
6. Demonstrate Professional Leadership Skills	X	X	X	X	X	X	X	X	X	X

**Website Address of the Online Learning Platform:**

<http://williamwoods.brightspace.com>

**Minimum System Requirement:**

1. Reliable Internet connection. Recommendation: Cable or DSL.
2. Software: MS Office, [Internet Browser](#), [Media Player](#), [Adobe Acrobat Reader](#).
3. If you use OpenOffice or Word Perfect products for your paper, please save your document in Rich Text Format: (File "Save As" Choose "Rich Text Format" as the file type).
4. Digital Camera with capabilities for documenting work. Some smart phones do have these capabilities.

- Laptop or desktop computer is required. A smartphone and most tablets do not have adequate operating systems required for an online course.

### **Expectations of Student Technology Skills:**

Success in this class requires that students possess the following technical skills:

- Using the Learning Management system.
- Creating and submitting files in commonly used word processing programs. This includes exporting google docs and pages files as word files before submitting.

Tutorials are available for students who feel they might lack these skills, though looking for a tutorial on YouTube will often provide as much training as is needed.

*Success might also require students to employ the following digital literacy skills: to be identified on a course by course basis, as needed*

## Class Time Expectations

All 3 credit hour courses are in eight-week format. Total student engagement hours (37.5) are required for a 3 credit hour course. Student independent hours (75) are required for 3 credit hour course, total 112.5 hours. Individual time spent on each course is likely to exceed the time expectation specified above.

## Assignment Overview

<u>Individual Assignments</u>	<u>Points</u>
11 Discussion Boards 30 points each	330
Assignment 2.1 Elements of Curriculum Map	50
Assignment 3.1 Data Analysis	50
Assignment 4.1 Curriculum Map	100
Assignment 5.1 Analysis of Curriculum Map	50
Assignment 6.1 Alignment	50
Assignment 6.2 Assessment Matrix	100
Assignment 7.1 Staff Presentation	100
Assignment 7.2 Curriculum Audit Summary	100
Assignment 8.1 Year-long Curriculum Map	<u>200</u>
	Total Points
	1130

## Grading Scale

90% - 100% A

80% - 89% B

70% - 79% C

69% - below F

All work is to be done individually

## ADA Guidelines

Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The office is on the first floor of the Academic Building.

## Academic Integrity Policy

Plagiarism and Academic Integrity Policy—

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Students are expected to adhere to the highest standards of honesty in their behavior. The WWU online learning platform has integrated with Turnitin.com services. The majority of assignments will be routed to the Turnitin.com system to verify sources. Both instructor and students will be able to see the result. The following are examples of dishonest behavior and violations of the principle of academic integrity. These are examples and do not exhaust all conduct that could constitute violations of this academic integrity policy. Students are expected to refrain from:

1. Engaging in any academic work that is the product of joint effort, either inside or outside the classroom, not authorized by the instructor.
2. Plagiarism of any sort. You commit plagiarism by taking someone else's ideas, works, or other types of work product and presenting them as your own. You

can avoid plagiarism by using proper methods of documentation and acknowledgement.

3. Cheating on an examination. You must not receive or provide any unauthorized assistance during an examination. During an examination you may use only materials authorized by the instructor.
4. Fabricate or falsify data or records. It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports, or other circumstances; fabricate source material in a bibliography or “work cited” list; or provide false information on a resume or other document in connection with academic efforts.
5. Attempting to gain an unfair advantage concerning academic work, including but not limited to:
  - a. unauthorized removal or defacing of material from a university room or service area.
  - b. unauthorized use of equipment and or technology, i.e., advanced calculators, computers, etc.
6. Engaging in other forms of deceit or dishonesty. For example, do not submit the same work for more than one course without explicitly obtaining permission from all instructors. Do not request any academic benefit, including an extension of time, a better grade, or a recommendation, from an instructor when the request is based on false information or deception. Do not engage in any other form of academic misconduct not covered here. If you are ever in doubt, ask the instructor for guidance.

## Policies

### **How End of Course Survey Will Be Directed:**

William Woods University values your feedback regarding this course and online learning. To ensure continual improvement of online courses, materials, and instruction, the Course Evaluation is a required activity. Your course evaluation responses **are anonymous**, and will not be viewed by the instructor until the term is completed. Any question relates to how the end of course survey is conducted; please contact the office of distance education at [Online@WilliamWoods.edu](mailto:Online@WilliamWoods.edu).

### **Changes in Syllabus:**

This syllabus may be revised at the discretion of the instructor without prior notification or consent of the students. The syllabus presents an approximate expectation of course progress. Any changes will be announced in class.

**Student Assignments Retained:**

From time to time, student assignments or projects will be retained by the instructor/university for the purpose of academic learning or assessment. In every case, should the assignment or project be shared, the student's name and all identifying information about that student will be removed from the assignment or project.

**Student Data Privacy Protections:**

For information on Academic Policies and Procedures please refer to the [Academic Catalog](#).

## Detailed Weekly Activities & Assignments

### Week 1:

**Week 1 Introductions:**

This week will focus on understanding curriculum maps and how they support the instructional process. You will also familiarize yourself with the course platform and other students enrolled in the course.

**Week 1 Objectives:**

Upon completion of this section, each student will:

- W1.1:** Define and evaluate the benefits of curriculum mapping and how it supports instruction. (C1, C2)
- W1.2:** Develop a logical argument supporting curriculum mapping in schools. (C1, C2)

**Week 1 Learning Resources:**

1. Read or view each of the Resources on curriculum mapping:

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCYQFjAA&url=http%3A%2F%2Fsddial.k12.sd.us%2Fesa%2Fdoc%2Fstaff%2FESA%2520CM%2520Overview.ppt&ei=sor\\_Uv-kNKWbygG3hYCwCA&usq=AFQjCNE7uNZsrIYUj64fpG3zWa4AGRs6jQ&bvm=bv.61535280,d.aWc](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCYQFjAA&url=http%3A%2F%2Fsddial.k12.sd.us%2Fesa%2Fdoc%2Fstaff%2FESA%2520CM%2520Overview.ppt&ei=sor_Uv-kNKWbygG3hYCwCA&usq=AFQjCNE7uNZsrIYUj64fpG3zWa4AGRs6jQ&bvm=bv.61535280,d.aWc)

This is a PPT (see attached to place in the course just in case it gets moved)

<http://www.curriculummapping101.com/curriculum-mapping-general>

Curriculum Mapping: < Prologue and Setting the stage  
<<http://curriculumdecisions.com/curriculum-mapping/videos/curriculum-mapping-prologue-and-setting-stage>

1. Read chapter 1 in *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process*.
2. Go to <http://curriculumdecisions.com/> for more additional resources on questions you may have.

Curriculum vs. Standards

Skills vs. Activities

Mapping is a Verb not a noun

The benefits of an aligned curriculum part 1 and part 2

### **Week 1 Lesson Activities**

1. Discussion Board Activity 1.1—Get acquainted Activity. Post a brief introduction about yourself in the personal introduction forum. Include information about the organization for which your work, a general overview of your professional background, current experience, and future goals. Respond to two of your classmates. ( 2 E hours) (W1.x)
2. Discussion Board Activity 1.2—From the review of the resource materials for the week, define curriculum mapping and explain the benefits of curriculum mapping and what type of mapping, if any, occurs in your school district. Respond to at least two of your classmate’s postings. (3 E hours and 5 I hours) (W1.1, W1.2)

### Week 2:

#### **Week 2 Introductions:**

This week, the focus will be on understanding the characteristics of curriculum maps along with identifying their strengths and weaknesses.

#### **Week 2 Objectives:**

Upon completion of this section, each student will:

- W2.1:** Distinguish the characteristics that separate a curriculum map from a lesson plan. (C1, C2)
- W2.2:** Compare and contrast the four types of curriculum maps. (C3)

**W2.3:** Evaluate curriculum maps for their strengths and weaknesses. (C2, C3)

### **Week 2 Learning Resources:**

1. Review the following video segment about the difference between lesson plans and curriculum maps: The video is call “The Differences Between Lesson Plans and Curriculum Maps.”
2. Definitions associated with curriculum mapping;  
<http://www.curriculum21.com/pd/curriculum-mapping/archives/glossary/>
3. Watch the video on the different types of curriculum maps; “What’s the Difference? Types of Curriculum Maps.”
4. Read the Introduction and Module 1 in *The Curriculum Mapping Planner*.
5. Review figures 1-13 on page 18 from the website associated with the materials. You will need to enter the key identified on page 18 to download the materials.
6. Read chapter 2 in *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process*.

### **Week 2 Lesson Activities**

1. Discussion Board Activity 2.1—Discuss how you would describe the difference between a lesson plan and a curriculum map. (1 E hour and 2 I hours) (W2.1)
2. Discussion Board Activity 2.2—Compare the four types of maps and analyze their usefulness in your current or selected school district. Respond to two classmates’ postings. (2 E hours and 2 I hours) (W2.2)
3. Assignment 2.1—Using the Elements on Curriculum Maps found in Module 1, Figure 4 compare and contrast three of the curriculum maps provided in Module 1, Figures 5-13. Share the strengths and weaknesses of each model based on the Elements on Curriculum Maps handout (Figure 4). (3 E hours and 4 I hours) (W2.3)

## Week 3:

### **Week 3 Introductions:**

This week, the focus is on comparing the four types of curriculum maps, using assessment data to evaluate the effectiveness of curriculum maps and determining the benefits inclusive in using curriculum maps.

### **Week 3 Objectives:**

Upon completion of this section, each student will:

- W3.1:** Compare and contrast the four types of curriculum maps. (C3)
- W3.2:** Analyze assessment data to evaluate the effectiveness of a curriculum map. (C2, C3)
- W3.3:** Define and evaluate the benefits of curriculum mapping and how it supports instruction. (C1, C2)

### **Week 3 Learning Resources:**

1. View each of the Heidi Hayes Jacobs videos below on the phases of Curriculum Mapping: “Heidi Hayes Jacobs and the Four Phases of Curriculum Mapping.
2. Read Modules 2 & 3 in *The Curriculum Mapping Planner*.
3. Read chapter 3 in *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process*.

### **Week 3 Lesson Activities**

1. Discussion Board Activity 3.1—View the videos on the four phases of curriculum mapping and explain how each of the phases might work in your school/district setting if you were the curriculum coordinator. You may want to search for additional resources before responding. (2 E hours and 4 I hours) (W2.2)
2. Data Analysis Questions Assignment 3.1—Take an assessment (it may be a unit assessment or a grade-level assessment) and utilize the Data Analysis Questions (Module 2, Figure 3) and analyze the data information based on the four questions. Give a detailed answer to each of the four questions based on your assessment of the data. Upload this document. (3 E hours and 2 I hours) (W3.1)
3. Discussion Board Activity 3.2, Your Choice—Using the format of the form in Module 2, Figure 7, define your district’s/building’s greatest obstacle to curriculum mapping and a possible solution to the problem or concern. If your district is currently using curriculum mapping, assume you are in a district that does not use curriculum mapping and you, as a curriculum coordinator, would like to start the process. Respond to at least two of your classmate’s postings.  
OR  
Using the Benefits of Curriculum Maps outlined in Module 3, Figure 3, describe the benefits for each of the populations identified along with the common benefits for all. You are encouraged to research other resources before responding. Respond to at least two of your classmate’s postings. (2 E hours and 4 I hours) (W1.1)

## Week 4:

### **Week 4 Introductions:**

This week, the focus is on internal and external influences and how they affect instruction.

### **Week 4 Objectives:**

Upon completion of this section, each student will:

- W4.1:** Assess the internal and external influences on instruction. (C2)
- W4.2:** Create a curriculum map for a unit of instruction. (C4)

### **Week 4 Learning Resources:**

1. Read Modules 4 & 5 in *The Curriculum Mapping Planner*.
2. Read chapters 4 & 5 in *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process*.
3. Review the document on the following website regarding school-based teams: [http://www.michigan.gov/documents/mde/8-1\\_383960\\_7.pdf](http://www.michigan.gov/documents/mde/8-1_383960_7.pdf)
4. Review the Decision-Making Process by Lunenburg:  
<http://nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C.%20The%20Decision%20Making%20Process%20NFEASJ%20V27%20N4%202010.pdf>.

### **Week 4 Lesson Activities**

1. Discussion Board Activity 4.1—Create a flowchart for your school district including external and internal influences and how they impact instruction and lead to assessments. Also, answer how the decision-making process in your school district affects instruction and assessment. Respond to at least two of your classmate’s postings. (2 E hours and 3 I hours) (W4.1)
2. Individual Unit Design Map Assignment 4.1—Using the Unit Design Template in Module 5, Figure 8, create a detailed map for a unit of instruction. Refer to the instruction on page 55 of *The Curriculum Mapping Planner* under developing individual maps (This is an individual assignment, not a group assignment). It will also be helpful to review the coaching protocol Module 5, Figure 2. (4 E hours and 8 I hours) (W4.2)

## Week 5:

### **Week 5 Introductions:**

This week, the focus will be on the differences between a diary map and a consensus map and how a consensus map can assist in instructional effectiveness.

### **Week 5 Objectives:**

Upon completion of this section, each student will:

- W5.1:** Evaluate a curriculum map for completeness. (C3, C4)
- W5.2:** Compare and contrast a consensus map with a diary map. (C3)
- W5.3:** Compare the elements common in consensus maps. (C3)

### **Week 5 Learning Resources:**

1. Read Modules 6 & 7 in *The Curriculum Mapping Planner*.
2. Read the unit on Developing a Consensus Map:  
[http://www.c3ta.org/knowledgebases/Curriculum\\_Mapping/2\\_1\\_2\\_0/develop-consensus-maps.html](http://www.c3ta.org/knowledgebases/Curriculum_Mapping/2_1_2_0/develop-consensus-maps.html)
3. Read the summary on Consensus Mapping: [http://c3ta.org/kb\\_files/Ch7-Consensus.php](http://c3ta.org/kb_files/Ch7-Consensus.php).
4. Read chapter 6 in *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process*.

### **Week 5 Lesson Activities**

1. Curriculum Mapping Review Assignment 5.1—Using the curriculum map that you created during week four, analyze your individual map using Module 6, Forms 4 & 5 to provide thoughts and feedback as if the map was developed by one of your teachers or a grade-level. (2 E hours and 1 I hours) (W5.1)
2. Compare and contrast a consensus map with an individual curriculum map. Describe the attributes of each and compare the similarities and differences. Post on Discussion Board 5.1. Respond to at least two of your classmate's postings. (2 E hours and 4 I hours) (W5.2)
3. Examine the consensus maps provided in the training module. Identify the common elements, discuss the common elements, and evaluate which format would work best in your building. Post on Discussion Board 5.2. Respond to at least two of your classmate's postings. (2 E hours and 3 I hours) (W5.3)

4. Begin working on a curriculum map spanning a year for one grade level subject or year-long course. Use your district curriculum or consult the DESE website for a curriculum model. This assignment will be due week 8.

## Week 6:

### **Week 6 Introductions:**

This week, you will be reviewing assessments and determining their effectiveness in driving instruction.

### **Week 6 Objectives:**

Upon completion of this section, each student will:

- W6.1:** Analyze assessment data to evaluate the effectiveness of a curriculum map. (C2, C3)
- W6.2:** Investigate the assessment data available at each grade level and determine the effectiveness of each. (C2, C3)

### **Week 6 Learning Resources:**

1. Read Module 8 in *The Curriculum Mapping Planner*.
2. Read chapters 7 & 8 in *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process*.
3. Read the unit on Creation of Benchmarks on the building Map: Bi-level Analysis of Assessment Data at: (Page 175 in *A Guide to Curriculum Mapping*).

<https://books.google.com/books?id=0d8hAQAQBAJ&pg=PT327&lpg=PT327&dq=Creation+of+Benchmarks+on+the+Building+Map:+Bilevel+Analysis+of+Assessment+Data&source=bl&ots=toi9ZVjXAB&sig=T26oxqc0vXVMSS9pmOG9Kn95PeQ&hl=en&sa=X&ved=0ahUKEwj48LL5277VAhXK7YMKHfsFAbAQ6AEIWD AJ#v=onepage&q=Creation%20of%20Benchmarks%20on%20the%20Building%20Map%3A%20Bilevel%20Analysis%20of%20Assessment%20Data&f=false>

### **Week 6 Lesson Activities**

1. Using the grade level that you created the curriculum map for during week four, determine the different types of assessments used throughout the year for that subject matter. Also, discuss which types of data are most helpful. Post the list

of each assessment and its purpose on Discussion Board 6.1. (1 E hours and 4 I hours) (W3.1)

2. Using the sample data and maps provided in training module 8, check the alignment with the maps and answer the following questions. Are the skills in the assessments the same as the ones listed in the maps? If not, discuss what changes could be made to sharpen the alignment. Submit your response under Assignment 6.1. (2 E hours and 3 I hours) (W6.1)
3. Using your school district's assessment plan, develop a matrix or chart that reflects the assessments at each grade level in a particular subject matter. You may use the following grade configurations K-3, 4-6, 6-8, or 9-12. Include four columns in your matrix or chart. The first column should identify the specific assessment. The second column should identify the type of assessment. The third column should list the types of information available from the assessment and the fourth column should list how the assessment is used to improve instruction. Write a summary of what you would recommend to strengthen the assessment plan at the grade level configuration you chose. Upload as Assignment 6.2. (4 E hours and 5 I hours) (W6.1)
4. Continue working on a curriculum map spanning a year for one grade level subject or year-long course. Use your district curriculum or consult the DESE website for a curriculum model. This assignment will be due week 8.

## Week 7:

### **Week 7 Introductions:**

Your focus during this week will be on creating a presentation to share with a faculty or staff regarding the process of creating curriculum maps. You will also form an understanding of the curriculum auditing process

### **Week 7 Objectives:**

Upon completion of this section, each student will:

- W7.1:** Develop a presentation on the fundamental processes in creating curriculum maps. (C2, C3, C4)
- W7.2:** Synthesize the information used in developing a curriculum audit. (C5)

### **Week 7 Learning Resources:**

1. Read Modules 9 & 10 in *The Curriculum Mapping Planner*.

2. Read chapters 11 & 12 in *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process*.
3. Review the professional development plan for curriculum mapping at the following website:  
<http://www.curriculum21.com/cmi/Static/Resources/Presenters/62/Materials/Sample%20PD%20Plan%20for%20%20Sessions%201-3%20.pdf>.
4. Review the Handbook for Curriculum Auditing located at the following web address:  
[https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/261/NCCAT-S%20Resources/NCCAT-S\\_UsersGuide.pdf](https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/261/NCCAT-S%20Resources/NCCAT-S_UsersGuide.pdf)
5. Sample curriculum audit:  
[http://wwwcache.wral.com/asset/news/education/wake\\_county\\_schools/2013/10/01/12948899/38920-Knightdale\\_Audit\\_7-3.pdf](http://wwwcache.wral.com/asset/news/education/wake_county_schools/2013/10/01/12948899/38920-Knightdale_Audit_7-3.pdf)  
(see attached just in case this page moves)
  
6. Sample curriculum audit:  
[http://www.brazosportisd.net/UserFiles/Servers/Server\\_415374/File/District/About%20BISD/District%20Departments/Curriculum%20&%20Instruction/Curriculum/Curriculum%20Audit/Brazosport%20ISD%20REVISED%20Final%206-5-12.pdf](http://www.brazosportisd.net/UserFiles/Servers/Server_415374/File/District/About%20BISD/District%20Departments/Curriculum%20&%20Instruction/Curriculum/Curriculum%20Audit/Brazosport%20ISD%20REVISED%20Final%206-5-12.pdf)

## **Week 7 Supplemental Resources:**

Here is a link to instructions for creating a voice-over-presentation:

View Add Voice Over to PowerPoint Presentations in 5 Easy Steps

<https://www.youtube.com/watch?v=TsyYRvnedrQ>

## **Week 7 Lesson Activities**

1. Develop an introductory presentation for a building staff introducing the key components and skills needed to develop an individual curriculum map. Create a voice-over-presentation and upload your presentation under Assignment 7.1. (3 E hours and 6 I hours) (W7.1)
2. Using the Handbook for Curriculum Auditing in the Instructional Materials section, and the sample curriculum audits provided, write a two-page paper on your understanding of the process and importance of doing a periodic curriculum audit. Upload your paper as Assignment 7.2. (2 E hours and 4 I hours) (W7.2)

3. Continue working on a curriculum map spanning a year for one grade level subject or year-long course. Use your district curriculum or consult the DESE website for a curriculum model. This assignment will be due week 8.

## Week 8:

### **Week 8 Introductions:**

Your focus this week will be on completing your year-long curriculum map and researching the various types of software/programs available to assist in curriculum mapping.

### **Week 8 Objectives:**

Upon completion of this section, each student will:

- W8.1:** Create a curriculum map for a full course of instruction. (C4)
- W8.2:** Research the available software to assist in the curriculum mapping process. (C4)

### **Week 8 Learning Resources:**

1. Read Modules 11 & 12 in *The Curriculum Mapping Planner*.
2. Read chapters 10 in *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process*.

### **Week 8 Lesson Activities**

1. Create a curriculum map spanning a year for one grade level subject or year-long course. Use your district curriculum or consult the DESE website for a curriculum model. Upload as Assignment 8.1. (8 E hours and 10 I hours) (W1.x)
2. Research the different types of software or programs available to assist with curriculum mapping and describe what each will do. Share at least two programs you found that you would consider useful. Upload on Discussion Board 8.1. (2 E hours and 4 I hours) (W1.x)



---

WILLIAM WOODS  
UNIVERSITY

---

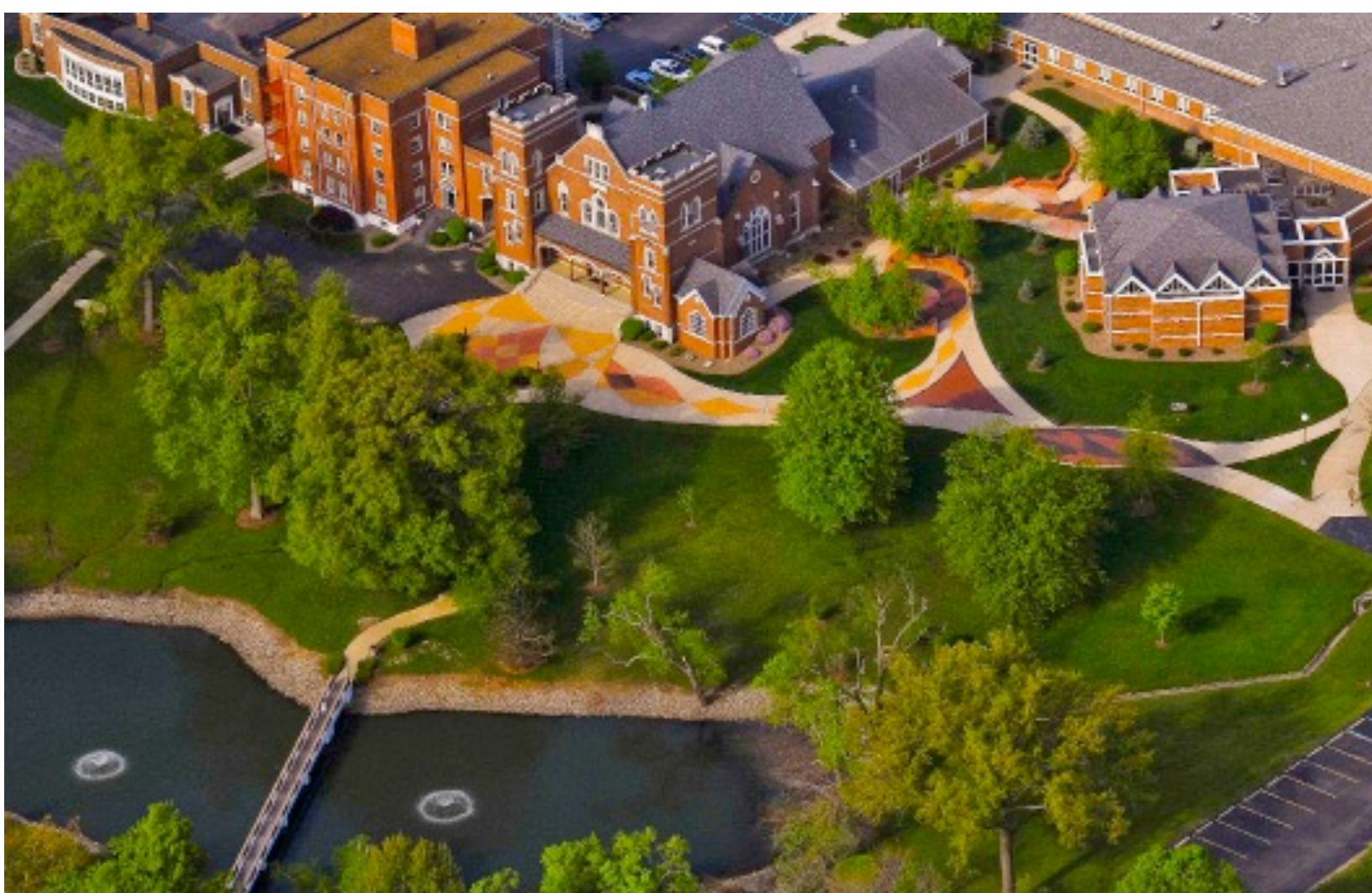
## MISSION STATEMENT

*William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.*

William Woods University | One University Avenue | Fulton, MO 65251

1.800.995.3159 | [WilliamWoods.edu](http://WilliamWoods.edu)

# EDU 605 Issues in Curriculum and Instruction



WILLIAM WOODS UNIVERSITY  
Online Course Syllabus



---

WILLIAM WOODS  
UNIVERSITY

---

**A NOTE TO LEARNERS AND FACULTY FACILITATORS**

The syllabus for this course has been developed to provide a consistency of learning outcomes for all students in the program. The faculty facilitator has the right to modify, but not alter substantially, the syllabus in order to better meet the needs of the class and/or to better utilize the particular expertise of the facilitator. Any decision to modify the syllabus is to be mutually agreed upon by the learners and the facilitator. Any substantial alteration of the syllabus must receive prior approval of the Program Director.

Syllabus revision completed January 2022

# Contact Information

## **Instructor information:**

Click "classlist" on the ribbon to identify your instructor. You can easily contact them from this screen as well. Many instructors will send an electronic welcome letter as well, often posting it as an announcement. Review your notification settings by clicking on your name in the upper right-hand side of the course page to confirm the best way to receive class updates.

## **Special Instructions:**

The instructor will respond to any electronic communication within 24 hours on weekdays and 48 hours on the weekend.

## **Technical Support/Helpdesk:**

**24/7 live** support information contact the Help Desk at:

[helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu), 573-592-4224 or 800-995-3159 then option 4 for IT.

## **How to Get Started:**

Review the material in the "Course Information" section of this page. There, you will find the syllabus which will outline the organization of the class, a description of major assignments, and a schedule of assignments.

In the "Resources" section beneath, you'll find a link labeled "Textbook," which includes information on how to purchase the textbook(s). You might also find other helpful information, including information on how to contact your instructor, rubrics used in the course, and other documents specific to this course, like those explaining software requirements or other unique features of this course.

If this is your first class in Brightspace, you might want to review your profile and notifications. Click on your name in the upper right-hand corner of the page and choose profile. This will allow you to add a picture and some information about yourself.

Maybe more significant, select notifications and scroll down to choose how you'd like you hear about activity in the class. If you don't choose a way to be notified, you won't get announcements or updates when your work is graded and commented on. These updates can go to your WWU email or your phone, immediately on a scheduled basis. Please review the options and choose the one that's right for you.

There also is a Brightspace Pulse app that you can use.

# Learner Support

## **Academic Success Center**

The University has developed the Academic Success Center to help students succeed in their classes. While the Center has a physical address on the main campus of William Woods University in Fulton, MO, many of the same resources can also be accessed by students taking WWU classes online. These include schedule adjustment, advice and help communicating with instructors, and tutoring opportunities. To arrange a way to access these services, contact Academic Support Center Coordinator, at 573-592-1145 or [academicsupport@williamwoods.edu](mailto:academicsupport@williamwoods.edu).

## **Student Disability Services**

William Woods University is committed to granting reasonable accommodations to its rules, policies, or services to afford students with disabilities equal access to an education. Students must self-identify the disability or disabilities to request academic or nonacademic accommodations. Students can submit a request for accommodations by emailing [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The Director of Student Disability Services will then review the request for reasonable academic and nonacademic accommodations to assure that there will be no discrimination based on disability. The process may take up to 30 days from receipt of third-party documentation to substantiate the disability or disabilities.

## **Hoonuit**

All students at WWU have access to Hoonuit, a curated collection of online resources for student success. The site includes resources exploring broad academic subject areas and specific and targeted tutorials designed to help you practice academic skills. It also includes resources on navigating Brightspace, the platform William Woods uses to host its online classes.

Hoonuit can be accessed through Brightspace. If you're on your landing page (when you first login, or return there by clicking on the WWU logo in the top left), you'll see Hoonuit in the right-hand column. To login, use your email username and password. If you have any questions or concerns, you can contact the UIT helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

## **SmartThinking**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with

a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, “Drop-in tutoring” and “Offline questions.” Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [advising@williamwoods.edu](mailto:advising@williamwoods.edu).

## Textbook & Purchasing Your Books

### **Required Textbook:**

Ainsworth, L. (2010) *Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment*. Englewood, CO: The Leadership and Learning Center. ISBN 978-1-935588-05-4

Schwahn, C., & McGarvey, B. (2012). *Inevitable: Mass customized learning: Learning in the age of empowerment*. Lexington, KY: CreateSpace Independent Publishing Platform. ISBN 1470059053

### **Supplemental Material:**

Pertinent articles in Educational Leadership, The Journal of the Association for Supervision and Curriculum Development

### **Where to Buy Textbook:**

- [William Woods University Virtual Bookstore](#)

## Course/Degree Requirements 3 Credit Hours

### **Course Description:**

This course is designed to give students the knowledge and understanding of the internal and external factors that impact curriculum and schools in our country today. Curriculum leaders must understand the dynamic nature of school environments in order to support continuous development and refinement of curriculum as a “living document” that evolves based on changing learner needs. Students will learn the

impact that local, state, and federal mandates and programs have on their district's curriculum.

### **Education Specialist Program Objectives:**

**Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

**Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

**Objective 4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

**Objective 5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Objective 6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

### **Course Objectives:**

C1: Understand strategies and methods for key trends in curriculum changes. [P1, P2, P4, P5]

C2: Understand and identify the changes in curriculum development as a result of the 21st Century learner. [P1, P2, P4, P5]

C3: Have a clear knowledge of his or her personal values regarding the goals and focus of education. [P1, P2, P3, P4, P5]

- C4: Understand the interrelationship of curriculum, instruction, and assessment. [P1, P2, P3, P4, P5, P6]
- C5: Demonstrate techniques to facilitate collaborative groups in open dialogue and consensus building. [P3, P6]
- C6: Know a variety of forms of reflective inquiry and use these forms to make wise curriculum decisions. [P2]
- C7: Understand the role of school culture in curriculum development and change. [P1, P2, P4, P5]
- C8: Recognize the roles of federal, state and local governments in curriculum development, which impact curriculum design and instructional control. [P1, P2, P5]
- C9: Utilize appropriate strategies for curriculum development and evaluation. [P1, P2, P4, P5]
- C10: Understand political implications of curriculum reform and identify strategies for communication and conflict resolution. [P1, P2, P5]

Missouri Superintendent Standards	EDU635	EDU610	EDU605	EDU603	EDU645	EDU655	EDU673	EDU680	EDU690	EDU 696
1. Examine Obstacles and Challenges	X	X	X	X	X	X	X		X	X
2. Professional Development	X		X	X	X		X		X	X
3. Monitor, Evaluate and Develop Professional Learning	X		X	X	X	X	X	X	X	X
4. Identify, Analyze and Evaluate Curriculum and Instruction	X	X	X	X	X	X	X		X	X
5. Apply Research to Instruction and Curriculum	X	X	X	X	X	X	X	X	X	X

6. Demonstrate Professional Leadership Skills	X	X	X	X	X	X	X	X	X	X
-----------------------------------------------	---	---	---	---	---	---	---	---	---	---

**Website Address of the Online Learning Platform:**

<http://williamwoods.brightspace.com>

**Minimum System Requirement:**

1. Reliable Internet connection. Recommendation: Cable or DSL.
2. Software: MS Office, [Internet Browser](#), [Media Player](#), [Adobe Acrobat Reader](#).
3. If you use OpenOffice or Word Perfect products for your paper, please save your document in Rich Text Format: (File “Save As” Choose “Rich Text Format” as the file type).
4. Digital Camera with capabilities for documenting work. Some smart phones do have these capabilities.
5. Laptop or desktop computer is required. A smartphone and most tablets do not have adequate operating systems required for an online course.

**Expectations of Student Technology Skills:**

Success in this class requires that students possess the following technical skills:

1. Using the Learning Management system.
2. Creating and submitting files in commonly used word processing programs. This includes exporting google docs and pages files as word files before submitting.

Tutorials are available for students who feel they might lack these skills, though looking for a tutorial on YouTube will often provide as much training as is needed.

*Success might also require students to employ the following digital literacy skills: to be identified on a course by course basis, as needed*

## Class Time Expectations

All 3 credit hour courses are in eight-week format. Total student engagement hours (37.5) are required for a 3 credit hour course. Student independent hours (75) are

required for 3 credit hour course, total 112.5 hours. Individual time spent on each course is likely to exceed the time expectation specified above.

## Assignment Overview

<u>Individual</u>	<u>Points</u>
1. Discussion Boards (13) at 70 points each	910
2. Reaction/Position Papers (Three) at 100 points each	300
3. Curriculum Evaluations at 100 points each	200
4. Vision Activity	100
5. Curriculum Analysis and Development Activity	100
6. Research Paper	100
7. Math Lesson Evaluation	100
8. Interview	100
<b>Total</b>	<b>1910</b>

## Grading Scale

90% - 100% A

80% - 89% B

70% - 79% C

69% - below F

All work is to be done individually

### **Missing or Late assignment:**

Please consult instructor.

# ADA Guidelines

Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The office is on the first floor of the Academic Building.

## Academic Integrity Policy

Plagiarism and Academic Integrity Policy—

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Students are expected to adhere to the highest standards of honesty in their behavior. The WWU online learning platform has integrated with Turnitin.com services. The majority of assignments will be routed to the Turnitin.com system to verify sources. Both instructor and students will be able to see the result. The following are examples of dishonest behavior and violations of the principle of academic integrity. These are examples and do not exhaust all conduct that could constitute violations of this academic integrity policy. Students are expected to refrain from:

1. Engaging in any academic work that is the product of joint effort, either inside or outside the classroom, not authorized by the instructor.
2. Plagiarism of any sort. You commit plagiarism by taking someone else's ideas, works, or other types of work product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement.
3. Cheating on an examination. You must not receive or provide any unauthorized assistance during an examination. During an examination you may use only materials authorized by the instructor.
4. Fabricate or falsify data or records. It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports, or other circumstances; fabricate source material in a bibliography or "work cited" list; or provide false information on a resume or other document in connection with academic efforts.
5. Attempting to gain an unfair advantage concerning academic work, including but not limited to:
  - a. unauthorized removal or defacing of material from a university room or service area.

- b. unauthorized use of equipment and or technology, i.e., advanced calculators, computers, etc.
- 6. Engaging in other forms of deceit or dishonesty. For example, do not submit the same work for more than one course without explicitly obtaining permission from all instructors. Do not request any academic benefit, including an extension of time, a better grade, or a recommendation, from an instructor when the request is based on false information or deception. Do not engage in any other form of academic misconduct not covered here. If you are ever in doubt, ask the instructor for guidance.

## Policies

### **How End of Course Survey Will Be Directed:**

William Woods University values your feedback regarding this course and online learning. To ensure continual improvement of online courses, materials, and instruction, the Course Evaluation is a required activity. Your course evaluation responses **are anonymous**, and will not be viewed by the instructor until the term is completed. Any question relates to how the end of course survey is conducted; please contact the office of distance education at [Online@WilliamWoods.edu](mailto:Online@WilliamWoods.edu).

### **Changes in Syllabus:**

This syllabus may be revised at the discretion of the instructor without prior notification or consent of the students. The syllabus presents an approximate expectation of course progress. Any changes will be announced in class.

### **Student Assignments Retained:**

From time to time, student assignments or projects will be retained by the instructor/university for the purpose of academic learning or assessment. In every case, should the assignment or project be shared, the student's name and all identifying information about that student will be removed from the assignment or project.

### **Student Data Privacy Protections:**

For information on Academic Policies and Procedures please refer to the [Academic Catalog](#).

## Detailed Weekly Activities & Assignments

## Week 1:

### **Week 1 Introductions:**

This course will introduce the new ideas in instructional and curriculum development and assessment. Students will explore how to develop a high performing curricular team along with learning how to facilitate classroom instruction for the new digital native student.

### **Week 1 Objectives:**

Upon completion of this section, each student will:

**W1.1:** Students will develop a working definition of high-performing teams. (C5)

**W1.2:** Students will identify guiding questions for the course. (C1, C8)

**W1.3:** Students will assess their current knowledge and assumptions about /Missouri Learning Standards. (C8, C10)

**W1.4:** Students will understand some current instructional and curricular trends. (C1, C2)

### **Week 1 Learning Resources:**

1. Resources for Discussion Board Two—Read the following articles.  
[www.centerod.com/developing-high-performance-teams/](http://www.centerod.com/developing-high-performance-teams/)
2. Resources for Discussion Board Three— Read the first four chapters in *Rigorous Curriculum Design* and view the following video:  
<https://www.youtube.com/watch?v=sY8EstCpuA>

### **Week 1 Lesson Activities**

1. Discussion Board One—Post a brief introduction about yourself. Include information about the organization for which you work, a general overview of your job or skills, your background, and any past experience you have relating to the content/outcomes of this course. Also, review your course platform profile to insure that your profile description and interests are up-to-date. Additionally, what resources do you use to stay current on curriculum, instruction, and assessment? Respond to at least two other students of different experiences than your own. Your introduction should be posted in the discussion forum no later than midnight

on day 3 of week 1. See scoring rubric for more complete expectations and scoring details. (30 points) (1.5 E hr.) (W1.2)

2. Discussion Board Two—Read the article referenced in the instructional materials or additional articles of your choosing on High Performing Teams. Develop and share your concept of the characteristics of a high performing team and compare and contrast your idea of a high performing curricular team and how curriculum teams currently work within your school district. Respond to the posting of at least two other students. (2.5 E hr., 1.5 I hr.) (W1.1) (MLS 2.1, 2.2, 6.1) (NTS 4.1, 4.2, 4.3, 5.1, 5.3)
3. Discussion Board Three—View the video linked in the Instructional Materials section of week one and read the first four chapters of the Ainsworth book and describe three takeaways and how they may have changed or reinforced your understanding of curriculum design. Respond to the posting of at least two other students. (3 E hr., 3 I hr.) (W1.3, 1.4) (MLS 2.1, 2.2, 6.1) (NTS 2.1, 2.2, 2.3)

## Week 2:

### **Week 2 Introductions:**

You will compare and contrast learning in the industrial age as compared to learning in the digital age. Pay particular attention to the trends and how, you as a curriculum director might facilitate a new wave or ideas of teaching. You will also have an opportunity to learn how to incorporate vigor into the common core classroom along with instructional ideas for teaching in the common core.

### **Week 2 Objectives:**

Upon completion of this section, each student will:

**W2.1:** Students will compare and contrast learning in the industrial age with learning in the digital age. (C2)

**W2.2:** Students will demonstrate an understanding of how learning looks in a customized Learning environment. (C6, C7)

**W2.3:** Students will investigate how instruction occurs in a rigorous classroom. (C4, C9)

## Week 2 Learning Resources:

Read chapters 1 & 2 of *Inevitable: Mass customized learning in the age of empowerment*

2. View the following video: <http://www.ascd.org/professional-development/webinars/patricia-davis-webinar.aspx> and read chapters 5 - 9 (Part 2) on the Ainsworth book.

## Week 2 Lesson Activities

1. Discussion Board 2.1—Read the first two chapters of *Inevitable: Mass customized learning in the age of empowerment* and respond to the following two statements:
  - Compare and contrast learning in the industrial age schools with learning in information age schools. Describe your view of the future direction of teaching and learning.
  - Describe your concept of how mass customized learning would look in a school setting.

After posting, respond to two classmates' postings. (2.0 E hrs., 2.0 I hrs.) (W2.1, W2.2) (MLS 1.1, 2.2, 3.1, 3.2, 3.3, 4.2, 6.1) (NTS 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.3)

2. Reaction Paper 2.1—View the following video: <http://www.ascd.org/professional-development/webinars/patricia-davis-webinar.aspx>. Create a three-page reaction paper on how, as a curriculum director, you might describe what instruction should look like in a rigorous classroom. (3.0 E hrs., 4.0 I hrs.) (W2.3) (MLS 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 6.1) (NTS 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.3)

## Week 3:

### Week 3 Introductions:

You will have an opportunity to consider the differences between digital learners and digital natives and how that will impact learning and instruction in the future. You will also have the opportunity to explore out-of-the-box thinking as you review the Strategic

Design process values and how to analyze them. Learning will be further enhanced by reviewing how to measure performance in a rigorous classroom.

### **Week 3 Objectives:**

Upon completion of this section, each student will:

**W3.1:** Students will identify the differences between digital learners and digital natives. (C2)

**W3.2:** Students will summarize their thoughts regarding the strategic design for learners. (C3, C6)

**W3.3:** Students will analyze an element of the ELA/Math curriculum to determine weak areas and to develop ideas to target instruction in the weak area. (C9)

**W3.4:** Students will identify and support activities that motivate teachers to increase student achievement. (C6, C9)

**W3.5:** Students will deepen their understanding of how a school can meet the learning needs. (C4, C7)

### **Week 3 Learning Resources:**

1. Read chapters 3 & 4 of *Inevitable: Mass customized learning in the age of empowerment* by Schwahn and McGarvey.
2. Read chapters 10-17 (part 3) in the Ainsworth book.
3. Review the Douglas School Case Study located at

<http://www.engageny.org/sites/default/files/resource/attachments/driven-by-data-douglass-street-school-case-narrative-2011.pdf>.

### **Week 3 Lesson Activities**

1. Discussion Board 3.1—Respond to each of the following statements/questions and at least two of your classmates' postings.
  - Select one of the strategic design questions and respond to how that might look in your school district.

- Using the three conditions for learning on page 67 of the Schwahn and McGarvey book, evaluate how your school district addresses each of these conditions.
- How would you describe the difference between digital learners and digital natives and how does that impacts current classroom instruction? (3.0 E hrs., 2.0 I hrs) (W3.1, 3.2, 3.3, 3.4) (MLS1.1,1.2, 2.2, 3.1, 3.2, 3.3, 6.1) (NTS 1.3, 1.5, 2.3, 3.1, 3.2, 5.1)

2. Curriculum Analysis and Development Activity—Use your district curriculum and compare the number of measurement elements for a particular topic (i.e., reading, writing, speaking and listening, numbers and quantity, operations and algebra, functions, etc.). Choose one math and one ELA learning target from any grade level to analyze and explain how you might work with the teaching staff to develop areas of weaknesses. Use Figure 3.2 on page 21 of the Ainsworth book to compare your district curriculum to the Specific Components of a Rigorous Curriculum Model. (3.0 E hrs., 3.0 I hrs.) (W3.3) (MLS 2.2, 3.2, 6.1) (NTS 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 5.1)

3. Discussion Board 3.2—Case Study Activity—Review the Douglas School Case Study located at <http://www.engageny.org/sites/default/files/resource/attachments/driven-by-data-douglass-street-school-case-narrative-2011.pdf>. Answer the three questions located at the end of the case study. Your answers should be complete and incorporate higher-level thinking skills. Review the responses of two classmates and respond to their statements. (3.0 E hrs., 2.0 I hrs.) (W3.4, 3.5) (MLS 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3) (NTS 1.1, 1.2, 1.3, 3.1, 3.2, 5.1)

## Week 4:

### **Week 4 Introductions:**

You will explore standards based grading and will be able to compare it to traditional methods of evaluation. You will also have an opportunity to brainstorm ideas that are important in schools today and compare the ideas or concepts to their effectiveness for the future.

### **Week 4 Objectives:**

Upon completion of this section, each student will:

**W4.1:** Students will gain an understanding of standards-based grading. (C4)

**W4.2:** Students will demonstrate a general understanding of the learning needs of digital natives (C2, C6)

#### **Week 4 Learning Resources:**

1. Discuss Part 3 of the Ainsworth Book.
2. Read chapters 5 of *Inevitable: Mass customized learning in the age of empowerment* by Schwahn and McGarvey.
3. View the Sir Ken Robinson video at [http://www.ted.com/talks/ken\\_robinson\\_how\\_to\\_escape\\_education\\_s\\_death\\_valley.html](http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley.html).

#### **Week 4 Lesson Activities**

1. Position Paper 4.1—Standards-Based Grading vs. Traditional Grading—research the topic of grading to develop a position statement on your thoughts on the correct approach to evaluating student work. Use at least three resources to support your position. Sources should be stated in the paper. Comment on at least two other students' position papers. (4.0 E hrs., 2.0 I hrs.) (W4.1) (MLS 2.1, 2.2, 6.1) (NTS 1.1, 1.2, 1.3, 3.3, 3.4, 5.1)
2. Discussion Bd. 4.1—View the Sir Ken Robinson video at [http://www.ted.com/talks/ken\\_robinson\\_how\\_to\\_escape\\_education\\_s\\_death\\_valley.html](http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley.html) and discuss at least two ideas that you support or differ from Ken's point of view. Review posts from classmates and respond to at least two of the posts. (1.5 E hrs.) (W4.2) (MLS 1.1, 1.2, 2.1, 2.2) (NTS 1.1, 1.2, 1.3, 1.5, 3.1)
3. Discussion Bd. 4.2—Read chapter five of Schwahn and McGarvey and list at least five items under each category of baby or bathwater in your district. Discuss each item and the importance in teaching/learning of digital natives. Respond to two of your classmates' posts. (2.0 E hrs., 1.0 I hrs.) (W4.2) (MLS 1.1, 1.2, 2.1, 2.2) (NTS 1.1, 1.2, 1.3, 1.5, 3.1)

## Week 5:

### **Week 5 Introductions:**

You will have an opportunity to review your district's vision statement(s) based on how they address the following areas: learning, curriculum, instruction, assessment, technology, stakeholder, personnel, and leadership. Using Ainsworth's model, compare your district's document to the Rigorous Curriculum Design model.

### **Week 5 Objectives:**

Upon completion of this section, each student will:

- W5.1:** Students will identify the strengths and weaknesses of their district's vision of learning, curriculum, instruction, assessment, technology, stakeholder, personnel, and leadership. (C3, C6, C9)
- W5.2:** Students will deepen their understanding of rigorous curriculum design by reviewing an ELA lesson and identifying the strengths, weaknesses, and unknowns. (C8, C9)

### **Week 5 Learning Resources:**

1. Read chapter six of *Inevitable: Mass customized learning in the age of empowerment* by Schwahn and McGarvey.
2. Read Chapters 18, 19, 20 (part 4) of the Ainsworth book.

### **Week 5 Lesson Activities**

1. Curriculum Evaluation ELA—Evaluate an ELA lesson from the following website: <http://commoncore.americaachieves.org/> (you will need to logon to the website and select a video in ELA) and identify the correct proficiency scale and score the lesson using the proficiency scales. Describe the lesson's strengths, weaknesses, and unknowns. Using your scale score, describe how you would assist the teacher in improving their level of instruction. (5.0 E hrs., 2.0 I hrs.) (W5.2) (MLS2.1, 3.1, 6.1) (NTS 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4)

2. Discussion Board 5.1—Read chapter six of Schwahn and McGarvey and compare and contrast the vision statements Schwahn and McGarvey outline with your current district's vision in each of the areas. Comment on at least two other classmates' posts. (3.0 E hrs., 1.0 I hrs.) (W5.1) (MLS 1.1, 1.2, 2.2, 4.1, 4.2) (NTS 1.1, 1.2, 1.3, 3.2)
3. Vision Activity—Using information from the reading in Schwahn and McGarvey, identify three to ten staff members to interview or survey on their perception of the vision in one of the areas identified in chapter six. Share the results and comment on how their perceptions may differ from that described in Schwahn and McGarvey. (2.0 E hrs., 4.0 I hrs.) (W5.1) (MLS 1.1, 1.2, 2.1, 2.2, 4.1, 4.2) (NTS 1.1, 1.2, 1.3, 3.2)

## Week 6:

### **Week 6 Introductions:**

A video is provided of a day with Lori, a student in a MCL designed school. You will have the opportunity to see how the school is designed for learning based on Lori's experience. You will also view the Weight Bearing Walls and how they assist and inhibit schools from delivering high quality learning to our digital natives.

### **Week 6 Objectives:**

Upon completion of this section, each student will:

**W6.1:** Students will critique the weight bearing walls and how they inhibit or help education. (C2, C10)

**W6.2:** Students will evaluate the role of Individual Learning Plans and how they might apply in a school setting. (C5, C9)

### **Week 6 Learning Resources:**

1. Read chapter seven and eight of *Inevitable: Mass customized learning in the age of empowerment* by Schwahn and McGarvey and view Lori's Learning Plan on [http://www.youtube.com/watch?v=xdCHvLSR\\_lw](http://www.youtube.com/watch?v=xdCHvLSR_lw).

## Week 6 Lesson Activities

1. Reaction Paper—Lori’s Learning Plan—View the video at [http://www.youtube.com/watch?v=xdCHvLSR\\_lw](http://www.youtube.com/watch?v=xdCHvLSR_lw) and read chapter seven of Schwahn and McGarvey and determine what structural changes would be necessary in your school district to create an environment of MCL. Describe your approach to transitioning to a district that supports MCL (3.0 E hrs., 1.0 I hrs.) (W6.2) (MLS 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3) (NTS 1.1, 1.2, 1.3, 1.5, 3.3, 3.4, 4.2, 5.2, 5.5)
2. Discussion Board 6.1—Weight Bearing Walls—Read chapter eight of Schwahn and McGarvey and select two of the weight bearing walls to discuss. How are each currently designed in your school and how might they need to be revised to support MCL? Comment on at least two other classmates’ posts. (3.0 E hrs., 1.0 I hrs.) (W6.1) (MLS 2.1, 2.2, 3.1) (NTS 1.3, 3.1, 3.2, 3.3, 3.4, 5.1, 5.3, 5.4)
3. Select one of the weight bearing walls for a research paper due week eight and share the topic with your instructor.
4. Using information from the reading in Schwahn and McGarvey, interview or survey the three to ten staff members identified in the prior week’s class. Share the results and comment on how their perceptions may differ from that described in Schwahn and McGarvey. (2.0 E hrs., 4.0 I hrs.) (W5.1) (MLS 1.1, 1.2, 2.1, 2.2, 4.1, 4.2) (NTS 1.1, 1.2, 1.3, 3.2)

## Week 7:

### **Week 7 Introductions:**

You will also review the leadership domains and the Pillars of Change as well as the critical elements in designing a MCL school.

### **Week 7 Objectives:**

Upon completion of this section, each student will:

**W7.1:** Students will deepen their understanding of organizing, monitoring, and sustaining implementation efforts. (C5, C6)

- W7.2:** Students will analyze the seven critical elements of MCL and their level of implementation. (C5, C10)
- W7.3:** Students will critique the domains of leadership and the five pillars of change. (C8, C10)

### **Week 7 Learning Resources:**

1. Read chapters nine and ten of *Inevitable: Mass customized learning in the age of empowerment* by Schwahn and McGarvey.

### **Week 7 Lesson Activities**

1. Evaluate a Math lesson from the following website: <http://commoncore.americaachieves.org/> (you will need to logon to the website and select a video in Math) and identify the correct proficiency scale and score the lesson using the proficiency scales. Describe the lesson's strengths, weaknesses, and unknowns. Using your scale score, describe how you would assist the teacher in improving their level of instruction. (5.0 E hrs., 2.0 I hrs) (W7.1) (MLS 2.1, 3.1, 6.1) (NTS 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4)
2. Discussion Board 7.1—Read chapter nine of Schwahn and McGarvey and look at the seven critical elements outlined on page 146 and expand upon where your district exists on implementation of MCL. Comment on at least two other classmates' posts. (3.0 E hrs., 1.0 I hrs.) (W7.2) (MLS 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1) (NTS 1.1, 1.2, 1.3, 3.1, 5.1, 5.4)
3. Discussion Board 7.2—Read chapter ten of Schwahn and McGarvey and considering the strategic design, the leadership domains, and the Pillars of Change, describe how you might lead your district through the transition to an MCL district. Comment on at least two other classmates' posts. (3.0 E hrs., 1.0 I hrs.) (W7.3) (MLS 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2) (NTS 1.1, 1.2, 1.3, 3.1, 5.1, 5.4)

## Week 8:

### **Week 8 Introductions:**

You will be able to explore an elementary model of a MCL along with defining the “What’s in it for you?” as a learner, teacher, leader, parent, profession, economy and society.

**Week 8 Objectives:**

Upon completion of this section, each student will:

**W8.1:** Students will make observations about the idea of effectiveness of weight bearing walls. (C8)

**W8.2:** Students will evaluate their role in a MCL school. (C9)

**Week 8 Learning Resources:**

Read chapters eleven and twelve of *Inevitable: Mass customized learning in the age of empowerment* by Schwahn and McGarvey

**Week 8 Lesson Activities**

1. Research Paper—Due on one of the weight bearing walls (1.0 E hrs., 6.0 I hrs.) (W8.1) (MLS 2.1, 2.2, 3.1) (NTS 1.3, 3.1, 3.2, 3.3, 3.4, 5.1, 5.3, 5.4)
2. Discussion Board—Read chapters eleven and twelve in Schwahn and McGarvey and write a personal reflection on how your current role would change based on an MCL environment. Include the “What’s in it for You” with your district in mind. (1.0 E hrs., 1.0 I hours) (W8.2) (MLS 1.1, 1.2, 2.1, 2.2, 3.1) (NTS 1.1, 1.2, 1.3, 3.1, 5.1, 5.4)



---

WILLIAM WOODS  
UNIVERSITY

---

---

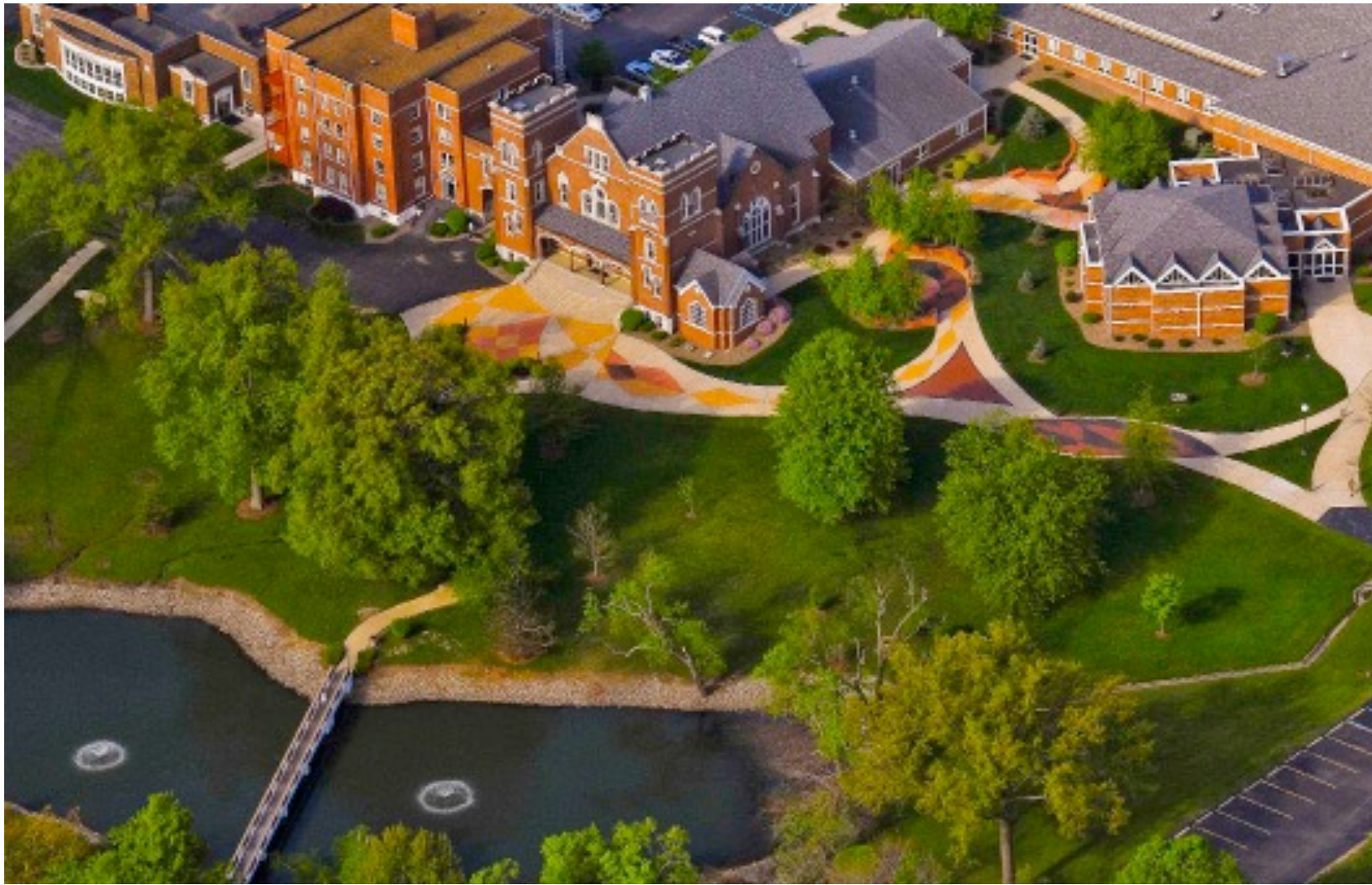
## MISSION STATEMENT

*William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.*

William Woods University | One University Avenue | Fulton, MO 65251

1.800.995.3159 | [WilliamWoods.edu](http://WilliamWoods.edu)

# EDU 610 Utilizing Statistical Procedures in Education Research and Evaluation



WILLIAM WOODS UNIVERSITY  
Online Course Syllabus



---

WILLIAM WOODS  
UNIVERSITY

---

**A NOTE TO LEARNERS AND FACULTY FACILITATORS**

The syllabus for this course has been developed to provide a consistency of learning outcomes for all students in the program. The faculty facilitator has the right to modify, but not alter substantially, the syllabus in order to better meet the needs of the class and/or to better utilize the particular expertise of the facilitator. Any decision to modify the syllabus is to be mutually agreed upon by the learners and the facilitator. Any substantial alteration of the syllabus must receive prior approval of the Program Director.

Syllabus revision completed December 2019

# Contact Information

## **Instructor information:**

Available on the course webpage and you will receive an electronic intro letter from the instructor with his/her contact information (email address, phone number, and/or Skype account) on your [WWU email account](#).

## **Special Instructions:**

The instructor will respond to any electronic communication within 24 hours on weekdays and 48 hours on the weekend.

## **Technical Support/Helpdesk:**

**24/7 live** support information located on the upper right-hand side of the course webpage or you may contact Help Desk at: 1-800-985-9781.

## **How to Get Started:**

Review the material in the “General” section of the course webpage. There and in the syllabus you are reading now, you will find all weekly activities and an assignment breakdown of the kind of work you’ll be doing in this class and how different assignments will be weighted to determine your final grade. The course webpage also includes a link labeled “Textbook” which includes information on what texts will be used in this class with directions on how to purchase it or them. The textbook is also listed later in this syllabus. The “How to Get Started” module might also find other helpful information, including rubrics used in the course and other features specific to this course.

# Learner Support

## **Academic Success Center**

The University has developed the Academic Success Center to help students succeed in their classes. While the Center has a physical address on the main campus of William Woods University in Fulton, MO, many of the same resources can also be accessed by students taking WWU classes online. These include schedule adjustment, advice and help communicating with instructors, and tutoring opportunities. To arrange a way to access these services, contact Academic Support Center Coordinator, at 573-592-1145 or [academicsupport@williamwoods.edu](mailto:academicsupport@williamwoods.edu).

Missouri Superintendent Standards	EDU600	EDU657	EDU610	EDU620	EDU640	EDU650	EDU653	EDU673	EDU680	EDU690	EDU697
1. Vision, Mission, and Goals	X	X	X	X	X	X	X	X		X	X
2. Teaching and Learning	X	X	X	X	X		X	X		X	X
3. Management of Organizational Systems	X	X	X	X	X	X	X	X	X	X	X
4. Collaboration with Families and Stakeholders	X	X	X	X	X	X	X	X		X	X
5. Ethics and Integrity	X	X	X	X	X	X	X	X	X	X	X
6. The Education System	X	X	X	X	X	X	X	X	X	X	X
7. Professional Development		X									

DESE Certification Competencies	EDU 600	EDU657	EDU610	EDU 620	EDU 640	EDU 650	EDU 653	EDU 673	EDU680	EDU690	EDU 697
1. Foundations of Educational Administration	X	X	X	X	X	X	X	X	X	X	X
2. City School Administration	X	X	X	X	X	X	X	X	X	X	X
3. School Supervision	X	X			X	X	X	X	X	X	X
4. Curriculum Construction	X	X	X				X	X			X
5. Research and Evaluation	X	X	X		X	X	X	X	X	X	X
6. School Finance	X	X				X	X			X	X
7. School Law	X	X			X	X	X		X	X	X
8. School Staff Personnel Administration	X	X			X		X		X		X
9. School/Community Relations	X	X	X	X			X	X		X	X
10.School Plant Design and Operation	X	X				X	X			X	X

## Student Disability Services

William Woods University is committed to granting reasonable accommodations to its rules, policies, or services to afford students with disabilities equal access to an education. Students must self-identify the disability or disabilities to request academic or nonacademic accommodations. Students can submit a request for accommodations by emailing [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The Director of Student Disability Services will then review the request for reasonable academic and nonacademic accommodations to assure that there will be no discrimination based on disability. The process may take up to 30 days from receipt of third-party documentation to substantiate the disability or disabilities.

## Hoonuit

All students at WWU have access to Hoonuit, a curated collection of online resources for student success. The site includes resources exploring broad academic subject

areas as well as specific and targeted tutorials designed to help you practice academic skills. It also includes resources on navigating the platform that William Woods uses to host its online classes.

Hoonuit is accessed through OwlNet. Once logged into OwlNet, the Hoonuit link is on the far right in the green box, under courses and groups. The log in is your email user name and password. If you have any questions or concerns you can contact the UIT helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

### **SmartThinking**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [advising@williamwoods.edu](mailto:advising@williamwoods.edu).

### **YouTube**

[YouTube subscribers utilize a Google account, which can collect a wide range of information. Google's privacy policy states](#) "When you create a Google Account, you provide us with personal information that includes your name and a password. You can also choose to add a phone number or payment information to your account. Even if you are not signed in to a Google Account, you might choose to provide us with information — like an email address to receive updates about our services. We also collect the content you create, upload, or receive from others when using our services. This includes things like email you write and receive photos and videos you save, docs and spreadsheets you create, and comments you make on YouTube videos." The entire policy can be found here: <https://policies.google.com/privacy?hl=en-US>

According to the Your Content Section of You Tube's policies, "You retain all of your ownership rights in your Content. However, by submitting Content to YouTube, you hereby grant YouTube a worldwide, non-exclusive, royalty-free, sublicenseable and transferable license to use, reproduce, distribute, prepare derivative works of, display, and perform the Content in connection with the Service and YouTube's (and its successors' and affiliates') business, including without limitation for promoting and

redistributing part or all of the Service (and derivative works thereof) in any media formats and through any media channels. You also hereby grant each user of the Service a non-exclusive license to access your Content through the Service, and to use, reproduce, distribute, display and perform such Content as permitted through the functionality of the Service and under these Terms of Service.” More information on the entire policy can be found here: <https://www.youtube.com/t/terms>

## Textbook & Purchasing Your Books

**Required Textbook:** Bernhardt, Victoria L. (2018). Data Analysis for Continuous School Improvement (4th Edition). New York, NY: Routledge. ISBN 978-1-138-29462-2.

Waigandt, A., & Wang, Z. (2010). An introduction to statistical reasoning in quantitative research. Kearney, NB: Reprinted by Morris Publishing  
[https://www.researchgate.net/publication/230745285\\_An\\_introduction\\_to\\_statistical\\_reasoning\\_in\\_quantitative\\_research](https://www.researchgate.net/publication/230745285_An_introduction_to_statistical_reasoning_in_quantitative_research)

### **Supplemental Material:**

[Online Statistics: An Interactive Multimedia Course of Study  
http://onlinestatbook.com/index.html](http://onlinestatbook.com/index.html)

This is an introductory-level statistics book. The material is presented both as a standard textbook and as a multimedia presentation. The book features interactive demonstrations and simulations, case studies, and an analysis lab. This online textbook is in the public domain and was originally partially supported by National Science Foundation's Division of Undergraduate Education. Citation follows:

Lane, David; Lu, Joan; Peres, Camille; Zitek, Emily. (nd). Online Statistics: An Interactive Multimedia Course of Study. Retrieved June 9, 2008, from <http://onlinestatbook.com/index.html>.

Practical Statistics  
<http://www.deakin.edu.au/~rodneyc/PracticalStatistics/>

Hyperstat Online Statistics Textbook  
<http://davidmlane.com/hyperstat/>

Statsoft Statistics Textbook  
<http://www.statsoft.com/textbook/stathome.html>

Research Methods and Statistics  
[http://www.une.edu.au/WebStat/unit\\_materials/index.htm](http://www.une.edu.au/WebStat/unit_materials/index.htm)

How to choose a statistical test

<http://www.graphpad.com/www/Book/Choose.htm>

Statistics links

[http://www.une.edu.au/WebStat/others/related\\_links.htm](http://www.une.edu.au/WebStat/others/related_links.htm)

### **Where to Buy Textbook:**

- [William Woods University Virtual Bookstore](#)

## Course/Degree Requirements 3 hrs

### **Course Description:**

This course will provide the educational practitioner with the knowledge, skills and techniques necessary to effectively collect, interpret and utilize data to drive the school improvement process. The course will include a discussion of basic statistical concepts as well as the procedures and skills necessary for the critical review of educational research. Finally, the course will address specific assessment and research data relevant to Missouri schools and provide the student the opportunity to implement knowledge and skills through case based practice. This course is not designed to make you a statistician or to provide the background necessary to design and compile the statistics for a scholarly research proposal. It is designed with the practitioner in mind to give you an overview of statistical processes as used in research.

### **Program Objectives:**

P1: Students will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

P2: Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

P3: Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

- P4: Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
- P5: Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
- P6: Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

**Course Objectives:**

- C1: Demonstrate knowledge of basic statistical concepts: quantitative versus qualitative studies, ethics in research, measure of central tendency, standard deviation, the normal distribution, and Z-scores.
- C2: Explain the concepts of reliability, validity, and how they are different.
- C3: Understand the basic idea of inferential statistics and why data analysis is necessary.
- C4: Understand the difference between descriptive and inferential statistics and when to utilize each type.
- C5: Demonstrate an understanding of the concept of statistical significance as applied to scholarly research and appropriately apply an understanding of inferential and descriptive statistics to evaluate and select programs appropriate for implementation at the local level.
- C6: Use appropriate statistical techniques to interpret the results of ACT scores, MAP score reports, norm-referenced achievement tests (ITBS, Terra Nova, etc.), and local district reports, and make decisions about the effectiveness of local educational programming based upon the evaluation of the results of such instruments.
- C7: Demonstrate an understanding of the data collection and analysis process at the local district level by being able to identify appropriate local data, apply basic statistical techniques (including descriptive statistics) to analyze local data, summarize the data, visually depict the data, demonstrate trends, and make decisions about local educational program effectiveness that lead to recommendations based upon that data.

C8: Understand the continuous school improvement process.

**Website Address of the Online Learning Platform:**

<http://williamwoods.brightspace.com>

**Minimum System Requirement:**

1. Reliable Internet connection. Recommendation: Cable or DSL.
2. Software: MS Office, [Internet Browser](#), [Media Player](#), [Adobe Acrobat Reader](#).
3. If you use OpenOffice or Word Perfect products for your paper, please save your document in Rich Text Format: (File "Save As" Choose "Rich Text Format" as the file type).
4. Digital Camera with capabilities for documenting work. Some smart phones do have these capabilities.
5. Laptop or desktop computer is required. A smartphone and most tablets do not have adequate operating systems required for an online course.

**Expectations of Student Technology Skills:**

Success in this class requires that students possess the following technical skills:

1. Using the Learning Management system.
2. Creating and submitting files in commonly used word processing programs. This includes exporting google docs and pages files as word files before submitting.

Tutorials are available for students who feel they might lack these skills, though looking for a tutorial on YouTube will often provide as much training as is needed.

*Success might also require students to employ the following digital literacy skills: to be identified on a course by course basis, as needed*

## Class Time Expectations

All 3 credit hour courses are in eight weeks format. Total student engagement hours (37.5) are required for a 3 credit hour course. Student independent hours (75) are required for 3 credit hour course, total 112.5 hours. Individual time spent on each course is likely to exceed the time expectation specified above.

## Assignment Overview

**Discussion Posts:** Discussion posts are worth 10 points each. Discussion posts should be approximately 1 to 2 pages double spaced (if it were typed in Microsoft Word document). The post should not contain grammatical errors and address every aspect of the question or questions presented in the weekly assignment. Not addressing the discussion post stem in its entirety will result in a deduction of points. Up to four points may be deducted if the post does not reference course material (except discussion one); up to six points may be deducted if it is not complete or thorough (does not answer the questions/stem entirely or meet the length requirements for the discussion); and two points may be deducted for structural or grammatical errors. Students cannot lose more than 10 points.

**Discussion Replies:** Discussion replies are worth 10 points each. To complete a discussion reply, students must respond to two initial discussion posts. Each reply should be approximately ½ to 1 page double spaced (if it were typed in a Microsoft Word document). The post should not contain grammatical errors, and it should add a new and insightful perspective to the discussion. The reply should reference course material (except discussion reply one) and provide new and insightful information. Five points will be deducted if a student only replies to a single post. Up to six points may be deducted if the reply is not complete or thorough (does not meet the length requirement or provide insightful or new information). Up to two points may be deducted for structural or grammatical errors. Up to four points may be deducted if the reply does not reference course information (discussion one is exempt). Students cannot lose more than 10 points.

**Homework Assignments:** Homework assignments are worth 40 points each. Each homework assignment is detailed in the Weekly Activities. The point distribution for the homework assignments is also outlined in the weekly activities. The homework assignments must be turned in in a Microsoft Word document. The homework assignment may vary in length from week to week. Homework assignments have very specific portions outlined in numerical order with point values attached to each part. The Microsoft Word document must contain responses in numerical order that correspond to each part. Point deductions will occur for incorrect or missing portions of each assignment. Students may or may not chose to show their calculations. Note, incorrect arithmetic calculations will be awarded no points. Point deductions may also occur for incomplete answers.

**School Board Paper Presentation:**

You are to select an area of concern within your school district and collect and analyze data pertaining to that area of concern.

From this data analysis, you are to prepare a Board of Education Presentation in which

you describe your area of concern, describe what has been done in the past, detail the data that was collected or utilized, represent the data in some manner (graphs, charts, etc.), and then draw conclusions and make recommendations (20-30 pages). You must include at least one use of inferential statistics in your analysis and presentation. You should have a written report that would be submitted to the board (this should be submitted in Via and include the actual survey instrument and the individual survey questions), and you will present your analysis as a presentation. To present your findings, you will need to upload a video no less than 10 minutes in length. Keep in mind that it must be comprehensive and demonstrate mastery of the course material. The presentation must include statistics, a flow chart, research, survey results and an action plan. This will be due in class session eight. (200 points)

- (1) Provide district school, student, and staff demographics.
- (2) Provide an explanation of the overall culture, climate, values, and beliefs of faculty and staff.
- (3) Identify the problem. Identify aspects and contributing factors that may contribute to the problem.
- (4) Specify the problem as a research question that can be answered using quantitative methodologies. Identify the variables to be measured.
- (5) Based on the problem, what data must you collect to determine significant progress? What type of data is it, nominal, ordinal, interval, or ratio?
- (6) Identify how validity and reliability of the data was established.
- (7) State the null and alternative hypothesis based on the data intended to be collected.
- (8) State the goals, identify objectives, and include any professional development or instructional interventions.
- (9) Identify strategies and actions to implement the vision (include roles and responsibilities of a data leadership team).
- (10) What were the established due dates?
- (11) Describe how the implementation of the plan was monitored.
- (12) What resources were needed.
- (13) Describe ethical and legal concerns must be considered in collecting data.
- (14) Describe the data collection procedure.
- (15) Describe how the data will be analyzed using both descriptive and inferential statistics. Provide an overview of the research methodology.
  - a. How will normality of the data be measured?
  - b. What graphs and figures were created to display data?
  - c. What descriptive statistics were calculated?
  - d. Describe the inferential statistics based on the question asked and data collected that is most appropriate.
- (16) Provide conclusions and implications.

	<b>Exemplary Performance</b>	<b>Proficient Performance</b>	<b>Developing Performance</b>
Area of Concern	Displays strength in analyzing and selecting greatest area of concern. 25	Some analysis is evident in selecting the greatest area of concern. 20	Little analysis is evident in selecting the greatest area of concern. 10
Past Actions	Thoroughly researched and reviewed past actions to remedy the areas of concern. 25	Adequate research and review of past actions to remedy the areas of concern. 20	Some research and review of past actions to remedy the areas of concern. 10
Data Collection	Collected all relevant data to address the areas of concern. 25	Collected most of the relevant data to address the areas of concern. 20	Collected some of the relevant data to address the areas of concern. 10
Data Representation	Represented all data using a variety of methods, i.e., charts, graphs, etc. 25	Represented most of the data using a variety of methods, i.e., charts, graphs, etc. 20	Represented some of the data using a variety of methods, i.e., charts, graphs, etc. 10
Conclusion and Recommendations	Developed conclusions and recommendations that represented a strength in critical thinking and depth of analysis. 25	Developed conclusions and recommendations that represented a strength in critical thinking or depth of analysis. 20	Conclusions and recommendations are available but they do not represent a strength in critical thinking and depth of analysis. 10
APA Guidelines	Thorough use of APA format. Writing is clear, descriptive, well-organized and succinct. 25	Adequate use of APA format. Writing is clear, descriptive, and organized. 20	Limited use of APA format. Writing lacks clarity and organization. 10

	<b>Exemplary Performance</b>	<b>Proficient Performance</b>	<b>Developing Performance</b>
Presentation	Outstanding presentation that includes: higher-level thinking and use of technology.  50	Good presentation that includes: higher-level thinking and use of technology.  40	Inadequate presentation with limited use of technology.  20
Fulfills Syllabus Requirements	Fulfills ALL syllabus requirements for topic, format, analysis, length (20-30 pages), references and others as assigned.  20	Fulfills MANY syllabus requirements for topic, format, analysis, page content, references and others as assigned.  16	Fulfills SOME syllabus requirements for topic, format, analysis, length, references and others as assigned.  8
Professional Appearance	Cover page with all relevant and needed information; clear use of white space and other design features to enhance readability, normal margins and font size, innovative use of clear, well designed graphic elements.  15	Obvious errors found-apparent reliance on spell check, adequate margins and font size, some or no use of graphic or design elements.  12	Multiple errors found, apparent reliance on spell check, minimal or lack of consideration of design, minimal or maximum margins and font size.  6
Mechanics	Errors consist of no more than five in grammar, capitalization, spelling, and punctuation.  15	Errors consist of no more than 6-10 in grammar, capitalization, spelling, and punctuation.  12	There are numerous errors in grammar, capitalization, spelling, and punctuation.  6

### Assessment Procedures Program:

	<u>Assignment</u>	<u>Course Objective</u>	<u>Point Value</u>
Week One	Discussion One Post	na	10 pt
	Homework One	1	40 pt

Discussion One Reply	na	10 pt
Week Two		
Discussion Two Post	1, 3	10 pt
Homework Two	1	40 pt
Discussion Two Reply	1,3	10 pt
Week Three		
Discussion Three Post	2	10 pt
Homework Three	3, 4, 5, 6, 7	40 pt
Homework Three Reply	2	10 pt
Week Four		
Discussion Four Post	8	10 pt
Homework Four	3, 4, 5, 6, 7	40 pt
Discussion Four Reply	8	10 pt
Week Five		
Discussion Post Five	8	10 pt
Homework Five	3, 4, 5, 6, 7	40 pt
Discussion Five Reply	8	10 pt
Week Six		
Discussion Post Six	8	10 pt
Homework Six	1, 3, 4, 5, 6, 7	40 pt
Discussion Six Reply	8	10 pt
Week Seven		
Discussion Post Seven	1	10 pt
Homework Seven	1, 3, 4, 5, 6, 7	40 pt
Discussion Seven Reply	1	10 pt
Week Eight		
School Board Report and presentation	1, 2, 3, 4, 5, 6, 7, 8	200 pt

*The statistics introduced in this class can be calculated by hand; however, if students have access to Microsoft excel or SPSS, these programs could be used by students to make the calculations quickly.*

## Grading Scale

90% - 100% A

80% - 89% B

70% - 79% C

69% - below F

All work is to be done individually

**Missing or Late assignment:**

Students must submit all assignments on the date they are due. Late assignments will be subject to a 10% point value reduction each day late.

**Class Conduct and Participation Expectations:**

Class, group, and individual learning activities provide opportunities to apply learning in real life settings. All students are expected to participate fully in all on-line discussions and activities, and have the required text and materials available to complete the necessary learning.

Each student brings to class unique perspectives and personal experiences in relationship to the topic. The sharing and discussion of these perspectives and experiences greatly enriches the learning of all members of the class. Each student also has the individual responsibility to **participate equitably in all on-line activities.** Failure to do so will result in a grade reduction.

Each participant is responsible not only for his/her learning, but also for the learning of other class participants through meaningful contributions to the total learning process. For this reason, **participation** is critical. It is the student's responsibility to stay current with the readings and assigned work. **Textbooks** are required and a necessary element of learning in this course. Obtain all texts prior to the first class. It will be the prerogative of the faculty member to assign additional work or tests, as necessary—especially if it is perceived that text material is not being read or adequately addressed by the student(s).

A 10% grade reduction will be assigned each day late for any assignments submitted after their assigned deadlines. Students are expected to make every effort to attain and maintain the high standards of learning, writing, and participation established for the successful completion of this graduate level program.

## ADA Guidelines

Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The office is on the first floor of the Academic Building.

## Policies

**How End of Course Survey Will Be Directed:**

William Woods University values your feedback regarding this course and online learning. To ensure continual improvement of online courses, materials, and instruction, the Course Evaluation is a required activity. Your course evaluation responses **are anonymous**, and will not be viewed by the instructor until the term is completed. Any

question relates to how the end of course survey is conducted; please contact the office of distance education at [Online@WilliamWoods.edu](mailto:Online@WilliamWoods.edu).

### **Changes in Syllabus:**

This syllabus may be revised at the discretion of the instructor without prior notification or consent of the students. The syllabus presents an approximate expectation of course progress. Any changes will be announced in class.

### **Student Assignments Retained:**

From time to time, student assignments or projects will be retained by the instructor/university for the purpose of academic learning or assessment. In every case, should the assignment or project be shared, the student's name and all identifying information about that student will be removed from the assignment or project.

**Student Data Privacy Protections:** Any data or information collected from adults, minors, or building level requires an informed consent (permission to collect information, anonymity of data, participants understanding for the reason data is collected, and confidentiality). Information collected, discussed, or reported in this course should remain anonymous (no names identified in any discussion or presentation).

**For information on Academic Policies and Procedures please refer to the [Academic Catalog](#).**

## Detailed Weekly Activities & Assignments

### Week 1:

#### **Week 1 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W1.1:** Understand what research is and recognize the indicators of quality research (C1).
- W1.2:** Distinguish between quantitative and qualitative research (C1).
- W1.3:** Identify and describe 4 other types of data: nominal, categorical, interval, and ratio (C1).
- W1.4:** Check normality of data (C1).
- W1.5:** Understand the use of skew and kurtosis for checking if data is skewed or displays kurtosis (C1).
- W1.6:** Understand the difference between bar graphs and histograms (C1).
- W1.7:** Understand normal distribution, standard deviations, measures of central tendency, and Z-Scores (C1)
- W1.8:** Perform the Q-Q plot to determine normality of data (C1).

## **Week 1 Introductions:**

For week one, students are introduced to quantitative types of data, descriptive statistics and normality of data. Data can be categorized as nominal, ordinal, interval, or ratio. Descriptive statistics includes mean, median, mode, standard deviation, variance, skew, and kurtosis. Students will create a Q-Q plot and histograms to determine if data are normally distributed. Students will review data set one and perform some basic statistical calculations, descriptive statistics, and create graphs to determine if the data set is normally distributed.

## **Week 1 Lecture Materials:**

Read chapters 1 and 2 in [Data Analysis for Continual School Improvement](#).

Waigandt, A., & Wang, Z. Chapters 1-9

Simply Psychology. (2019). What's the difference between qualitative and quantitative research?: <https://www.simplypsychology.org/qualitative-quantitative.html>

Statistics How To. (2019). Mean, Median, Mode: What They Are, How to Find Them <https://www.statisticshowto.datasciencecentral.com/probability-and-statistics/statistics-definitions/mean-median-mode/>

Statistics How To. (2013). How to Find Sample Variance in Excel 2013. [https://www.YouTube.com/watch?v=S\\_Trr0JAb7U](https://www.YouTube.com/watch?v=S_Trr0JAb7U)

Mario's Math Tutoring. (2016). Standard Deviation How to Calculate by hand (Formula). <https://www.YouTube.com/watch?v=hMs9OeylqD8>

Market Research Guy. (2019). Types of Data & Measurement Scales: Nominal, Ordinal, Interval and Ratio (2019). <https://www.mymarketresearchmethods.com/types-of-data-nominal-ordinal-interval-ratio/>

Dr Nic's Maths and Stats. (2011). Types of Data: Nominal, Ordinal, Interval/Ratio – Statistics Help. <https://www.YouTube.com/watch?v=hZxnfnt5v8>

Simply Psychology. (2019). Z-Score: Definition, Calculation and Interpretation. <https://www.simplypsychology.org/z-score.html>

Resources for determining if data is normally distributed:

Math is Fun Advanced. (2016). Skewed Data. <https://www.mathsisfun.com/data/skewness.html>

ThoughtCo. (2019). How to Classify the Kurtosis of Distributions.  
<https://www.thoughtco.com/what-is-kurtosis-3126241>

Statistics How To. (2014). Pearson's Coefficient of Skewness.  
<https://www.statisticshowto.datasciencecentral.com/pearsons-coefficient-of-skewness/>

Statistics How To. (2019). Kurtosis: Definition, Leptokurtic, Platykurtic.  
<https://www.statisticshowto.datasciencecentral.com/probability-and-statistics/statistics-definitions/kurtosis-leptokurtic-platykurtic/>

SmartPLC. (2019). How to Interpret Excess Kurtosis and Skewness.  
<https://www.smartpls.com/documentation/functionalities/excess-kurtosis-and-skewness>

Gordon, J. (2017). Normal Quantile (Q-Q) Plots in Excel Part One.  
<https://www.YouTube.com/watch?v=nX6-j6lY9qc>

Sample Data Set One

### **Week 1 Lesson Activities**

1. Read and review week one lecture materials (6 hrs, W1.1, W1.2, W1.3, W1.4, W1.5, W1.6, W1.6, W1.7, W 1.8)
2. Homework One: *Review Sample Data Set One*. Due Friday: Complete homework one. Use sample data set one, which presents ACT scores to determine (1) mean, median, mode, skew value, variance, standard deviation, and kurtosis value for the data set (15 pts). (2) Explain the type of data is present in the data set (ACT Scores), nominal, ordinal, interval, or ratio and explain why (5 pts). (3) Determine based on skew and kurtosis if the data is acceptable to be considered normally distributed and why (5 pts). Determine theoretical and actual z-scores to create a Q-Q plot of the data. From the Q-Q plot of the data, (4) determine if the data follows a trend line and is normally distributed and provide a rationale for your response, (5) Appropriately labeled Q-Q plot must be included (10 pts). Use the supplemental resources for determining if a data set is normally distributed. (6) Finally, provide a figure displaying a histogram of the data set that is appropriately labeled (5 pt). Students can use Microsoft excel. Students need to turn in a word document containing all answers (parts 1-12) specified above with appropriate graphs (histogram and Q-Q plot) \*Note data is fictitious. (40 points total; 4 hrs) (W1.1, W1.2, W1.3. W1.4, W1.5, W1.6, W1.7, W1.8). Students will need to review supplementary resources for guidance.
3. Discussion One: Due Wednesday (10 pts; 10 minutes). Please introduce yourself. Provide some background, as appropriate, about your experience in education, your current position, interests, hobbies, and why you decided to enroll in this specific course. What are your goals and ambitions after completing

this degree program? Due Friday: Please provide a reply to two posts, respond with an introduction, and acknowledge their participation in the course (10 pts; 10 minutes).

4. Work on School Board Report and Presentation due Week 8 (C1-C8)

## Week 2:

### **Week 2 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W2.1:** Distinguish between a research hypothesis and a null hypothesis and describe the importance of a null hypothesis (C1).
- W2.2:** Summarize the process of questionnaire development and detail some specific concerns in questionnaire development (C1).
- W2.3:** Differentiate between the most common types of research design and describe the strengths of each (Introduction to dependent t-tests, matched pairs t-test; Pearson correlation; and chi-squared) (C3).

### **Week 2 Introductions:**

Students begin investigating what continuous school improvement requires with respect to the overall school improvement framework. In this process, questionnaires are developed to gather information. Chapter four of the text, Data Analysis for Continuous School Improvement, describes the overview of the questionnaire process whereby one has to determine the purpose, content, develop the instrument, prior, collect data, analyze results, report results, share and review results, and use results. Students will develop three separate sets of questionnaire questions based on a hypothetical situation to gather information used for school improvement.

### **Week 2 Lecture Materials:**

Read chapters 3 and 4 in Data Analysis for Continual School Improvement

Waigandt, A., & Wang, Z. Chapters 1-9

Statistic Solutions. (2019). Null Hypothesis and Alternative Hypothesis.

<https://www.statisticssolutions.com/null-hypothesis-and-alternative-hypothesis/>

Real Statistics Using Excel. (2019). Null and Alternative Hypothesis. <http://www.real-statistics.com/hypothesis-testing/null-hypothesis/>

Khan Academy. (2019). P-values and significance tests. <https://www.khanacademy.org/math/ap-statistics/tests-significance-ap/idea-significance-tests/v/p-values-and-significance-tests>

US Department of Education. (2016). An educator's guide to questionnaire development (PDF). <https://files.eric.ed.gov/fulltext/ED562653.pdf>

#### Research Designs for Interval or Ratio Data

LAERD Statistics. (2018). Dependent t-test for paired samples. <https://statistics.laerd.com/statistical-guides/dependent-t-test-statistical-guide.php>

LAERD Statistics. (2018). Independent t-test for two samples. <https://statistics.laerd.com/statistical-guides/independent-t-test-statistical-guide.php>

LAERD Statistics. (2018). Person product-moment correlation. <https://statistics.laerd.com/statistical-guides/pearson-correlation-coefficient-statistical-guide.php>

#### Research Designs for Categorical Data (Frequency Data)

Stat Trek. (2019). Chi-Square Test for Independence. <https://stattrek.com/chi-square-test/independence.aspx>

Lumen Learning. (retrieved 2019). Putting it Together: Chi-Square Tests. <https://courses.lumenlearning.com/wmopen-concepts-statistics/chapter/chi-square-tests-review/>

### **Week 2 Lesson Activities**

1. Read and review week two lecture materials (6 hrs, W2.1, W2.2, W2.3).
2. Discussion Two: Due Wednesday (10 pts; 20 minutes): In the text, Chapter Two, the continuous school improvement cycle is explained and discussed with respect to an overall school improvement framework. Generally, schools are constantly engaged in continuous school improvement. In your school or organization, describe examples of continuous school improvement. What assessments served as a starting point for creating a plan? How will the school evaluate efforts? What would be an appropriate null and alternative hypothesis for investigating your example? Due Friday (10 points; 20 points): Reply to at least two posts describing how you would go about determining, statistically, if there was a significant change due to school improvement based on the data collected. Explain the type of data that is being collected (categorical, ordinal, interval, or ratio), and the appropriate statistic to determine if significant change occurred (chi-square, correlation, matched pairs t-test (dependent t-test), independent t-test, or a different inferential statistic) (W2.1, W2.3).

3. Homework Two: Due Friday (40 pts; 3 hrs). Developing a questionnaire can be a time-consuming process that requires a significant amount of planning. Questionnaires can take several forms and serve several purposes. In this homework exercise you will be going through the first few phases of developing a questionnaire. Here is the scenario: You are a new superintendent of a relatively small, rural district. You just took over a position in the middle of an academic year, January 1, because the school board and the superintendent had significant differences with respect to prioritization and planning. At the same time, the prior superintendent had no real evidence to support his position to the board for his or her actions despite that his or her actions seemed aligned and in tune with school and community needs. You are stepping into a messy situation where principals are unhappy, school board members are unhappy, and the community is unhappy for releasing a well-known, popular, superintendent that served for 15 years, and now it's your turn. It is a frightening situation of turmoil, unrest, lack of trust, and loyalties collide. Nevertheless, the past is the past and it's your job to push the school district forward, collectively, in a positive way despite everyone's perceptions. In order to do your job effectively, rally the troops so to speak, you must present some evidence to the school board of the overall perception of the climate and culture, and the top priorities of principals and teachers. You must also determine if the climate and culture is negatively affecting students' perceptions and motivations. Likewise, based on the information you gather, you must financially advocate to the school board for these priorities (W 2.2). In a word document, address the following: What is the main issue/information you are seeking with each question? Why is this information important and how do you plan to use it? Are you aware of any supplemental information relating to this issue that may already be available? If so, what is it and where is it found? For each type of question included, tell why you chose that question. Describe your process for administering this questionnaire so you would receive the highest possible rate of return.

In a word document describe: (1) Provide three sets of questionnaire questions that you would provide teachers, principals, and students based on constructs that are most important in this situation; for example, are students still learning and achieving? (10 pt); (2) Describe the content that you believe is most important to assess in the questionnaire for teachers, principals, and students [what important constructs will be assessed and explain why these constructs are critical (ex. confidence, workplace satisfaction, priorities, perceptions of teachers, perceptions of administrators, grit or self-regulation, etc.)] and explain why you believe your questions are valid questions for collecting this information (10 pt); (3) Develop an introduction explaining the purpose of each questionnaire (10 pt); (4) Provide a description of how you would go about further developing the instrument and piloting the instrument before implementation (1 page) (5 pt); A description of how you would analyze and report the results (1/2 page) (5 pt). (W 2.2).

4. Work on School Board Report and Presentation due Week 8 (C1-C8)

## Week 3:

### **Week 3 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W3.1:** Use nonparametric statistics to analyze categorical/nominal data (Chi-Square Test for independence) (C3, C4, C5, C6, C7).
- W3.2:** Understanding validity and reliability of assessments (C2).
- W3.3:** Understand predictive analytics, simple linear regression (C3).

### **Week 3 Introductions:**

Non-parametric statistics are used when no assumptions regarding the normal distribution of the data can be made. Non-parametric tests are used when analyzing nominal or ordinal type data (categorical data). The most common graphs to represent categorical data are bar graphs and pie charts. One of the most common non-parametric tests to analyze categorical data is the chi-square. There are two types of chi-squared tests worth knowing and understanding, the chi-square for goodness of fit and the chi-square for independent samples. This week, students will be performing a chi-square for independent samples. Additionally, students will further explore aspects of validity and reliability as it relates to instruments used to collect data. Validity and reliability are key aspects to ensure data accurately reflects the variables or constructs intended to be collected.

### **Week 3 Lecture Materials:**

Read chapters 5 and 6 in [Data Analysis for Continual School Improvement](#)

Waigandt, A., & Wang, Z. Chapter 15 (chi-squared for the independence of categorical variables).

#### Validity and Reliability

National Business Research Institute. (2019). What are the different types of validity that must be considered when conducting a survey? <https://www.nbrii.com/faqs/data-analysis/different-types-validity-must-considered-conducting-survey/>

Scribbr. (2019). The four types of validity. <https://www.scribbr.com/methodology/types-of-validity/>

Simple Psychology (2013). What is reliability? <https://www.simplypsychology.org/reliability.html>

Brown, J.D. (2000). What is construct validity? [http://hosted.jalt.org/test/bro\\_8.htm](http://hosted.jalt.org/test/bro_8.htm)

Li, Yue. (2016). How to determine the validity and reliability of an instrument.  
<https://blogs.miamioh.edu/discovery-center/2016/11/how-to-determine-the-validity-and-reliability-of-an-instrument/>

AllPsych. (2018). Chapter 7.3 Test validity and reliability.  
<https://allpsych.com/researchmethods/validityreliability/>

Video for Chi-Square for Independence by hand

Chi Square Calculation by Hand. (2012).  
<https://www.YouTube.com/watch?v=eUBVAqyKagU>

Jones, J. (2019). Stats: Test for Independence.  
<https://people.richland.edu/james/lecture/m170/ch12-ind.html>

Sinauer Associates, Inc. (2013). Critical values of the Chi-square distribution with d degrees of freedom. [https://www.mun.ca/biology/scarr/4250\\_Chi-square\\_critical\\_values.html](https://www.mun.ca/biology/scarr/4250_Chi-square_critical_values.html)

Data Set Two

### **Week 3 Lesson Activities**

1. Read and review week three lecture materials, (6 hrs, W3.1, W3.2, W3.3)
2. Discussion Three: Due Wed (10 pt; 40 min; W3.2): Imagine the State Board of Education recently passed a statute requiring all students seeking principal certification to pass a new performance assessment. The State Board is requiring Educator Preparation Program (EPPs) to implement this assessment with their own students at their own institution. Secondly, the State Board of Education insists that the assessment must occur within the principal preparation program. Deans and unit leaders across the state question the overall implementation, scoring consistency, validity, and reliability of the new assessment. Let's also imagine that the EPPs annual performance review (APR) is reflects students' scores. For your initial post, imagine you work for the state education department and you have to explain to EPPs the plan for ensuring construct and content validity, predictive validity, inter rater reliability, internal consistency, test-retest reliability, and that there is fidelity and standardized implementation of the new performance assessment. What would you have done to ensure all these facets of the assessment and implementation of the assessment were met, and how would you communicate this to the EPP? Due Friday (10 pt; 20 min; W3.2): Respond to two of your classmate's posts, imagining yourself as the EPP Dean or unit leader, questioning the procedure for implementation and establishment of validity, reliability, and fidelity of implementation. As you respond, consider that these self-reported performance scores evaluated by the EPP are reflected on your state APR.

3. Homework Three: (Due Friday, 40 pts, 3 hrs, W 3.1): MAP data found on the DESE website is frequency level data in that anyone can research to determine how many students performed advanced, proficient, basic, or below basic. This data is easily accessible for public view. Imagine you want to determine if there is a statistically significant difference in the frequency of students performing advanced, proficient, basic, or below basic for 7<sup>th</sup> grade math scores between the school district you work at (District A) versus a neighboring school district (District B). You look at the state statistics and determine the frequency of students performing at the various levels and decide to do a chi-square for independence. At three degrees of freedom, your chi-square calculation must be greater than 7.815 to confidently say there is a difference in the frequencies between the districts (significance level = 0.05). (1) Using Data Set Two, determine chi-square (25 pts), (2) provide the appropriate pie charts representing the data for district A and district B (10 pt), and (3) explain if there is a difference in the frequencies in scores between the districts and why (5 pt). Use data set two and supplemental resources.
4. Work on School Board Report and Presentation due Week 8 (C1-C8)

## Week 4:

### **Week 4 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W4.1:** Students will be able to perform an independent t -test analysis for analyzing demographic data (C1, C3, C4, C5, C6, C7).
- W4.2:** Use intersections in contributing cause analyses (C8).

### **Week 4 Introductions:**

Being able to perform an independent t-test is critical in determining if there are statistically significant differences between unrelated two groups of data. The independent t-test is a parametric test, meaning that assumptions such as normality of the data must be met. Normality of data was discussed earlier. Normality of data should be checked by examining histograms for each group. Independent t-tests should only be used with continuous data (interval data or ratio data). Categorical or ordinal data cannot be analyzed using the independent t-test. Independent -tests can

be used for determining differences for variables such as ACT scores, MAP scores, or Likert-scale items. Students will also examine the meaning of multiple measures of data.

#### **Week 4 Lecture Materials:**

Read chapters 7 and 8 in Data Analysis for Continual School Improvement

Waigandt, A., & Wang, Z. Chapter 14 (for two independent samples)

How to do an independent t-test

TuitionKit (2014). T-Test with Unpaired (Independent) Samples.

<https://www.YouTube.com/watch?v=hx9-xCqFnIA>

Statslectures. (2012). Independent samples t-test.

<http://www.statisticslectures.com/topics/independentsamplest/>

Jones, J. (2019). Stats: Probability Values.

<https://people.richland.edu/james/lecture/m170/ch09-pvl.html>

Jones, J. (2019). Student's T Critical Values.

<https://people.richland.edu/james/lecture/m170/tbl-t.html>

Data Set Three

#### **Week 4 Lesson Activities**

1. Read and review week four lecture materials (6 hrs, W4.1, W4.2)
2. Homework Four: (Due Friday, 40 pts, 3 hrs, W4.1): A statistical test that is used to determine if there are differences between two independent samples is the independent t-test. For an independent t-test, two specific groups are compared based on a specific demographic (for example, boys versus girls). An independent t-test is useful for determining differences when analyzing with interval or ratio level data [for example, ACT scores (not frequency/categorical data)]. One aspect presented in chapter eight is the importance of “examining student learning by demographics” (p 105). In this activity, you will be determining if there are differences in ACT scores between two groups of high school students (Group A versus Group B). See data set three. (1) For each group, determine the mean, variance, and standard deviation (10 pt). (2) State the null and alternative hypothesis for the statistical test (5 pt). (3) Create appropriately labeled histograms for both Group A and Group B to examine if the data appears normally distributed (5pt). (4) Determine the degrees of freedom

and the critical value of  $t$  at the 0.05 significance level for a two tailed test (5 pt). (5) Determine the  $t$ -statistic and if it is significant, and an explanation why it is significant (15 pt). Read and view the various supplemental videos, along with data set three, to create a word document addressing the above point values.

3. Discussion Four: Due Wed (10 pt; 40 min; W4.2): As explained on page 105, "Intersections of multiple measures of data are powerful. They show us how much more we can see when we open our eyes wide and use all of our lenses." Consider a possible question that you could ask specific to *your* students' achievement or building level data that can be answered by collecting multiple measures of interval or ratio data (raw scores). What research question would you ask that could be answered by collecting data and used as a springboard to address instructional concerns? Many questions often require comparing two groups of students, for example, a group of students utilizing curriculum versus a different group of students utilizing a different curriculum (a control group versus an experimental group, or possibly comparing by student demographics). What rationale is there for distinguishing these groups? What types of data beyond one single measure would you collect and analyze to determine what is working and what is not working? In other words, what additional variables, such as grit, office referrals, self-efficacy, attendance, or self-confidence would you consider collecting that may have an impact on student achievement between groups of students; why are these variables worth considering? Due Friday (10 pt; 40 min; W4.2): Respond to two classmate's initial ideas regarding their question; potential research designs that will adequately answer his or her research question; additional data worth collecting; and potential challenges, strengths, and implications.
4. Work on School Board Report and Presentation due Week 8 (C1-C8)

## Week 5:

### **Week 5 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W5.1:** Use dependent  $t$ -tests to analyze pre- post- interval or ration data (C1, C3, C4, C5, C6, C7).
- W5.2:** Understand how to use data to implement the vision through the continuous school improvement plan to improve teaching and learning (C8).

### **Week 5 Introductions:**

Like the independent  $t$ -test, the dependent  $t$ -test (or matched pairs  $t$ -test) is used to analyze parametric interval or ratio type data. The difference

between the independent t-test and the dependent t-test is that the dependent t-test is examining the same group twice, usually over time. In this regard, scores are “dependent” upon the matched score for everyone. Dependent t-tests are used to analyze pre-post data sets for a single group of students. This week, students will be analyzing two data sets from a single sample over time. Many times, independent and dependent t-tests are used in conjunction with each other, as you will find out in this week’s homework assignment. This week students will also be reviewing the various steps for continuous school improvement.

### **Week 5 Lecture Materials:**

Read chapters 9, 10, and 11 in Data Analysis for Continual School Improvement

Waigandt, A., & Wang, Z. Chapter 14 (for matched pairs samples).

#### How to do a dependent/matched pairs t-test

O’Loughlin (2016.) How To...Calculate Student’s t Statistic (Paired) by Hand.

<https://www.YouTube.com/watch?v=BPbHujvA9UU>

Jones, J. (2019). Stats: Probability Values.

<https://people.richland.edu/james/lecture/m170/ch09-pvl.html>

Jones, J. (2019). Student’s T Critical Values.

<https://people.richland.edu/james/lecture/m170/tbl-t.html>

#### Creating data-driving instruction

Halverson, R., Grigg, J., Prichett, R. (2007). The new instructional leadership: Creating data-driven instructional systems in school. *Journal of School Leadership*,

[https://scholar.google.com/scholar?hl=en&as\\_sdt=0%2C26&q=The+New+Instructional+Leadership&btnG](https://scholar.google.com/scholar?hl=en&as_sdt=0%2C26&q=The+New+Instructional+Leadership&btnG)

Data Set Four

### **Week 5 Lesson Activities**

1. Read and review week five lecture materials (6 hrs, W5.1, 5.2)
2. Homework Five: Due Friday, 40 pts, 4 hrs, W5.1): Review data set four to perform a matched-pairs dependent t-test. The data shows fourth grade iReady math scores. Imagine teachers in your building are provided iReady math scores several times throughout the year, but you are mostly interested in scores between the beginning of first quarter and end of second quarter. Let’s imagine there is a new mathematics curriculum that when implemented correctly should increase achievement scores significantly. As the chair of your math department, you want to determine if the new curriculum is effective. During the semester,

half of your math department implements the new curriculum while the other half does not, and you receive a random sample of pre-post data for both groups (see data set four). Using an alpha level (significance level) of 0.05, determine the following by performing two-tailed dependent or independent t-tests.

(1) Determine mean, standard deviation, range, and variance for pre- and post-scores for the two groups (using the new curriculum and teachers not using the new curriculum) (5 pt).

(2) What is the matched-pairs t-value and degrees of freedom calculated for comparing pre- and post- groups for students using the new curriculum. Is the t-value statistically significant (10 pt)? (3) What is the t-value and degrees of freedom calculated upon comparing pre- and post- groups for students not using the new curriculum and is this statistically significant (10 pt)?

Last week you performed an independent samples t-test. You will be doing this again to determine if there is a significant difference in pre- math iReady scores between the two groups (students using the new curriculum versus students not using new curriculum groups). Are the pre-scores from students utilizing the new curriculum statistically different than pre-scores for those that are not? Also compare the two groups post-scores. Are there statistically significant differences between post-scores? (4) Provide the t-values for both independent t-tests, df, and determine if the scores are statistically different for both groups of students' scores (10 pt). (5) Based on the comparisons between pre-tests and post-tests (dependent t-test), and between the two groups (independent t-tests), what conclusions can you make about the effectiveness of the new curriculum (5 pt)?

3. Discussion Five: Due Wed (10 pt; 40 min; W5.2): Last week, for discussion four, you identified a possible research question that you could pose to address a problem or issue specific to achievement data and useful data that should be collected and analyzed to make sound building or instructional decisions. Imagine upon your initial review of the data you determined that there are opportunities for growth either as an instructional unit or as a building. As outlined in chapter 10, the initial steps for continuous school improvement requires a planning team with a specific purpose, determining how the objectives align with the curriculum and the environment, setting goals, identifying objectives, strategies to achieve objectives, and actions to implement strategies. Given the specific issue or problem you described in discussion four, describe and provide a rationale for how these initial stages of school improvement should unfold. Due Friday (10 pt; 40 min; W5.2): Provide feedback to two classmates initial posts by providing some feedback on how you think the strategies should be implemented and arranged, a realistic timeline to implement strategies, identify possible resources needed, and refine your classmates plan to ensure

that they are collecting the appropriate data to meet the objectives of the improvement plan. Refer to pages 134 and 135.

4. Work on School Board Report and Presentation due Week 8 (C1-C8)

## Week 6:

### **Week 6 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W6.1:** Utilize correlation coefficients to determine if there is an association between two continuous variables (C1, C3, C4, C5, C6, C7).
- W6.2:** Understand the continuous school improvement timeline (C8).

### **Week 6 Introductions:**

A Pearson correlation is an important statistic to be able to calculate to determine if there is a statistically significant association between two continuous variables (interval or ratio type data). This week, students will be calculating a Pearson correlation to determine if there is an association between variables for two sets of data, and to make some conclusions based on findings. Students will also do a 20-minute interview with a school administrator or a department chair to discuss what school improvement looks like in his or her building or department.

### **Week 6 Lecture Materials:**

Read chapters 12 and 13 in Data Analysis for Continual School Improvement

Waigandt, A., & Wang, Z. Chapter 11 (Pearson Product Moment Correlation).

LAERD Statistics. (2018). Person product-moment correlation.

<https://statistics.laerd.com/statistical-guides/pearson-correlation-coefficient-statistical-guide.php>

Stangroom, J. (2019). Social Science Statistics.

<https://www.socscistatistics.com/tests/pearson/>

O' Loughlin, E. (2015). How to...calculate Pearson's correlation coefficient (r) by hand.

<https://www.YouTube.com/watch?v=2SCq8Kuh0tE>

TheRMUoHP Biostatistics Resource Channel. (2014). How to use excel-the Pearson fuction. <https://www.YouTube.com/watch?v=JO-Gc5bEG70>

Siegle, D. (2015). R Critical Value Table.

[https://researchbasics.education.uconn.edu/r\\_critical\\_value\\_table/#](https://researchbasics.education.uconn.edu/r_critical_value_table/#)

Vertex42. (2017). Creating an XY Scatter Plot in Excel.

<https://www.bing.com/videos/search?q=creating+a+scatter+plot+in+excel&view=detail&mid=503D225C6E9FC57C0CB1503D225C6E9FC57C0CB1&FORM=VIRE>

Answersdrive. (2019). What is considered a strong correlation?

<https://answersdrive.com/what-is-considered-a-strong-correlation-7849603>

Data Set Five

## Week 6 Lesson Activities

1. Read and review week 6 lecture materials (6 hrs, W6.1, W6.2)
2. Homework Six: Due Friday, 40 pts, 4 hrs, W6.1): Review data set five showing data for cumulative high school seniors' GPA and ACT for two schools (School A and B) in the same district. (1) Determine the mean, standard deviation, and variance for both cumulative GPA and ACT (5pt) for both schools; (2) Provide a scatter plot chart, including data labels, title, trend line, and explain if the data appears linear for both sets of data, School A and B (5 pt). (3) Based on the scatter plot, determine if there is an outlier (there is an outlier for School A). Which case would you consider an outlier and what justification should you use for removing from the data set before determining the correlation coefficient? (5 pt). (4) Determine the degrees of freedom based on the data and the critical value from the R Critical Value Table for a two-tailed test at a significance level of 0.05 for both data sets (School A and B). What are the df and the critical value? (5 pt). (5) After removing the outlier from School A data, determine the correlation coefficient between the two interval variables, ACT and cumulative GPA for both data sets. What are the correlation coefficients? (10 pt). (6) Using an independent t-test, determine if there is a statistically significant difference between ACT scores and GPA between School A and School B (sig. level 0.05, two-tailed test), provide t-statistic, df, critical value, and an explanation if there is a statistically significant difference (5 pt); 7) Hypothetically, as a curriculum coordinator, instructional leader, building principal, or superintendent, what questions or concerns would you have based on the descriptive and inferential statistics calculated? (5 pt)
3. Discussion Six: Due Wed (10 pt; 40 min; W6.1, W6.2): 20-minute interview. Arrange a time to discuss with a building principal, curriculum coordinator, instructional coach, department chair, or superintendent what continuous school improvement looks like in his or her role. Create your questions from the reading, chapters 12 and 13. Consider the reflection questions at the end of each chapter. Disclose to the individual that this is for an assignment, so they are aware that it is part of the class and ensure that they agree to having a

conversation with you. Transcribe and review responses. From your interview, what are some meaningful applications regarding continuous school improvement did you learn? Due Friday (10 pt; 40 min; W6.2) respond to two individuals initial posts. Data is not the only aspect that drives continuous improvement, but it provides evidence for continuous school improvement. Continuous improvement is dependent upon communication, motivation, prioritizing, constraints, culture, climate, values, obstacles, and teamwork. Which key aspects were identified in the post? Why are these important considerations?

4. Work on School Board Report and Presentation due Week 8 (C1-C8)

## Week 7:

### **Week 7 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W7.1:** Use analysis of variance techniques to analyze interval school data for more than two groups (C1, C3, C4, C5, C6, C7).
- W7.2:** Understanding ethical consideration in research.

### **Week 7 Introductions:**

A one-way ANOVA is a bit more complicated than an independent t-test in that more than two groups of data are analyzed. A one-way ANOVA is utilized to examine if there are statistically significant differences in three or more independent groups of data (no pre- or post-test type comparisons). One-way ANOVA calculations can only be done when examining interval or ratio level data (parametric statistics). In addition to performing a one-way ANOVA, students will be considering ethical and legal aspect of research, data collection, confidentiality, undo coercion, and the function and structure of an Institutional Review Board. Students must understand that data collected is confidential and that data reported cannot be released in such a way that participants, schools, or administrators can be identified. This is critical for the protection of students, schools, and districts.

### **Week 7 Lecture Materials:**

Waigandt, A., & Wang, Z. Chapter 16

Waigandt, A., & Wang, Z. Chapter 3

O'Loughlin, E. (2015). How To...Perform a One-Way ANOVA Test (By Hand). <https://www.YouTube.com/watch?v=WUjsSB7E-ko>

AU. (nd). Table of critical values for the F distribution (for use with ANOVA). <http://homepages.wmich.edu/~hillenbr/619/AnovaTable.pdf>

LAERD Statistics. (2018). One-way ANOVA. <https://statistics.laerd.com/statistical-guides/one-way-anova-statistical-guide.php>

Government Publishing Office. (2018). Electronic Code of Federal Regulations. <https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=83cd09e1c0f5c6937cd9d7513160fc3f&pitd=20180719&n=pt45.1.46&r=PART&ty=HTML>

Data Set Six

## Week 7 Lesson Activities

1. Read and review week seven lecture materials (4 hrs, W7.1)
2. Homework Seven: Due Friday, 40 pts, 4 hrs, W7.1): You are investigating if there is a statistically significant difference in ACT scores among three specific student groups (Group A, B, and C). ACT is interval type data, so you decide to analyze if there are differences among the groups using a one-way ANOVA. The one-way ANOVA is used to determine if there are differences in interval or ratio data when there are more than two groups. Review data set six. For this assignment, (1) Determine mean, standard deviation, and variance for each group (5 pt). (2) Determine the degrees of freedom between and within for the ANOVA, along with the critical value to determine significance at the 0.05 significance level (5 pt). Calculate the F-statistic for the data set to determine if there are differences among the groups, provide the F-statistic and an explanation of your results (if the F-value is significant or not) (30 pt).
3. Discussion Seven: Due Wed (10 pt; 40 min; W7.2): Ethics in research is a primary concern this day and age. Teacher and administrators frequently have access to confidential data. The primary concern with school data is confidentiality, and individuals not disclosing data to a third-party. There are laws, such as FERPA, that prohibit transfer of confidential data. In higher education, the ethics of research activity is regulated by institutional review boards (IRBs) that review aspects of proposed research with respect to confidentiality, informed consent, undue effects, risks to participants, and coercion. Do some independent research on ethics in research. Identify specific studies that have violated aspects of ethical research. Discuss why you think it

was unethical in terms of risk, informed consent, confidentiality, coercion, or undue effects. It may also be unethical due to provisions of the population researched (example: prisoners or children). Due Friday (10 pt; 40 min; W7.2): Respond to at least two individuals posts referencing aspects of the Electronic Code of Federal Regulations. Based on the code, explain the unethical nature of the research.

4. Work on School Board Report and Presentation due Week 8 (C1-C8)

## Week 8:

### **Week 8 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W8.1:** Present an analysis of a school issue along with appropriate recommendations in the form of a Board of Education report focusing on school improvement (C8).

### **Week 8 Introductions:**

For Week 8, students will be completing and turning in the School Board Education report and uploading a 10-minute presentation of the report. Please review the Assignment Overview section of the syllabus for details.

### **Week 8 Lecture Materials:**

Chapters 1-13 [Data Analysis for Continual School Improvement](#)

### **Week 8 Lesson Activities**

1. Due Friday: In Via (200 pt), turn in your School Board of Education report focusing on school improvement (40 hrs, W8.1).
2. Due Friday: Upload presentation.



---

WILLIAM WOODS  
UNIVERSITY

---

---

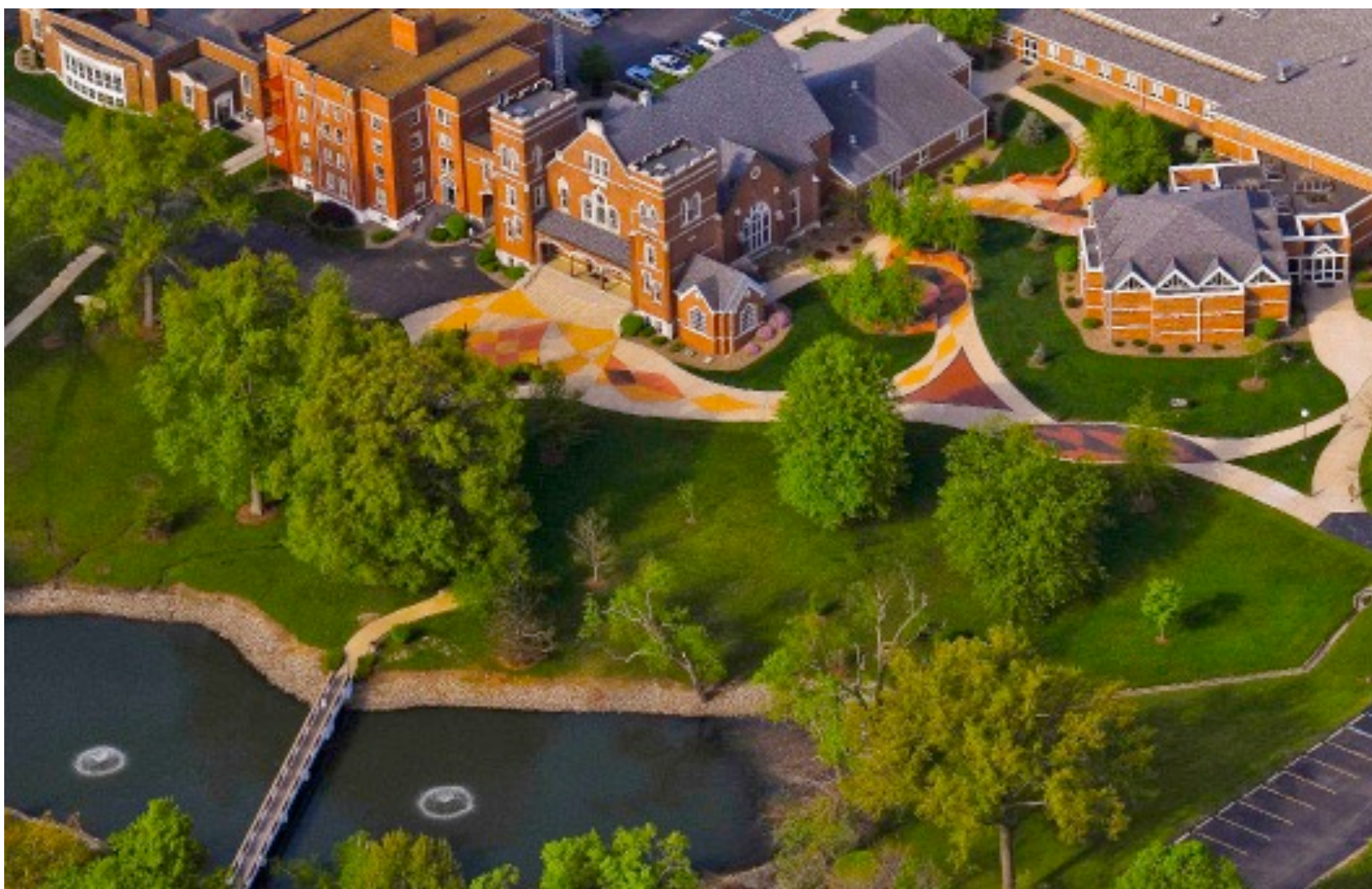
## MISSION STATEMENT

*William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.*

William Woods University | One University Avenue | Fulton, MO 65251

1.800.995.3159 | [WilliamWoods.edu](http://WilliamWoods.edu)

# EDU 674 Urban Issues In Curriculum & Instruction



WILLIAM WOODS UNIVERSITY  
Online Course Syllabus



---

WILLIAM WOODS  
UNIVERSITY

---

**A NOTE TO LEARNERS AND FACULTY FACILITATORS**

The syllabus for this course has been developed to provide a consistency of learning outcomes for all students in the program. The faculty facilitator has the right to modify, but not alter substantially, the syllabus in order to better meet the needs of the class and/or to better utilize the particular expertise of the facilitator. Any decision to modify the syllabus is to be mutually agreed upon by the learners and the facilitator. Any substantial alteration of the syllabus must receive prior approval of the Program Director.

Syllabus revision completed January 2022

# Contact Information

## **Instructor information:**

Click “classlist” on the ribbon to identify your instructor. You can easily contact them from this screen as well. Many instructors will send an electronic welcome letter as well, often posting it as an announcement. Review your notification settings by clicking on your name in the upper right-hand side of the course page to confirm the best way to receive class updates.

## **Special Instructions:**

The instructor will respond to any electronic communication within 24 hours on weekdays and 48 hours on the weekend.

## **Technical Support/Helpdesk:**

**24/7 live** support information contact the Help Desk at: [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu), 573-592-4224 or 800-995-3159 then option 4 for IT.

## **How to Get Started:**

Review the material in the “Course Information” section of this page. There, you will find the syllabus which will outline the organization of the class, a description of major assignments, and a schedule of assignments.

In the “Resources” section beneath, you’ll find a link labeled “Textbook,” which includes information on how to purchase the textbook(s). You might also find other helpful information, including information on how to contact your instructor, rubrics used in the course, and other documents specific to this course, like those explaining software requirements or other unique features of this course.

If this is your first class in Brightspace, you might want to review your profile and notifications. Click on your name in the upper right-hand corner of the page and choose profile. This will allow you to add a picture and some information about yourself.

Maybe more significant, select notifications and scroll down to choose how you'd like you hear about activity in the class. If you don't choose a way to be notified, you won't get announcements or updates when your work is graded and commented on. These updates can go to your WWU email or your phone, immediately on a scheduled basis. Please review the options and choose the one that's right for you.

There also is a Brightspace Pulse app that you can use.

# Learner Support

## **Academic Success Center**

The University has developed the Academic Success Center to help students succeed in their classes. While the Center has a physical address on the main campus of William Woods University in Fulton, MO, many of the same resources can also be accessed by students taking WWU classes online. These include schedule adjustment, advice and help communicating with instructors, and tutoring opportunities. To arrange a way to access these services, contact Academic Support Center Coordinator, at 573-592-1145 or [academicsupport@williamwoods.edu](mailto:academicsupport@williamwoods.edu).

## **Student Disability Services**

William Woods University is committed to granting reasonable accommodations to its rules, policies, or services to afford students with disabilities equal access to an education. Students must self-identify the disability or disabilities to request academic or nonacademic accommodations. Students can submit a request for accommodations by emailing [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The Director of Student Disability Services will then review the request for reasonable academic and nonacademic accommodations to assure that there will be no discrimination based on disability. The process may take up to 30 days from receipt of third-party documentation to substantiate the disability or disabilities.

## **Hoonuit**

All students at WWU have access to Hoonuit, a curated collection of online resources for student success. The site includes resources exploring broad academic subject areas and specific and targeted tutorials designed to help you practice academic skills. It also includes resources on navigating Brightspace, the platform William Woods uses to host its online classes.

Hoonuit can be accessed through Brightspace. If you're on your landing page (when you first login, or return there by clicking on the WWU logo in the top left), you'll see Hoonuit in the right-hand column. To login, use your email username and password. If you have any questions or concerns, you can contact the UIT helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

## **SmartThinking**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, “Drop-in tutoring” and “Offline questions.” Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [advising@williamwoods.edu](mailto:advising@williamwoods.edu).

## Textbook & Purchasing Your Books

### **Required Textbook:**

Shields, C.M. (2018). *Transformative leadership in education: Equitable and socially just change in an uncertain and complex world*. 2<sup>nd</sup> Ed. New York: Routledge.

### **Supplemental Material:**

Urban Issues Folder contains selected readings for the article reflections.

### **Where to Buy Textbook:**

- [William Woods University Virtual Bookstore](#)

## Course/Degree Requirements 3 Credit Hours

### **Course Description:**

This course will help curriculum leaders create change in a world dominated by *volatility, uncertainty, complexity, and ambiguity* (VUCA). Theories of Change will be examined through the exploration of various change models. Students will examine structural barriers to equity, study how the achievement gap, poverty and other urban educational issues impact student achievement, community perceptions and school reform. This course utilizes a critical lens to examine how social dynamics, cultural differences, pedagogy, physical/social environments and student resiliency play a part in making achievement gaps a lingering issue for educators.

### **EDS Curriculum Leadership Program Objectives:**

- P1: Students will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic

assumptions and social forces that influence current educational policy-making and reform.

- P2: Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
- P3: Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
- P4: Student will identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
- P5: Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
- P6: Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

**Course Objectives:**

- C1. Define professional dispositions and behaviors needed for the culture and context of successful school reform and school innovations to result in improved student achievement, P 1, 2, 3
- C2: Recognize and use Transformative Leadership tenets when planning and implementing educational change, P 1, 4, 6
- C3: Understand Critical Theory and its use as a lens through which to analyze today's educational system to create equitable educational experiences for all students, P 2, 3, 5
- C4: Create equitable opportunities to include all stakeholders in identifying, implementing and monitoring change initiatives in schools, P 1, 2, 3, 4,
- C5: Utilize a critical lens to identify causes of and solutions for inequitable practices in education. P 1, 2,
- C6: Explain social identities and how oppression creates agent, target and border groups in each. P1, 2, 3, 5

- C7: Identify strategies for improving student achievement in school settings through Transformative Leadership P 3, 4, 5
- C8: Describe strategies for promoting resiliency and efficacy in children. P 2, 3, 4
- C9: Identify structural oppression in schools which impacts student achievement and design change to eliminate it. P1, 4, 5, 6
- C10: Analyze school district data to determine where gaps in achievement exist and propose research-based solutions which create equity marginalized groups. P 1, 3, 4, 5, 6
- C11: Utilize the tenets of transformative leadership in developing a change initiative for your school. P 2, 3,

**Website Address of the Online Learning Platform:**

<http://williamwoods.brightspace.com>

**Minimum System Requirement:**

1. Reliable Internet connection. Recommendation: Cable or DSL.
2. Software: MS Office, [Internet Browser](#), [Media Player](#), [Adobe Acrobat Reader](#).
3. If you use OpenOffice or Word Perfect products for your paper, please save your document in Rich Text Format: (File "Save As" Choose "Rich Text Format" as the file type).
4. Digital Camera with capabilities for documenting work. Some smart phones do have these capabilities.
5. Laptop or desktop computer is required. A smartphone and most tablets do not have adequate operating systems required for an online course.

**Expectations of Student Technology Skills:**

Success in this class requires that students possess the following technical skills:

1. Using the Learning Management system.
2. Creating and submitting files in commonly used word processing programs. This includes exporting google docs and pages files as word files before submitting.

Tutorials are available for students who feel they might lack these skills, though looking for a tutorial on YouTube will often provide as much training as is needed.

Success might also require students to employ the following digital literacy skills: to be identified on a course by course basis, as needed

## Class Time Expectations

All 3 credit hour courses are in eight-week format. Total student engagement hours (37.5) are required for a 3 credit hour course. Student independent hours (75) are required for 3 credit hour course, total 112.5 hours. Individual time spent on each course is likely to exceed the time expectation specified above.

## Assignment Overview

### **Assessment Procedures Program:**

Course grades will be based on individual performance on activities and assignments, including papers, discussion forums, and projects.

This course promotes close examination of educational problems through a critical lens to reveal root causes and innovative solutions. Content will focus on transformative leadership, equity, and social justice to close the achievement gap. Students will understand the change process (3-5-year cycle) as they develop solutions for real-world problems.

### **Assignments and Scoring Guide Points Possible**

- ◆ **Weekly Discussion Forum Posts:** Students will respond to weekly discussion forum posts over topics from the weekly reading assignments. Posts will be a minimum of 300 words and must cite evidence from the reading to support their claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. Response posts must be at least 100 words and be substantive, citing evidence from this week's reading, not "I agree" or "good point". **20 points for original post and 5 points for each of the 2 responses to classmates' posts. 30 points each x 8 weeks = 240 points** Course Objectives 6, 8, 9
- ◆ **Article Analysis & Reflection:** Each week students will read articles related to the topic and analyze the article for relevance to his/her own praxis. The analysis and reflection will be due on Saturday by 11:55 p.m. **Weeks 1-6 x 25= 150 points** Course Objectives 6, 12
- ◆ **Matrix of Oppression Paper –**  
Begin with Identity Encounter for Culture Assignment—educational issues/challenges related to one of the identities contained in the *Matrix of Oppression*. Answer the 2

questions privately and reflect on how your identity impacts your work in the classroom.

For your paper, consider a target identity as represented your school. Identify a Target identity and describe how the current structures impact this identity. Analyze your school for an identity in the target group and summary of major issues/challenges faced by students in this group. Propose structural changes your school can make to remove the oppression faced by this identity. You will make recommendations for change for this target identity to create an equitable experience for students of these identities. Use at least 3 sources to support your recommendations. Your paper will be a minimum of 3 pages, of major issues/challenges during the class session. **50 points. Week 2** Course Objectives 6, 7, 8, 9, 10

- ◆ **Achievement Gap Paper** – Research and summarize at least 3 current educational reforms which are designed to close the achievement gap, providing a critical analysis of each, examining the deficit theory associated with each and include citations, in a 3-4-page paper. (Attach a reference list of at least 3 sources double-spaced with APA parenthetical citations and reference page). **50 points Week 4** Course Objectives 2, 3, 4, 5, 6, 11
  
- ◆ **Data Analysis/Reform Model Presentations** – Prepare a report and presentation for your administration on your school’s student achievement with a focus on identifying possible reforms to increase student achievement. You are charged with reviewing achievement, environmental, demographic, and other data. You will review and determine where an achievement gap exists. Based on your analysis, recommend at least **3 reforms** that you believe could assist in closing the gap and improve student achievement overall. Identify the change model you wish to employ. Presentations will be 5-7 minutes and may be linked through YouTube or Vemeo or another platform due to file size. **100 points Week 5** Course Objectives 2, 3, 4, 5, 6, 10, 11
  
- ◆ **Urban Reform Paper** – Students will research an assigned urban reform topic from the list provided and analyze its success or failure on changing education. The paper will contain at least 5 sources, be a minimum of 4 pages, and analyze the issue, identifying the structural oppression which contributes to this problem and propose equitable solutions. (Attach a reference list of at least 5 sources double-spaced with APA parenthetical citations and reference page). Urban Reform topics: Urban/Reform Issue topics to be covered include: Situational Poverty, Generational Poverty, Over-representation in discipline data, Special Education, Language and Communication, Multi-cultural Education, Racism, Gender and achievement, Diversity, English Language Learners, LGBTQ, Achievement Gap, Rigor and Relevance, Structural Oppression, Adverse Childhood Experiences (ACEs), Race, Relationships, Ethnicity, Minority Achievement, Home/Native Culture, Transformative Leadership  
**100 points. Week 6** Course Objectives 2, 3, 4, 5, 6, 10, 11
  
- ◆ **School Culture Paper**— Students will create a 3-5-page paper analyzing the impact of their school’s culture as it relates to educational reform issues,

identifying the barriers, structures and practices to overcome to implement real change in a VUCA world. (Attach a reference list of at least 4 sources double-spaced with APA parenthetical citations and reference page). **50 points Week 7**  
Course Objectives 1, 7, 9

- ◆ **Final Project – Professional Development Plan.** Using the problem identified in your data analysis/reform presentation, develop a detailed professional development plan based on current data (3-year trend data). Be sure to address how you will overcome/identify issues relating to the achievement gap. The professional development plan should include a timeline of activities, list of people responsible, budget, and curricular modifications necessary. The final PD Plan should be research based-utilizing and utilize one for the reform models explored in class. Paper will be 5-7 pages and be written following APA format. **150 points Week 8**  
Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,  
**Total of 890 possible points for course**

## Grading Scale

90% - 100% A

80% - 89% B

70% - 79% C

69% - below F

All work is to be done individually

### **Missing or Late assignment:**

It is expected that all work will be submitted on time. Late work will only be accepted in unusual circumstances and subject to instructor discretion. **Late work that is accepted will be subject to a deduction of up to one full letter grade** (10% of total points possible). Students who are consistently late will receive no credit on assignments submitted after the due date. In extreme situations (family crises, medical emergency, local disaster), your instructor may modify this policy for a class or on a case-by-case basis.

**NOTE:** Unless created as part of an assigned collaborative project, all work is to be the student's own original work. When utilizing reference sources, proper credit and attribution should be given. Please refer to the current Graduate Catalog regarding suspected plagiarism and reporting/consequences of such. The William Woods Online Campus utilizes the services of Turnitin for verification of authenticity of student work.

# ADA Guidelines

Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The office is on the first floor of the Academic Building.

## Academic Integrity Policy

Plagiarism and Academic Integrity Policy—

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Students are expected to adhere to the highest standards of honesty in their behavior. The WWU online learning platform has integrated with Turnitin.com services. The majority of assignments will be routed to the Turnitin.com system to verify sources. Both instructor and students will be able to see the result. The following are examples of dishonest behavior and violations of the principle of academic integrity. These are examples and do not exhaust all conduct that could constitute violations of this academic integrity policy. Students are expected to refrain from:

1. Engaging in any academic work that is the product of joint effort, either inside or outside the classroom, not authorized by the instructor.
2. Plagiarism of any sort. You commit plagiarism by taking someone else's ideas, works, or other types of work product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement.
3. Cheating on an examination. You must not receive or provide any unauthorized assistance during an examination. During an examination you may use only materials authorized by the instructor.
4. Fabricate or falsify data or records. It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports, or other circumstances; fabricate source material in a bibliography or "work cited" list; or provide false information on a resume or other document in connection with academic efforts.
5. Attempting to gain an unfair advantage concerning academic work, including but not limited to:
  - a. unauthorized removal or defacing of material from a university room or service area.

- b. unauthorized use of equipment and or technology, i.e., advanced calculators, computers, etc.
- 6. Engaging in other forms of deceit or dishonesty. For example, do not submit the same work for more than one course without explicitly obtaining permission from all instructors. Do not request any academic benefit, including an extension of time, a better grade, or a recommendation, from an instructor when the request is based on false information or deception. Do not engage in any other form of academic misconduct not covered here. If you are ever in doubt, ask the instructor for guidance.

## Policies

### **How End of Course Survey Will Be Directed:**

William Woods University values your feedback regarding this course and online learning. To ensure continual improvement of online courses, materials, and instruction, the Course Evaluation is a required activity. Your course evaluation responses **are anonymous**, and will not be viewed by the instructor until the term is completed. Any question relates to how the end of course survey is conducted; please contact the office of distance education at [Online@WilliamWoods.edu](mailto:Online@WilliamWoods.edu).

### **Changes in Syllabus:**

This syllabus may be revised at the discretion of the instructor without prior notification or consent of the students. The syllabus presents an approximate expectation of course progress. Any changes will be announced in class.

### **Student Assignments Retained:**

From time to time, student assignments or projects will be retained by the instructor/university for the purpose of academic learning or assessment. In every case, should the assignment or project be shared, the student's name and all identifying information about that student will be removed from the assignment or project.

### **Student Data Privacy Protections:**

For information on Academic Policies and Procedures please refer to the [Academic Catalog](#).

## Detailed Weekly Activities & Assignments

## Week 1:

### **Week 1 Introductions:**

This week, we begin with an examination of critical theory in education to frame our views for education reform. Critical theory is a philosophy that involves being critical of the prevailing view of society. Critical theory in education is about questioning how our educational system can best offer education to all people. It offers opportunities and understanding of the different perspective of disadvantaged members of society.

### **Week 1 Objectives:**

Upon completion of this section, each student will:

- W1.1:** Understand the requirements of this course by thoroughly reading syllabus. CO 1
- W1.2:** Explain the concept of VUCA and how it can be changed to improve changes in our educational systems. CO2
- W1.3:** Explain Transformative Leadership and how it is essential for school improvement. CO 2
- W1.4:** Understand and apply Critical Theory to school improvement issues. CO3

### **Week 1 Learning Resources:**

Read Case Study of Danny (in Shields textbook)

Read Preface, Chapter 1 & 2 in *Transformative Leadership in Education*.

View: Understanding the Pedagogy of the Oppressed  
<https://www.youtube.com/watch?v=JRiL7YSzMjg>

View: Slide show Understanding VUCA World  
<https://www.slideshare.net/dcaron/its-a-vuca-world-cips-cio-march-5-2009-draft/55>

### **Week 1 Supplemental Resources:**

Paulo Freire <https://www.youtube.com/watch?v=aFWjnkFypFA>

### **Week 1 Lesson Activities**

1. Read the syllabus and review all course requirements (E 1 hours) (I 1 hours)

(W1.1)

2. Read the Preface, Chapter 1 and Chapter 2 in Transformative Leadership in Education. (E 2 hours) (I 4 hours) (W1.2, W1.3)
3. View the slideshare on VUCA and read the case study of Danny (E 0.5 hours) (I 2 hours) (W1.2)
4. View video: Understanding the Pedagogy of the Oppressed (I 0.5 hour) (W1.4)
5. Article Analysis and Reflection: Select and read an article from this week's readings folder and write an analysis of the article as it relates to transformative leadership and critical theory. Due Saturday by 11:55 p.m. **25 points** (E 1 hour) (I 2 hours) (W1.3, 1.4)
6. Discussion Forum Post: Transformative leadership emphasizes social justice. Utilizing specific evidence from the readings, videos, and presentation, answer the following questions thoroughly: What is the role of educational leaders? What is our responsibility as educational leaders? How do we fulfill this role? What would it take for us to successfully accommodate the volatility, uncertainty, complexity, and ambiguity of our world? What might the long-term implications of failing to address global inequities? Cite evidence to support your answers. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. **30 points** (W1.2, W1.3, W1.4) (E 2 hours) (I 3 hours)

## Week 2:

### **Week 2 Introductions:**

This week we explore various change models which can be used to implement school improvement reforms. Additionally, we examine marginalized identities in our schools and society and do our own personal reflection on our own identities. We all have different social identities which intersect and overlap. We identify by class, gender, ability, sex, appearance, sexual orientation, race, religion, etc. We all have perceptions of or have been perceived by those social identities. We recognize that prejudice, discrimination and institutional oppression exist not only in society, but in our schools. When we fail to confront or address this oppression, we are reproducing the cycle of oppression and disenfranchise our students.

### **Week 2 Objectives:**

Upon completion of this section, each student will:

- W2.1:** Describe the process to creating equitable change. CO 2, 3
- W2.2:** Explore change theory models. CO 1
- W2.3:** Explain the relationship between marginalization & school failure. CO 4, 5
- W2.4:** Describe the various forms of marginalization by identity.
- W2.5:** Analyze marginalized identities in your school to create inclusive communities. CO 4, 6, 7, 8,

## Week 2 Learning Resources:

Read Chapter 3 Changing Knowledge Frameworks to Promote Equity.

Select and View 2 videos for *Understanding Transgender Students Rights*:

[www.youtube.com/watch?v=vqJ8a-wBXHk](http://www.youtube.com/watch?v=vqJ8a-wBXHk)

[www.youtube.com/watch?v=NvCTSR1OZOo](http://www.youtube.com/watch?v=NvCTSR1OZOo)

Interview with Jazz: [www.youtube.com/watch?v=WA5n9YW4MVk](http://www.youtube.com/watch?v=WA5n9YW4MVk)

Girl to boy: [www.youtube.com/watch?v=kVmau1cM5TU](http://www.youtube.com/watch?v=kVmau1cM5TU)

Ryland: [www.youtube.com/watch?v=fcD5NOIalQo](http://www.youtube.com/watch?v=fcD5NOIalQo)

View *Silent Beats* video and analyze for implicit bias.

<https://www.youtube.com/watch?v=76BboyrEI48>

View Discrimination on Ability

[https://www.youtube.com/watch?v=A\\_Bp9kFNim8](https://www.youtube.com/watch?v=A_Bp9kFNim8)

<https://www.youtube.com/watch?v=x7IN-YxqiEM>

View Discrimination on Appearance <https://www.youtube.com/watch?v=oU8cf9QGrgv>

Class Discrimination: <https://www.youtube.com/watch?v=bGrXclTyJag>

Discrimination: <https://www.youtube.com/watch?v=ug2FXcEurOo>

The power of privilege <https://www.youtube.com/watch?v=N0acvkHliZs>

## Week 2 Lesson Activities

1. Read Chapter 3 Changing Knowledge Frameworks (E 2 hours and /or I 2 hours) (W2.1, 2.2, 2.3, 2.4)
2. View videos listed above. (E 0.5 hours and I 5 hours) (W2.3, 2.4)
3. Discussion Forum Post: How do you define the terms: cultural capital, deficit thinking, color-blind racism, and minoritized? Do these concepts resonate with you and, if so, how might you help others to understand and address them? Cite evidence to support your answers. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. **30 points** (E 2 hours and I 3 hours) (W2.3, 2.4)

4. **Article Analysis & Reflection:** Select and read an article from week 2 readings, reflecting on minoritized identities. The analysis and reflection will be due on Saturday by 11:55 p.m. **25 points** (W2.3, 2.4) (E 2 hours, I 3 hours)

5. **Individual – Matrix of Oppression Paper –**

Begin with Identity Encounter for Culture Assignment—educational issues/challenges related to one of the identities contained in the **Matrix of Oppression**. Answer the 2 questions privately and reflect on how your identity impacts your work in the classroom.

For your paper, consider a target identity as represented your school. Identify a Target identity and describe how the current structures impact this identity. Analyze your school for an identity in the target group and summary of major issues/challenges faced by students in this group. Propose structural changes your school can make to remove the oppression faced by this identity. You will make recommendations for change for this target identity to create an equitable experience for students of these identities. Use at least 3 sources to support your recommendations. Your paper will be a minimum of 3 pages, of major issues/challenges during the class session. Sunday by 11:55 p.m. **50 points**. (I 2 hours and E 3 hours) (W2.1, 2.2, 2.3, 2.4, 2.5)

## Week 3:

### **Week 3 Introductions:**

This week we examine power and privilege in schools and society. To be clear, we define privilege as a special advantage or right possessed by an individual or group. A *privilege* is a right or advantage gained by birth, social position, effort, or concession (Dictionary.com). In the context of this course, we examine White privilege.

### **Week 3 Objectives:**

Upon completion of this section, each student will:

**W3.1:** Examine the inequitable distribution of power in schools. (CO 4, 9)

**W3.2:** Examine White privilege and how it perpetuates inequity in society and schools. (CO 4, 5, 9)

### **Week 3 Learning Resources:**

Read Chapter 4 Making Power a Positive Force

Peggy MacIntosh Unpacking the Nap Sack of White Privilege (week 3 reading folder)

Read What is White privilege really? <https://www.tolerance.org/magazine/fall-2018/what-is-white-privilege-really>

View The Definition of Privilege: <https://www.youtube.com/watch?v=b04FAsl10I4>

Deep and Equitable Change: Assess your Organization (week 3 reading folder)

### **Week 3 Supplemental Resources:**

View Henry Giroux: "All education is a struggle over what kind of future you want for young people" <https://www.youtube.com/watch?v=LCMXKt5vRQk>

### **Week 3 Lesson Activities**

1. Read: Chapter 4, Making Power a Positive Force, Unpacking the Nap Sack of White Privilege, What is White Privilege Really? View: The Definition of Privilege. (E 3.5 and/or I 6.5 hours) (W3.1, 3.2)
2. Use Deep and Equitable Change: Assess your Organization to analyze your school's need for transformative leadership. Share your findings with your building principal. (I 2.5 hours) (W3.1, 3.2)
3. Discussion Forum Post: Discuss Delpit's "rules of power" as they apply to your school. What kind of activities do you have at your school that unwittingly perpetuate the culture of power? What might need to be made explicit to enhance accessibility? Cite evidence from this week's readings to support your claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. **30 points** (E2 hours, I 3 hours) (W3.1, 3.2)
4. Article Analysis & Reflection: Students will select and read articles related to the topic and analyze the article for relevance to his/her own praxis. Articles must be scholarly. Sample articles are located in the Week 3 Readings folder. The analysis and reflection will be due on Saturday by 11:55 p.m. **25 points** (E2 hours, I 3 hours) (W3.1, 3.2)

### Week 4:

### **Week 4 Introductions:**

This week we examine the need to balance to public good (what is good for the masses) with what individuals want or private good. This is tricky. We become accustomed to having certain perks or benefits and anything that might change that often meets with strong resistance. The key to understanding how to move toward the public good or EQUITY is that it isn't a piece of pie...meaning there's enough for all to have a share or piece. In addition to Shield's text, this week we will draw upon the meta-analysis of 26 years of research on the achievement gap by Boykin and Noguera (2011) and research by Mette, Nieuwenhuizen, and Hvidston (2016) which illustrates relationships are the highest correlated way to improve student achievement.

### **Week 4 Objectives:**

Upon completion of this section, each student will:

- W4.1:** Examine the ways in which power and privilege create systemic barriers to the equitable development and inclusion of all students. (CO 4, 5, 9)
- W4.2:** Examine the "public good" and need to balance with goals related to "private good" of individuals and their specific groups. (CO 2, 4, 5, 9)
- W4.3:** Examine the use of relationships as the key to equity and inclusivity. (CO 5, 7, 8)
- W4.4:** Analyze & apply strategies to build inclusive communities to close the achievement gap. (CO 5, 7, 8, 9)

### **Week 4 Learning Resources:**

Shields Chapter 5 *Promoting Private and Public Good*

Summary of Creating the Opportunity to Learn by Boykin and Noguera (2011)

Video 1: Gloria Ladson Billings, Gillman Whiting, Donna Ford, and Tim Wise

<http://www.youtube.com/watch?v=zG6var7MTg4>

Video 2: Culturally Relevant Pedagogy & Culturally Relevant Teaching

[https://www.youtube.com/watch?time\\_continue=2&v=nGTVjJuRaZ8](https://www.youtube.com/watch?time_continue=2&v=nGTVjJuRaZ8)

### **Week 4 Lesson Activities**

1. Read and view all Lecture Materials for week 4 (E 2 hours and /or 3 hours)  
(W4.1, 4.2, 4.3)
2. Discussion Forum Post: Describe how your school advances both the private good of individuals and the public good of society as a whole. What role does relationship development play in both? How do you develop strong relationships with various members of your school community? If you have ever gone into the community to meet parents outside of school, share your experience. Cite

evidence from this week's readings to support your claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. **30 points** (E 2 hours and I 3 hours) (W4.1,4.2, 4.3)

3. **Article Analysis & Reflection:** Students will read Mette, Nieuwenhuizen, & Hvidston (2016). *Teacher's perceptions of culturally relevant teaching and the impact on leadership preparation*. This article is in the week 4 reading folder. The analysis and reflection will be due on Saturday by 11:55 p.m. **25 points** (E2 hours, I 3 hours) (W4.1, 4.2, 4.3)
4. **Achievement Gap Paper – Research** and summarize at least 3 current educational reforms which are designed to close the achievement gap, providing a critical analysis of each, examining the deficit theory associated with each and include citations, in a 3-4-page paper. (Attach a reference list of at least 3 sources double-spaced with APA parenthetical citations and reference page). Sunday by 11:55 p.m. **50 points** (E 2 and I 5 hours) (W4.4)

## Week 5:

### **Week 5 Introductions:**

This week we examine the interconnectedness of our world through the lens of education. We will see how the systems of power and privilege impact, not only the US educational system, but our global citizenship. We will explore the concept of justice and equity in education as well as the educational debt that is owed to marginalized groups in our country. We take a look at how what we teach matters as much as how we teach it—curriculum as conversation is important.

### **Week 5 Objectives:**

Upon completion of this section, each student will:

- W5.1:** Explain how emancipation, democracy, equity and justice are essential for inclusive educational settings. (CO 2, 5, 9)
- W5.2:** Explain how curriculum is a conversation. (CO 2, 7, 9)
- W5.3:** Examine Taubman's theory of identity: fictional, communal, and autobiographical and how they relate to creating democratic and global citizenship. (CO 2, 4, 9)
- W5.4:** Explain how interdependence, interconnectedness and global awareness contribute to an equitable society. (CO 2, 4, 9)

## Week 5 Learning Resources:

Read Chapter 6

View Video 1: <https://www.youtube.com/watch?v=ziW5JG6GTHk>

View Video 2: <https://www.youtube.com/watch?v=iDsf7AAGNkc>

View Video 3: Educational Debt

<http://www.youtube.com/watch?v=fQfg-UqkUzE>

## Week 5 Lesson Activities

1. Read and view all Lecture Materials for week 4 (E 2 hours and /or 5 hours) (W5.1, 5.2, 5.3, 5.4)
2. Discussion Forum Post: Explain how the concept of “curriculum as conversation” can support the inclusion of multiple perspectives and experiences and, hence, promote global understanding. Should educators must teach students about global issues and inequities as well as local ones? Why or why not? Cite evidence from this week’s readings to support your claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. **30 points** (E 2 hours and I 3 hours) (W5.1,5.2, 5.3, 5.4)
3. Article Analysis & Reflection: Students will select and read scholarly articles of their choice related to power and privilege in an interconnected global world. Sample readings may be found in week 5 readings folder. The analysis and reflection will be due on Saturday by 11:55 p.m. **25 points** (E2 hours, I 3 hours) (W5.1)
4. Data Analysis/Reform Model Presentations – Prepare a report and presentation for your administration on your school’s student achievement with a focus on identifying possible reforms to increase student achievement. You are charged with reviewing achievement, environmental, demographic, and other data. You will review and determine where an achievement gap exists. Based on your analysis, recommend at least **3 reforms** that you believe could assist in closing the gap and improve student achievement overall. Explain how these reforms will increase equity and justice in our schools. Identify the change model you wish to employ. Presentations will be 5-7 minutes and may be linked through YouTube or Vemeo or another platform due to file size. Sunday by 11:55 p.m. **100 points** (E 1 hours and I 4 hours) (W5.1, 5.2, 5.4)

## Week 6:

### **Week 6 Introductions:**

This week we will learn how moral courage allows us to critique inequity and move forward and create social justice, democratic communities, and increase our global awareness. By developing moral courage, we can become activists who work for the emancipation of students who are oppressed and create truly inclusive and equitable learning opportunities.

### **Week 6 Objectives:**

Upon completion of this section, each student will:

- W6.1:** Utilize transformative tenets to develop shared vision for your school to close the achievement gap. (CO 2, 5, 7, 9)
- W6.2:** Explain how fostering empathetic understanding and clarity of important issues is essential for transformative leadership. (CO 2, 4, 8)
- W6.3:** Examine transformative structural changes in schools to increase equity and justice. (CO 2, 4, 5, 7, 9)

### **Week 6 Learning Resources:**

Chapter 7 *Putting it Together*

### **Week 6 Lesson Activities**

1. Read and view all Lecture Materials for week 4 (E 1 hours and /or 2 hours) (W6.1, 6.2, 6.3)
2. Discussion Forum Post: Are there policies and structural barriers to equity in your school district that need to be challenged and, if so, how might you do so? What characteristics of a transformative leader do you exhibit and how might these be used to create more equity and inclusion in your school? Cite evidence from this week's readings to support your claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Sunday night to allow time for class members to read and respond by Sunday at 11:55 p.m. **30 points** (E 2 hours and I 3 hours) (W6.1,6.2, 6.3)
3. Article Analysis & Reflection: Students will select and read a journal article of their choice related to structural changes in urban reform. Sample articles may be found in the week 6 readings folder. The analysis and reflection will be due on Saturday by 11:55 p.m. **25 points** (E2 hours, I 3 hours) (W6.3)
4. Urban Reform Paper – Students will research an assigned urban reform topic from the list provided and analyze its success or failure on changing education.

The paper will contain at least 5 sources, be a minimum of 4 pages, and analyze the issue, identifying the structural oppression which contributes to this problem and propose equitable solutions. (Attach a reference list of at least 5 sources double-spaced with APA parenthetical citations and reference page). Due Sunday by 11:55 p.m. **100 points.** (E 2 and I 6 hours) (W6.3)

## Week 7:

### **Week 7 Introductions:**

This week we pull all the elements of Transformative Leadership together and apply them to our own schools as we analyze our school's culture. We apply the principles of VUCA (Volatility, Uncertainty, Complexity, and ambiguity) in analyzing our schools and the need for structural changes to increase equity and justice. Further, we will look at guides for courageous conversations and what it means to be an anti-racist school leader. As the last week with book content, this week is really devoted to consolidating and internalizing the information contained in this course and begin to apply it in our own schools.

### **Week 7 Objectives:**

Upon completion of this section, each student will:

- W7.1:** Understand how to create equitable change in a volatile, uncertain, complex, and ambiguous (VUCA) world. (CO 1, 2)
- W7.2:** Utilize a critical lens to analyze your school's culture and identify applicable elements of Transformative Leadership found there. (CO 1, 2, 3)

### **Week 7 Learning Resources:**

Read Chapter 8 *Conclusion*  
*Beyond Random Acts of Equity*  
*Anti-Racist Educator*

View: Pedro Noguera How do schools promote equity among students?  
<https://www.youtube.com/watch?v=WizJD7B0leo>

### **Week 7 Lesson**

1. Read all Lecture Materials. (E 2 and I 4 hours) (W7.1, 7.2)
2. Discussion Forum Post: Revisit each of the tenets of transformative leadership and discuss how your understanding of each may have changed over the course of this book. What reflections do they prompt now about your own pedagogy or practice. Cite evidence from the text or readings to support your claims. APA

parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. **30 points** (E 2 hours and I 3 hours) (W7.2)

3. School Culture Assignment— Students will create a 3-5-page paper analyzing the impact of their school’s culture as it relates to educational reform issues, identifying the barriers, structures and practices to overcome to implement real change in a VUCA world. (Attach a reference list of at least 4 sources double-spaced with APA parenthetical citations and reference page). Due by 11:55 p.m. Sunday. **50 points** (E 2 and I 6 hours) (W7.1, 7.2)

## Week 8:

### **Week 8 Introductions:**

This week is a culmination of all the learning in this class and applying it to your own school. We begin with a review of Missouri’s *Equity Lab Using Data to Achieve Equitable Outcomes* to serve as a resource and illustrate how data should drive policy. As you analyze your school’s data, be mindful of the structural oppression that may exist within the systems of your school or district. Consider the tenets of Transformative Leadership when designing a solution or proposal to address these gaps.

Consider the benefits of developing a trauma informed school designed to help students develop resilience and efficacy by understanding the Adverse Childhood Experiences (ACEs) they possess. We will look at how approaching individuals with empathy and respect can change the way we frame situations.

### **Week 8 Objectives:**

- W8.1:** Upon completion of this section, each student will: Understand Missouri’s Equity Plan as a reference for your final project- professional development plan. (CO 10, 11)
- W8.2:** Analyze your school’s data to identify gaps in the data (achievement, discipline, attendance, etc.) (CO 10)
- W8.3:** Utilize Transformative Leadership tenets to develop structural change for your school to close the gaps identified. (CO 11)
- W8.4:** Understand how Adverse Childhood Experiences (ACEs) impact students’ ability to develop resilience and efficacy. (CO 8)

### **Week 8 Learning Resources:**

Read: *Equity Lab Using Data to Achieve Equitable Outcomes*

Read: *Revisiting School Policies for Promoting Equitable Diverse Schools*

Read: *The Equitable Classroom*

View: Donna Ford Closing the Achievement Gap (multiple factors)

<https://www.youtube.com/watch?v=adMFCNdbIsA>

View PowerPoint on Trauma Informed Classrooms—Understanding Adverse Childhood Experiences (ACEs)

**ACEs** <https://www.youtube.com/watch?v=d-SSwYTe8TY>

<https://www.youtube.com/watch?v=hqSWxCqVyeo>

**Empathy** <https://youtu.be/AZ-pU7ozt3g>

### Week 8 Lesson Activities

1. Read/View all Lecture Materials for week 8. (E 2 and I 4 hours) (W8.1, 8.2, 8.3)
2. Discussion Forum Post. Explain how ACEs can contribute to the achievement gap. Are you aware of your student's ACEs? How can educators create an equitable classroom and reduce the impact of ACEs on achievement? Cite evidence from the text or readings to support your claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday by 11:55 p.m. **30 points** (E 2 and I 3 hours) (W8.3)
3. Final Project – Using the problem identified in your data analysis/reform presentation, develop a detailed professional development plan based on current data (3-year trend data). Be sure to address how you will overcome/identify issues relating to the achievement gap. The professional development plan should include a timeline of activities, list of people responsible, budget, and curricular modifications necessary. The final PD Plan should be research based-utilizing and utilize one for the reform models discussed in class. Paper will be 5-7 pages and be written following APA format. Due Saturday by 11:55 p.m. **200 points** (E 1 and I 6 hours) (W8.1, 8.2)



---

WILLIAM WOODS  
UNIVERSITY

---

---

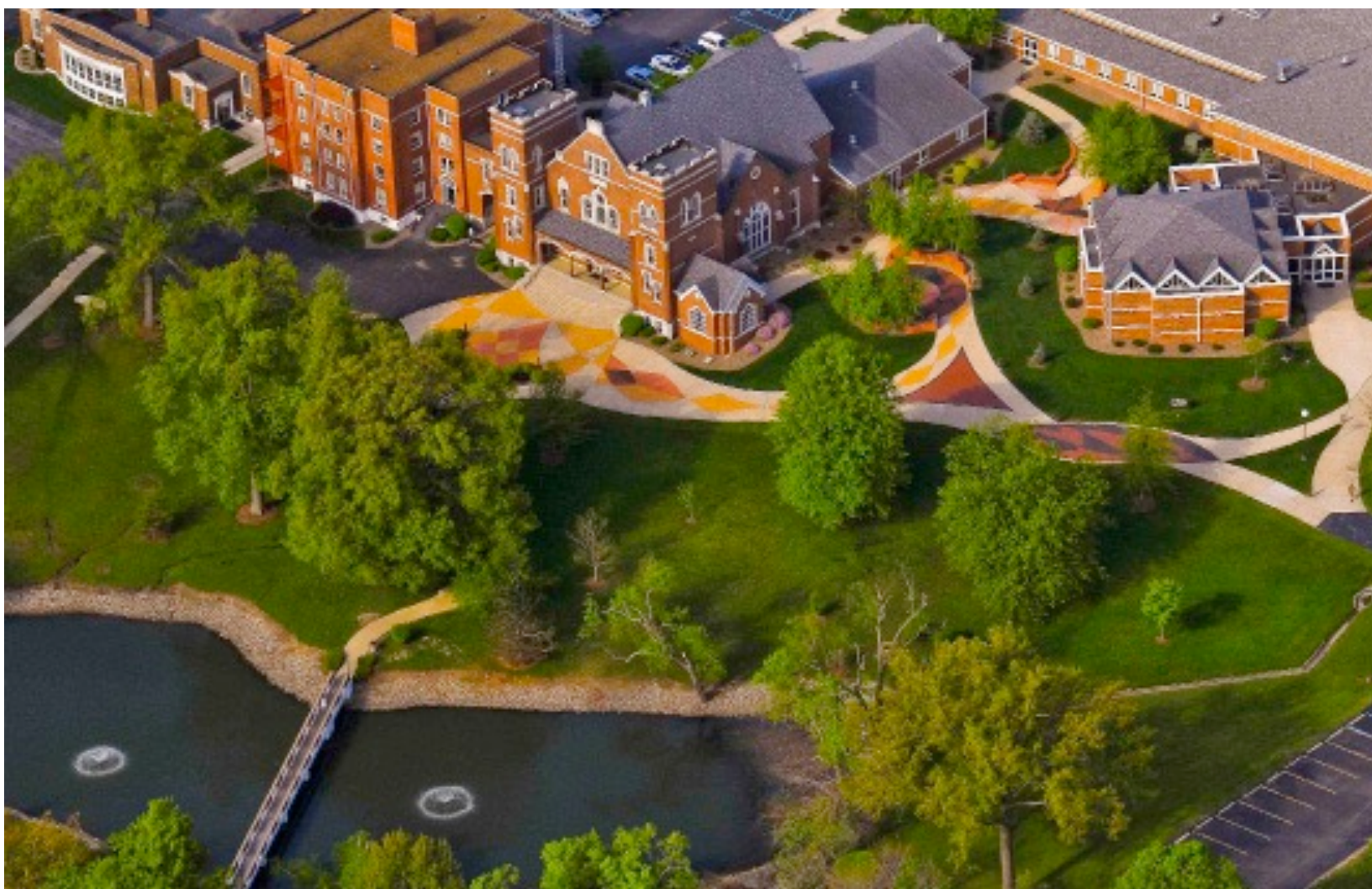
## MISSION STATEMENT

*William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.*

William Woods University | One University Avenue | Fulton, MO 65251

1.800.995.3159 | [WilliamWoods.edu](http://WilliamWoods.edu)

# EDU 681 Advanced School Law for Teachers



WILLIAM WOODS UNIVERSITY  
Online Course Syllabus



---

WILLIAM WOODS  
UNIVERSITY

---

**A NOTE TO LEARNERS AND FACULTY FACILITATORS**

The syllabus for this course has been developed to provide a consistency of learning outcomes for all students in the program. The faculty facilitator has the right to modify, but not alter substantially, the syllabus in order to better meet the needs of the class and/or to better utilize the particular expertise of the facilitator. Any decision to modify the syllabus is to be mutually agreed upon by the learners and the facilitator. Any substantial alteration of the syllabus must receive prior approval of the Program Director.

Syllabus revision completed February, 2020

# Contact Information

## **Instructor information:**

Available on the course webpage and you will receive an electronic intro letter from the instructor with his/her contact information (email address, phone number, and/or Skype account) on your [WWU email account](#).

## **Special Instructions:**

The instructor will respond to any electronic communication within 24 hours on weekdays and 48 hours on the weekend.

## **Technical Support/Helpdesk:**

**24/7 live** support information located on the upper right-hand side of the course webpage or you may contact Help Desk at: 1-800-985-9781.

## **How to Get Started:**

Review the material in the “General” section of the course page. There and in the syllabus you are reading now, you will find all weekly activities and an assignment breakdown of the kind of work you’ll be doing in this class and how different assignments will be weighted to determine your final grade. The course page also includes a link labeled “Textbook” which includes information on what texts will be used in this class with directions on how to purchase it or them. The textbook is also listed later in this syllabus. The “How to Get Started” module might also find other helpful information, including rubrics used in the course and other features specific to this course.

# Learner Support

## **Academic Success Center**

The University has developed the Academic Success Center to help students succeed in their classes. While the Center has a physical address on the main campus of William Woods University in Fulton, MO, many of the same resources can also be accessed by students taking WWU classes online. These include schedule adjustment, advice and help communicating with instructors, and tutoring opportunities. To arrange a way to access these services, contact Academic Support Center Coordinator, at 573-592-1145 or [academicsupport@williamwoods.edu](mailto:academicsupport@williamwoods.edu).

## **Student Disability Services**

William Woods University is committed to granting reasonable accommodations to its rules, policies, or services to afford students with disabilities equal access to an education. Students must self-identify the disability or disabilities to request academic or nonacademic accommodations. Students can submit a request for accommodations by emailing [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The Director of Student Disability Services will then review the request for reasonable academic and nonacademic accommodations to assure that there will be no discrimination based on disability. The process may take up to 30 days from receipt of third-party documentation to substantiate the disability or disabilities.

## **Hoonuit**

All students at WWU have access to Hoonuit, a curated collection of online resources for student success. The site includes resources exploring broad academic subject areas as well as specific and targeted tutorials designed to help you practice academic skills. It also includes resources on navigating the platform that William Woods uses to host its online classes.

Hoonuit is accessed through OwlNet. Once logged into OwlNet, the Hoonuit link is on the far right in the green box, under courses and groups. The log in is your email user name and password. If you have any questions or concerns you can contact the UIT helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

## **SmartThinking**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [advising@williamwoods.edu](mailto:advising@williamwoods.edu).

# Textbook & Purchasing Your Books

## **Required Textbook:**

Hachiya, R.F., Shoop, R.J., and Dunklee, D.R. (2014). *The Principal's quick-reference guide to school law: Reducing liability, litigation, and other potential legal tangles*. 3<sup>rd</sup> Ed. Thousand Oaks: Corwin. ISBN 978-1-4833-3333-5

ESSA Law: <https://www.ed.gov/essa?src=rn>

Missouri's ESSA Consolidated Plan: <https://dese.mo.gov/quality-schools/accountability-data/essa-%E2%80%93-federal-accountability>

Missouri's ESSA Equity Plan: <https://dese.mo.gov/sites/default/files/Educator-Equity-Plan-June2018.pdf>

FindLaw – On-line law database. Cases referenced in the course syllabus but not found in the texts, may generally be found at: <http://findlaw.com/>

LGBTQ legal resources: <https://www.aclu.org/issues/lgbt-rights#current>

Department of Elementary and Secondary Education. (most recent edition). **\*\* The public school laws of Missouri**. Jefferson City, MO: Author.

\*\*This compilation can be purchased directly from DESE, may be available at your local school district office, or can be accessed using the Internet at DESE's Web-Site: <https://dese.mo.gov/governmental-affairs/public-school-laws-missouri>

## **Supplemental Material:**

Required online videos, articles, and other course materials are hyperlinked from the course and may be found under the Learning Resources, Supplemental Resources, or Lesson Activities for each week. These will provide the bulk of the instructional content in this course. In some cases the online materials are designed to provide coverage of the same topic from multiple reference frames. Multiple sources covering the same material may be utilized to provide corroboration.

Each week you utilize assigned material for the week along with other supportive material. The supportive material may include helpful tools that will be beneficial as you work on future assignments or your final capstone project.

### Where to Buy Textbook:

- [William Woods University Virtual Bookstore](#)

## Course/Degree Requirements 3 Credit Hours

### Course Description:

This course provides a broad legal background and helps teachers understand their rights and responsibilities, as well as, the rights of their students. This course covers preventative law as well as issues which are the greatest concern to teachers today—employment and tenure, teachers' rights, teacher discipline, teachers' legal responsibilities, negligence and defamation, students' rights, education of students with disabilities, student discipline and due process, discrimination and harassment, and religion. This course will also examine legal issues through an equity lens to help students recognize injustice and work to create a more socially just school and classroom.

### EDS Curriculum Leadership Program Objectives:

- P1: Students will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.
- P2: Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
- P3: Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
- P4: Student will identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
- P5: Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
- P6: Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

## Course Objectives:

- C1: Develop understanding of preventative law and how constitutional, statutes (i.e., civil, criminal, juvenile, administrative), interpretive case law, and administrative rules and regulations each affect public education. P 5
- C2: Analyze teachers' rights and responsibilities for licensure, employment, and behavior. P 2, 4, 6
- C3: Describe students' rights as they relate to dress, expression, privacy and assembly. P 1, 2, 3
- C4: Understand student discipline policies as they relate to their Constitutional rights and how implicit bias is interwoven into the educational system. P 4, 5
- C5: Explain academic issues, extracurricular activities and student records and how they impact education. P1, 4, 5
- C6: Understand teachers' role in program management, including attendance, language services, religion, the marketplace of ideas, and health and safety of their students. P 6
- C7: Analyze students' use of technology, social media, and other emerging cyber issues for their effect on education. P 3
- C8: Understand sexual harassment in an educational setting. P 6
- C9: Using a critical lens, evaluate school/district policy for equity and social justice and identify areas for improvement. P 4, 5, 6
- C10: Explain how Every Student Succeeds Act shapes policy at the state and local levels. P 3, 4, 5

## Website Address of the Online Learning Platform:

<http://williamwoods.brightspace.com>

## Minimum System Requirement:

1. Reliable Internet connection. Recommendation: Cable or DSL.
2. Software: MS Office, [Internet Browser](#), [Media Player](#), [Adobe Acrobat Reader](#).

3. If you use OpenOffice or Word Perfect products for your paper, please save your document in Rich Text Format: (File "Save As" Choose "Rich Text Format" as the file type).
4. Digital Camera with capabilities for documenting work. Some smart phones do have these capabilities.
5. Laptop or desktop computer is required. A smartphone and most tablets do not have adequate operating systems required for an online course.

### **Expectations of Student Technology Skills:**

Success in this class requires that students possess the following technical skills:

1. Using the Learning Management system.
2. Creating and submitting files in commonly used word processing programs. This includes exporting google docs and pages files as word files before submitting.

Tutorials are available for students who feel they might lack these skills, though looking for a tutorial on YouTube will often provide as much training as is needed.

*Success might also require students to employ the following digital literacy skills: to be identified on a course by course basis, as needed*

## Class Time Expectations

All 3 credit hour courses are in eight weeks format. Total student engagement hours (37.5) are required for a 3 credit hour course. Student independent hours (75) are required for 3 credit hour course, total 112.5 hours. Individual time spent on each course is likely to exceed the time expectation specified above.

## Assignment Overview

Weekly readings will be assigned and should be completed before students answer any discussion forum posts. Additional resources, including web links, YouTube videos, and presentations may be used to deliver the content.

### **Assessment Procedures Program:**

Course grades will be based on individual performance on activities and assignments, including papers, discussion forums, and projects.

This course promotes close examination of educational law through a critical lens to evaluate current educational practices for equity and social justice. Legal issues discussed in this course will be from a practitioner's perspective, meaning how, as a teacher or curriculum leader, do these issues impact me.

### **Assignments and Scoring Guide Points Possible**

- ◆ **Weekly Discussion Forum Posts:** Students will respond to weekly discussion forum posts over topics from the weekly reading assignments. Posts will be a minimum of 300 words and must cite evidence from the reading to support their claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. Response posts must be at least 100 words and be substantive, citing evidence from this week's reading, not "I agree" or "good point". **20 points for original post and 5 points for each of the 2 responses to classmates' posts. 30 points each x 8 weeks = 240 points** Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9
- ◆ **Legal Case Analysis & Reflection:** Each week students will read cases related to the topic and analyze the case for relevance to his/her own praxis. The analysis and reflection will be due on Saturday by 11:55 p.m. **Weeks 2, 5, 6, 7 x 50= 200 points** Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9
- ◆ **Landmark Supreme Court Summaries on School Desegregation** Summarize Plessy vs. Ferguson and Brown vs. BoE. Then, through an equity lens, analyze the impact of these cases on our current educational system. Has the intent Brown vs. BoE been realized in American schools? Why or why not? What structural oppression remains in our systems? As a curriculum leader, how would you address these barriers to create equitable opportunities for all students? Cite evidence from the text and your own research to support your claims. Use parenthetical citations within your paper. (Attach a reference list of at least 3 sources double-spaced with APA parenthetical citations and reference page). **(50 pts.) Due Week 1** (Course Objectives 1, 9)
- ◆ **Analysis of District/School Policies Paper:** Review your school/district handbook. Analyze policies and procedures for bias. Identify areas where oppression or inequity are possible. What is expressly stated? What is open for interpretation? Why are some policies deliberately vague? Write a summary (2-3 pages) of these areas and their impact on student achievement, teacher autonomy, and school culture. **(50 pts.) Due Week 3** Course Objectives 1, 2, 3, 4, 5, 9
- ◆ **Students' Rights to Equity and Justice:** Public education has long accepted the disparity between certain groups in the achievement gap. Additionally, there have been numerous studies about the over-representation of subgroups in discipline and suspension data. Consider race, ability/special education status, English Language learners, children in poverty, and LGBTQ students. You will research at

least 2 groups who are overrepresented in discipline data and/or the academic achievement gap. Provide a critical analysis of each, exploring the structures and systems which create the inequity; examine the deficit theory associated with each, propose possible solutions to create a socially just and equitable experience for these groups. Include parenthetical citations within the body of your 3-page paper. (Attach a reference list of at least 3 sources double-spaced with APA parenthetical citations and reference page). **50 points Week 4** Course Objectives 1, 2, 3, 4, 5, 7, 9

- ◆ **ESSA Research Project: (150 pts. - group) Due Week 8** Course Objectives 1, 2, 3, 5, 6, 8, 9, 10

ESSA is a significant “legal issue” facing schools, but few parents and teachers truly understand its foundations and expectations. To address this need, the projects will be dealing with the main components of ESSA. ESSA includes provisions that will help to ensure success for students and schools” (<https://www.ed.gov/essa?src=rn>). The law:

- Advances equity by upholding critical protections for America’s disadvantage and high-need students. (Equity Plan)  
<https://dese.mo.gov/sites/default/files/Educator-Equity-Plan-June2018.pdf>
- Requires –for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students’ progress toward those high standards.
- Helps to support and grow innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with investing in innovation.
- Sustains and expands investments in increasing access to high-quality preschool education.
- Maintains an expectation that there will be accountability and action to effect positive change in low-performing schools where groups of students are not making progress, and where graduation rates are low over extended periods of time. (<https://www.ed.gov/essa?src=rn>)

Students will select and fully investigate one of the above bullet points, (avoid duplications) highlighting the major components and possible accountability piece(s) for each program. A completed project will include the following:

- a) A 5-7-minute presentation summarizing the implications for teachers with a focus on equity for students.
- b) A one-page executive summary of what the specific ESSA component requires
- c) A one-page list of references (8-12) that students can access for additional information

**Course Total Points Possible 740**

## Grading Scale

90% - 100% A

80% - 89% B

70% - 79% C

69% - below F

All work is to be done individually

## ADA Guidelines

Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The office is on the first floor of the Academic Building.

## Policies

### **How End of Course Survey Will Be Directed:**

William Woods University values your feedback regarding this course and online learning. To ensure continual improvement of online courses, materials, and instruction, the Course Evaluation is a required activity. Please note that you will **not** be able to complete your final course assignment, exam, or discussion forum until the Course Evaluation has been submitted. Your course evaluation responses **are anonymous**, and will not be viewed by the instructor until the term is completed. Any question relates to how the end of course survey is conducted; please contact the office of distance education at [Online@WilliamWoods.edu](mailto:Online@WilliamWoods.edu).

### **Changes in Syllabus:**

This syllabus may be revised at the discretion of the instructor without prior notification or consent of the students. The syllabus presents an approximate expectation of course progress. Any changes will be announced in class.

### **Student Assignments Retained:**

From time to time, student assignments or projects will be retained by the instructor/university for the purpose of academic learning or assessment. In every case, should the assignment or project be shared, the student's name and all

identifying information about that student will be removed from the assignment or project.

**Student Data Privacy Protections:**

For information on Academic Policies and Procedures please refer to the [Academic Catalog](#).

## Detailed Weekly Activities & Assignments

### Week 1:

**Week 1 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W1.1:** Understand the tenets of preventive law and risk management. (CO 1)
- W1.2:** Explain the amendment to the US Constitution that affect education practice. (CO 2)
- W1.3:** Analyze landmark Supreme Court Cases for their impact on education today. (CO 2, 10).

**Week 1 Introductions:**

This week we learn preventative law and risk management. While this may sound like a principal's job, these concepts directly apply to teachers who are often the front-line of information and intervention. We will also take a critical look at the historic Brown vs. Board of Education of Topeka and examine how segregation is still an issue in American school.

**Week 1 Lecture Materials:**

Read Chapters 1 & 2, Brown v BOE.pdf; View the 10 minute video:  
<https://www.youtube.com/watch?v=PLDlqiKXquo>

**Week 1 Supplemental Resources:**

"Brown v. Board of Education in PBS' The Supreme Court."

<https://www.youtube.com/watch?v=TTGHLdr-iak&feature=youtu.be>

**Week 1 Lesson Activities**

1. Read the syllabus, Chapters 1 & 2 and Brown vs. BOE.pdf & view 10 min. video on Brown vs. Board of Education. (E1.5 and /or I 4 hours) (W1.1, 1.2, 1.3)
2. Week 1 Discussion Forum Post (ungraded) Introduce yourself to class on the discussion forum. Post should include information about your role/school, personal information you'd like to share and your interest in and hopes for this class. You will read all posts and respond to at least 2 other students. (E 2 hours)
3. **Landmark Supreme Court Summaries on School Desegregation Paper**  
Summarize Plessy vs. Ferguson and Brown vs. BoE. Then, through an equity lens, analyze the impact of these cases on our current educational system. Has the intent Brown vs. BoE been realized in American schools? Why or why not? What structural oppression remains in our systems? As a curriculum leader, how would you address these barriers to create equitable opportunities for all students? Cite evidence from the text and your own research to support your claims. Use parenthetical citations within your paper. (Attach a reference list of at least 3 sources double-spaced with APA parenthetical citations and reference page). **(50 pts.) Due Week 1** (E1.5 and /or I 5 hours) (W1.3)

## Week 2:

### **Week 2 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W2.1:** Teachers will understand the Constitutional and statutory foundations of staff selection, contracting, and evaluation. (CO 1, 2)
- W2.2:** Explain the teacher tenure process and how it protects/harms education. (CO 1, 2)
- W2.3:** Describe teachers' rights that are common and recurring in litigation. (CO 2)
- W2.4:** Analyze teachers' due process rights. (CO 2)

### **Week 2 Introductions:**

This week we will examine the foundations of teacher selection, contracts and evaluations in the context of teacher tenure and teacher rights. While teacher protection has come a long way from the mid-19<sup>th</sup> century, teachers in recent years have been subject to a barrage of criticism by media and charter-school advocates, as well as the focus of strong governmental regulations to become "highly qualified". Moreover, teachers are entitled to freedoms and rights, as are students.

Our readings this week examine the balancing of the rights and freedoms with teachers' professional responsibilities. It is important to note that teachers who have earned tenure can no longer be fired without cause.

The dilemma is how do administrators remove ineffective teachers who are not good for students.

### Week 2 Lecture Materials:

Read Chapters 3 & 4

View videos: [https://www.youtube.com/watch?v=t9p\\_P3\\_UR68](https://www.youtube.com/watch?v=t9p_P3_UR68)  
[https://www.youtube.com/watch?v=9PBE-sv\\_sSY](https://www.youtube.com/watch?v=9PBE-sv_sSY)

### Week 2 Supplemental Resources:

<https://www.youtube.com/watch?v=g0Kj70CYzNo>

### Week 2 Lesson Activities

1. **Read** Chapters 3 & 4. View all videos (1 4 hours) (W2.1, 2.2, 2.3, 2.4)
2. **Weekly Discussion Forum Posts:** *Tenure and teacher contracts are sometimes a contentious issue. Citing evidence from your text and other sources, describe the benefits and risks of continuing contracts. How can tenured teachers who refuse to participate in initiatives be removed? On what grounds can tenured teachers be removed? Do you believe that school districts should be able to impose additional stipulations for continuing employment (see examples on page 90). Why or why not?*  
Posts will be a minimum of 300 words and must cite evidence from the reading to support their claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. Response posts must be at least 100 words and be substantive, citing evidence from this week's reading, not "I agree" or "good point".  
**20 points for original post and 5 points for each of the 2 responses to classmates' posts. 30 points** (E 3 and /or I 2 hours) (W2.1, 2.2)
3. **Legal Case Analysis & Reflection:** Students will select a case from pages 117-121 related to the topic and analyze the case for relevance to his/her own praxis. Analysis and reflection will be 250 words and summarize the key issues of the case, the holding of the court, and the implication for practitioners. The analysis and reflection will be due on Saturday by 11:55 p.m. **25 points.** (E 1.5 hour and/or I 2 hours) (W2.2, 2.3, 2.4)

## Week 3:

### Week 3 Learner Outcomes/Objectives:

Upon completion of this section, each student will:

- W3.1:** Understand the scope of students' rights as it relates to their freedoms in the classroom or school setting. (CO 3, 4)
- W3.2:** Analyze student discipline codes for issues of equity and justice. (CO 3, 4, 5, 10)

### **Week 3 Introductions:**

This week we examine students' rights and discipline. Schools should encourage free expression and the freedom to inquire and learn new concepts. Students should be able to express their own personal opinions relevant to the subject matter being taught, school activities, services, policies, school personnel, and matters of broad social concern and interest. With this expression, students have a responsibility to refrain from using defamatory, obscene or inflammatory language and to conduct themselves in a way as to allow for others to exercise their First Amendment rights.

Perhaps one of the most difficult aspects of school discipline is balancing the school's interest in maintaining a safe and orderly environment against the rights of the individual student. We will examine our own student handbooks for discipline with a critical lens and identify ways policies can marginalize students. By critically examining policies and procedures, we can create a more equitable and just school and classroom.

### **Week 3 Lecture Materials:**

Read Chapters 5 & 6.

Watch videos: <https://www.youtube.com/watch?v=ffrV0Fkdoak>  
<https://www.youtube.com/watch?v=HFZgce7TZRI>

### **Week 3 Supplemental Resources:**

Videos: <https://www.youtube.com/watch?v=oGgSVk2YcKc>  
<https://www.youtube.com/watch?v=tUK1gCsOfUs>

### **Week 3 Lesson Activities**

1. Read Chapters 5 & 6 (1 4 hours) (W3.1, 3.2)
2. **Weekly Discussion Forum Posts:** How do teachers balance students' rights to express their opinions with their need to maintain an orderly classroom? In what instances can students' right to freedom of speech be suppressed? Can schools ban students from wearing shirts with political messages? Or shirts that advertise drugs or alcohol? Why or why not? Posts will be a minimum of 300 words and must cite evidence from the reading to support their claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. Response posts

must be at least 100 words and be substantive, citing evidence from this week's reading, not "I agree" or "good point". **20 points for original post and 5 points for each of the 2 responses to classmates' posts. 30 points.** (E 3 hours and /or I 2 hours) (W3.1, 3.2)

- 3. Analysis of District/School Policies Paper:** Review your school/district handbook. Analyze policies and procedures for bias. Identify areas where oppression or inequity are possible. What is expressly stated? What is open for interpretation? Why are some policies deliberately vague? Write a summary (2-3 pages) of these areas and their impact on student achievement, teacher autonomy, and school culture. **(50 pts.) Due Week 3** (E 2 hours and /or I 4 hours) (W3.1, 3.2)

## Week 4:

### **Week 4 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W4.1:** Analyze grading practices for equity. (CO 5, 10)
- W4.2:** Explain schools withholding diplomas or credits for student misconduct. (CO 5, 10)
- W4.3:** Explain Family Education Rights & Privacy Act (the Buckley Amendment) and how it impacts the way teachers receive information about students. (CO 5)
- W4.4:** Analyze student achievement gap, considering various identities represented. (CO 5, CO 10)

### **Week 4 Introductions:**

This week we dive into academic issues and student records. As we have seen in recent years, school boards have placed tighter regulations on how diplomas are awarded. Graduation/promotion may be tied to standardized tests, student attendance, as well as student conduct. There's lots to talk about here!

Students' records are protected by Federal regulation, known as the Buckley Amendment or the Family Education Rights and Privacy Act. This protection prohibits schools from releasing your information to unauthorized individuals. FERPA requires schools to formulate a policy and procedure related to parental access to the education records of their children, inspect and review the information, and limit the personally identifiable information shared.

**Students will be placed in groups for the Week 8 ESSA Project. Please review assignment for details.**

**Week 4 Lecture Materials:**

Chapter 8, Read pages 12-24 <https://www.seenmagazine.us/Articles/Current-Issue/Issue-21-2-2019-Fall>

View videos: <https://www.youtube.com/watch?v=eIOmskTyp08>  
<https://www.youtube.com/watch?v=UA91ntHEYf4>  
<https://www.youtube.com/watch?v=0M7juYs8Yh4>

**Week 4 Supplemental Resources:**

[https://www.youtube.com/watch?v=d7UirGUD\\_2c](https://www.youtube.com/watch?v=d7UirGUD_2c)

**Week 4 Lesson Activities**

1. Read Chapter 8. Read pages 12-24 in Seen Magazine attached. Watch video. (1 4 hours) (W4.1, 4.2, 4.3)
2. **Weekly Discussion Forum Posts:** Should schools be able to deny students credit based on disciplinary matters or behavior? Why or why not? Do you believe schools should be able to hold students back due to behavior rather than grades? Why or why not? How might these discipline practices impact marginalized or targeted populations referenced in number 3 below? Posts will be a minimum of 300 words and must cite evidence from the reading to support their claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. Response posts must be at least 100 words and be substantive, citing evidence from this week's reading, not "I agree" or "good point". **20 points for original post and 5 points for each of the 2 responses to classmates' posts. 30 points.** (E 3 hours and /or I 2 hours) (W4.2, 4.3, 4.4)
3. **Students' Rights to Equity and Justice:** Public education has long accepted the disparity between certain groups in the achievement gap. Additionally, there have been numerous studies about the over-representation of subgroups in discipline and suspension data. Consider race, ability/special education status, English Language learners, children in poverty, and LGBTQ students. You will research at least 2 groups who are overrepresented in discipline data and/or the academic achievement gap. Provide a critical analysis of each, exploring the structures and systems which create the inequity; examine the deficit theory associated with each, propose possible solutions to create a socially just and equitable experience for these groups. Include parenthetical citations within the body of your 3-page paper. (Attach a reference list of at least 3 sources double-spaced with APA parenthetical citations and reference page). **50 points Week 4** (W4.4) (E 3 hours/ I 5 hours)

## Week 5:

### **Week 5 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W5.1:** Examine all aspects of program management as they relate to teacher.
- W5.2:** Explain compulsory attendance and how home schooling meets that requirement.
- W5.3:** Analyze the McKinney-Vento Act to understand teachers' roles in supporting homeless children.
- W5.4:** Describe all aspects of religion in schools, including official neutrality, student-led prayer, and prayer at school ceremonies.
- W5.5:** Explain the Marketplace of Ideas in relation to school required community service and the censorship of materials.
- W5.6:** Explain teacher's legal responsibilities as a mandated reporter of child physical abuse, neglect, sexual abuse, and emotional abuse.

### **Week 5 Introductions:**

This week we tackle the big rock of program management. This broad topic encompasses a variety of elements including attendance, home schooling, religion homelessness, censorship, and child welfare/ mandated reporter. That's a lot! As teachers, we are instrumental in understanding all of these elements and knowing where our legal ground is. These are all important issues, and we must realize that children's lives depend upon us recognizing and acting.

**Students will begin working in their groups for the Week 8 ESSA Project.**

### **Week 5 Lecture Materials:**

Read Chapter 11

View McKinney Vento: <https://www.youtube.com/watch?v=raW7L5IAhK4>  
<https://www.youtube.com/watch?v=NnNe-bMwJ0A>  
<https://www.youtube.com/watch?v=w9eV-IRHizY>

View Mandated Reporter Video:

<https://www.youtube.com/watch?v=Gn9i2NazEMM>

### **Week 5 Lesson Activities**

1. Read Chapter 11 and View videos on McKinney Vento and Mandated Reporter (1 5.5 hours) (W5.1, 5.2, 5.3, 5.4, 5.5, 5.6)

2. **Weekly Discussion Forum Posts:** Describe your school's protocol for identifying and serving homeless students. Describe your own experience as a mandated reporter. What training did you receive? What is the protocol your school uses to report suspected abuse or neglect? Posts will be a minimum of 300 words and must cite evidence from the reading to support their claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. Response posts must be at least 100 words and be substantive, citing evidence from this week's reading, not "I agree" or "good point". **20 points for original post and 5 points for each of the 2 responses to classmates' posts. 30 points.** (E 3 hours and /or 1 2 hours) (W5.3, 5.4, 5.5)
  
3. **Legal Case Analysis & Reflection:** Students will select a case from pages 287-288 related to the topic and analyze the case for relevance to his/her own praxis. Analysis and reflection will be 250 words and summarize the key issues of the case, the holding of the court, and the implication for practitioners. The analysis and reflection will be due on Saturday by 11:55 p.m. **25 points.** (E 1.5 hour and/or 1 2 hours) (W5.2, 5.3, 5.4, 5.5, 5.6)

## Week 6:

### **Week 6 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W6.1:** Examine students' use of technology and social media and other emerging cyber issues, including bullying and harassment. (CO 8)
- W6.2:** Explain the difference between cyber issues happening on and off campus. (CO 4, 8)
- W6.3:** Analyze the limits placed on students' rights to free speech and the use of technology on and off school grounds. (CO 4, 8)
- W6.4:** Understand the elements of cyberbullying and harassment. (CO 8, 9)

### **Week 6 Introductions:**

Technology impacts almost every aspect of our lives. Students today are connected to devices for hours each day. As a result of the prevalence of technology in our daily lives, a whole host of issues has arisen. Social media has given rise to all sorts of bullying and harassment. Teachers struggle to stay ahead of all the various technological developments. The truth is, our students are digital natives who often know more ways to outsmart our filters designed to keep them safe.

Teachers are on the front lines in recognizing the signs of cyberbullying and harassment. As such, teachers must possess the skills to recognize, assess, and manage these instances to ensure children's safety.

## Week 6 Lecture Materials:

Read Chapter 12. View Videos: [https://www.youtube.com/watch?v=OpQuyW\\_hISA](https://www.youtube.com/watch?v=OpQuyW_hISA)  
<https://www.youtube.com/watch?v=bohzzkJNscw>  
<https://www.youtube.com/watch?v=RodB8JcQEzQ>  
<https://www.youtube.com/watch?v=tvPqSn-W7QY>

## Week 6 Lesson Activities

1. Read Chapter 12 and view all videos ( 1 4 hours) (W6.1, 6.2, 6.3, 6.4)
2. **Weekly Discussion Forum Posts:** Describe your school's policy on technology use by students. Explain the training you have received to deal with bullying/cyber-bullying in your school now that it is a crime in Missouri. Does your school assign disciplinary consequences for technology use during class? Why or why not? Posts will be a minimum of 300 words and must cite evidence from the reading to support their claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. Response posts must be at least 100 words and be substantive, citing evidence from this week's reading, not "I agree" or "good point". **20 points for original post and 5 points for each of the 2 responses to classmates' posts. 30 points.** (E 3 hours and /or 1 2 hours) (W6.1, 6.2, 6.3, 6.4)
3. **Legal Case Analysis & Reflection:** Students will select one of the following cases: *Riehm v. Engelking (2007)*; *Ponce v. Socorro ISD (2007)*; *Morse v. Frederick (2007)*; *Miller v. Skumanick (2010)*; *Kathleen R. v. City of Livermore*; *Beidler v. North Thurston School District (2000)*; *Coy v. North Canton City Schools (2002)*; *Layshock v. Hermitage School District (2010)*; *J.S. v. Blue Mountain School District (2010)*; *Evans v. Bayer (2010)*; *J.S. v. Bethlehem Area School District (2002)* or *Beussink v. Woodland R-IV (1998)*. Analyze the case for relevance to his/her own praxis. Analysis and reflection will be 250 words and summarize the key issues of the case, the holding of the court, and the implication for practitioners. The analysis and reflection will be due on Saturday by 11:55 p.m. **25 points.** (E 1.5 hour and/or 1 2 hours) (W6.1, 6.2, 6.3, 6.4)

## Week 7:

### Week 7 Learner Outcomes/Objectives:

Upon completion of this section, each student will:

- W7.1:** Define harassment as it relates to schools and employment. (CO 9)
- W7.2:** Understand Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 as they pertain to harassment. (CO 9)

**W7.3:** Explain the liability schools have financially when harassment cases go to court. (CO 9)

### **Week 7 Introductions:**

With 2017's #MeToo movement, sexual harassment has become a hot topic in schools and the workplace. With this movement, progress has made on naming the behavior, victims becoming empowered to step forward and eventually the aggressors receiving punishment.

As your text describes, there are several types of sexual harassment, all of which are illegal and are covered under Title IX of the Education Amendments of 1972 as well as Title VII of the Civil Rights Act of 1964. Remarkably, while covered under these laws, it has only been recently that we have seen women being successful in their fight for justice.

### **Week 7 Lecture Materials:**

Read Chapter 13.

View Videos: <https://www.youtube.com/watch?v=ATYK2svJ6eM>  
<https://www.youtube.com/watch?v=tVtJcVbbjCA>

### **Week 7 Lesson Activities**

1. Read Chapter 13. Watch Videos. (1 4 hours) (W7.1, 7.2, 7.3)
2. **Weekly Discussion Forum Posts:** Describe your school's policy on harassment. What training have you received specifically about harassment in your current position? How has this training shaped your pedagogy? Do you feel the training was adequate? Why or why not? Posts will be a minimum of 300 words and must cite evidence from the reading to support their claims. APA parenthetical citations required. Forum posts are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. Response posts must be at least 100 words and be substantive, citing evidence from this week's reading, not "I agree" or "good point". **20 points for original post and 5 points for each of the 2 responses to classmates' posts. 30 points.** (E 3 hours and /or 1 2 hours) (W7.1, 7.2, 7.3,)
3. **Legal Case Analysis & Reflection:** Students will select one of the following cases from the list located on page 337 and analyze the case for relevance to his/her own praxis. Analysis and reflection will be 250 words and summarize the key issues of the case, the holding of the court, and the implication for practitioners. The analysis and reflection will be due on Saturday by 11:55 p.m. **25 points.** (E 1.5 hour and/or 1 2 hours) (W7.1, 7.2, 7.3)

## Week 8:

### **Week 8 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W8.1** Examine and discuss the sections of Every Student Succeeds Act as they relate to public schools. (CO9, C10)
- W8.2** Examine the mandates required by ESSA and how Missouri's plan is addressing them. (CO9, CO10)

### **Week 8 Introductions:**

We saved the best for last! This final week we look closely at Every Student Succeeds Act, designed to be a tool to level the playing field for the poor and underserved children in our nation's schools. When President Obama signed this into law in 2015, it replaced the highly contentious and often lamented No Child Left Behind. With this new authorization of the Elementary and Secondary Schools Act of 1965, a spotlight was shone on the subgroups who are not being served by our schools. Through a series of titles in ESSA, steps have been taken to close those gaps.

### **Week 8 Lecture Materials:**

Read ESSA 2018 in the week 8 folder.

View video: <https://www.youtube.com/watch?v=zWQGmU-J80Q&t=1s>  
<https://www.youtube.com/watch?v=qgGzhL9rDJ4&t=48s>

Read: <https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/the-difference-between-the-every-student-succeeds-act-and-no-child-left-behind>

### **Week 8 Supplemental Resources:**

Missouri Final ESSA Plan in Week 8 folder

View Webinar: <https://www.youtube.com/watch?v=cNRDcxGGGog>

### **Week 8 Lesson Activities**

1. Read ESSA 2018 pdf; read the comparison of NCLB and ESSA; View Videos and webinars (E2 and /or I 4 hours) (W8.1, 8.2)
2. **Weekly Discussion Forum Posts:** Describe your school's efforts to implement the requirements of ESSA. What training have you had? What questions do you still have? Do you feel ESSA is a more equitable plan than NCLB was? Why or why not? Posts will be a minimum of 300 words and must cite evidence from the reading to support their claims. APA parenthetical citations required. Forum posts

are due by 11:55 p.m. on Friday night to allow time for class members to read and respond by Sunday at 11:55 p.m. Response posts must be at least 100 words and be substantive, citing evidence from this week's reading, not "I agree" or "good point". **20 points for original post and 5 points for each of the 2 responses to classmates' posts. 30 points.** (E 3 hours and /or I 2 hours) (W8.1, 8.2,

3. **ESSA Research Project: (200 pts. - group) Due Week 8** (E 4 hours and /or I 6 hours) (W8.1, 8.2)

ESSA is a significant "legal issue" facing schools, but few parents and teachers truly understand its foundations and expectations. To address this need, the projects will be dealing with the main components of ESSA. ESSA includes provisions that will help to ensure success for students and schools" (<https://www.ed.gov/essa?src=rn>). The law:

- Advances equity by upholding critical protections for America's disadvantage and high-need students. (Equity Plan)  
<https://dese.mo.gov/sites/default/files/Educator-Equity-Plan-June2018.pdf>
- Requires –for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with investing in innovation.
- Sustains and expands investments in increasing access to high-quality preschool education.
- Maintains an expectation that there will be accountability and action to effect positive change in low-performing schools where groups of students are not making progress, and where graduation rates are low over extended periods of time. (<https://www.ed.gov/essa?src=rn>)

Students will select and fully investigate one of the above bullet points, (avoid duplications) highlighting the major components and possible accountability piece(s) for each program. A completed project will include the following:

- d) A 5-7-minute presentation summarizing the implications for teachers with a focus on equity for students.
- e) A one-page executive summary of what the specific ESSA component requires
- f) A one-page list of references (8-12) that students can access for additional information

**View rubric for ESSA Project before beginning**



---

WILLIAM WOODS  
UNIVERSITY

---

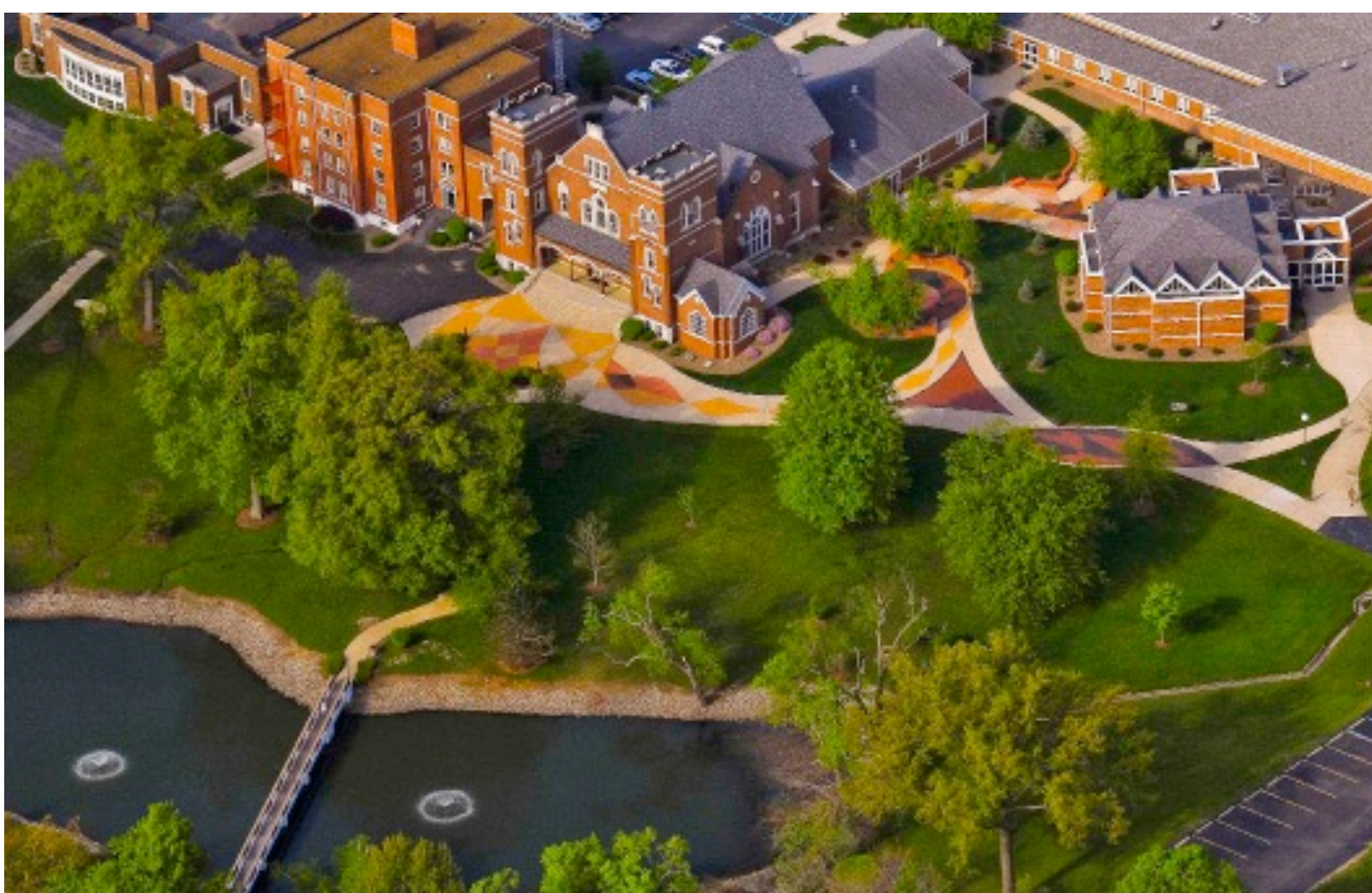
## MISSION STATEMENT

*William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.*

William Woods University | One University Avenue | Fulton, MO 65251

1.800.995.3159 | [WilliamWoods.edu](http://WilliamWoods.edu)

# EDU635 Curriculum Leadership



WILLIAM WOODS UNIVERSITY  
Online Course Syllabus



---

WILLIAM WOODS  
UNIVERSITY

---

**A NOTE TO LEARNERS AND FACULTY FACILITATORS**

The syllabus for this course has been developed to provide a consistency of learning outcomes for all students in the program. The faculty facilitator has the right to modify, but not alter substantially, the syllabus in order to better meet the needs of the class and/or to better utilize the particular expertise of the facilitator. Any decision to modify the syllabus is to be mutually agreed upon by the learners and the facilitator. Any substantial alteration of the syllabus must receive prior approval of the Program Director.

Syllabus revision completed September 2018

# Contact Information

## **Instructor information:**

Available on the course webpage and you will receive an electronic intro letter from the instructor with his/her contact information (email address, phone number, and/or Skype account) on your [WWU email account](#).

## **Special Instructions:**

The instructor will respond to any electronic communication within 24 hours on weekdays and 48 hours on the weekend.

## **Technical Support/Helpdesk:**

**24/7 live** support information located on the upper right-hand side of the course webpage or you may contact Help Desk at: [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu), 573-592-4224 or 800-995-3159 then option 4 for IT.

## **How to Get Started:**

Review the material in the “General” section of the course page. There and in the syllabus you are reading now, you will find all weekly activities and an assignment breakdown of the kind of work you’ll be doing in this class and how different assignments will be weighted to determine your final grade. The course page also includes a link labeled “Textbook” which includes information on what texts will be used in this class with directions on how to purchase it or them. The textbook is also listed later in this syllabus. The “How to Get Started” module might also find other helpful information, including rubrics used in the course and other features specific to this course.

# Learner Support

## **Academic Success Center**

The University has developed the Academic Success Center to help students succeed in their classes. While the Center has a physical address on the main campus of William Woods University in Fulton, MO, many of the same resources can also be accessed by students taking WWU classes online. These include schedule adjustment, advice and help communicating with instructors, and tutoring opportunities. To arrange a way to access these services, contact Academic Support Center Coordinator, at 573-592-1145 or [academicsupport@williamwoods.edu](mailto:academicsupport@williamwoods.edu).

## **Student Disability Services**

William Woods University is committed to granting reasonable accommodations to its rules, policies, or services to afford students with disabilities equal access to an education. Students must self-identify the disability or disabilities to request academic or nonacademic accommodations. Students can submit a request for accommodations by emailing [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The Director of Student Disability Services will then review the request for reasonable academic and nonacademic accommodations to assure that there will be no discrimination based on disability. The process may take up to 30 days from receipt of third-party documentation to substantiate the disability or disabilities.

## **Hoonuit**

All students at WWU have access to Hoonuit, a curated collection of online resources for student success. The site includes resources exploring broad academic subject areas as well as specific and targeted tutorials designed to help you practice academic skills. It also includes resources on navigating the platform that William Woods uses to host its online classes.

Hoonuit is accessed through OwlNet. Once logged into OwlNet, the Hoonuit link is on the far right in the green box, under courses and groups. The log in is your email user name and password. If you have any questions or concerns you can contact the UIT helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

## **SmartThinking**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [advising@williamwoods.edu](mailto:advising@williamwoods.edu).

# Textbook & Purchasing Your Books

## **Required Textbook:**

Glatthorn, A., Boschee, F., Whitehead, B., and Boschee, B. (2018). *Curriculum Leadership: Strategies for Development and Implementation*, Thousand Oaks, CA: Sage. 5th edition, ISBN 978-1-5063-6317-2

## **Supplemental Material:**

Current articles in *Educational Leadership*, the journal of the Association for Supervision and Curriculum Development.

Jacobs, H. (2010). *Curriculum 21: Essential Education for a Changing World*, Alexandria, VA: ASCD. ISBN 978-1-4166-0940-7

## **Where to Buy Textbook:**

- [William Woods University Virtual Bookstore](#)

# Course/Degree Requirements 3 Credit Hours

## **Course Description:**

This course identifies the school leader's role in curriculum development and provides an overview of the history, foundation, and theory of curriculum. It addresses what constitutes a viable curriculum as well as effective practices for curriculum leadership. The course emphasizes the critical interrelationship of curriculum, instruction, assessment and curriculum management. In addition, it exposes students to various means of curriculum reform as well as a variety of reform initiatives.

## **Degree/Major Objectives/Requirements:**

## **Education Specialist Program Objectives:**

- Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

**Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

**Objective 4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

**Objective 5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Objective 6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

**Course Objectives:**

- C1: Understand strategies and methods for key trends in curriculum changes. [P1, P2, P4, P5]
- C2: Understand and identify the changes in curriculum development as a result of the 21st Century learner. [P1, P2, P4, P5]
- C3: Have a clear knowledge of his or her personal values regarding the goals and focus of education. [P1, P2, P3, P4, P5]
- C4: Understand the interrelationship of curriculum, instruction, and assessment. [P1, P2, P3, P4, P5, P6]
- C5: Demonstrate techniques to facilitate collaborative groups in open dialogue and consensus building. [P3, P6]
- C6: Know a variety of forms of reflective inquiry and use these forms to make wise curriculum decisions. [P2]
- C7: Understand the role of school culture in curriculum development and change. [P1, P2, P4, P5]
- C8: Recognize the roles of federal, state and local governments in curriculum development, which impact curriculum design and instructional control. [P1, P2, P5]
- C9: Utilize appropriate strategies for curriculum development and evaluation. [P1, P2, P4, P5]
- C10: Understand political implications of curriculum reform and identify strategies for communication and conflict resolution. [P1, P2, P5]

Missouri Superintendent Standards	EDU635	EDU610	EDU605	EDU603	EDU645	EDU655	EDU673	EDU680	EDU690	EDU696
1. Examine Obstacles and Challenges	X	X	X	X	X	X	X		X	X
2. Professional Development	X		X	X	X		X		X	X
3. Monitor, Evaluate and Develop Professional Learning	X		X	X	X	X	X	X	X	X
4. Identify, Analyze and Evaluate Curriculum and Instruction	X	X	X	X	X	X	X		X	X
5. Apply Research to Instruction and Curriculum	X	X	X	X	X	X	X	X	X	X
6. Demonstrate Professional Leadership Skills	X	X	X	X	X	X	X	X	X	X

**Website Address of the Online Learning Platform:**

<http://williamwoods.brightspace.com>

**Minimum System Requirement:**

1. Reliable Internet connection. Recommendation: Cable or DSL.
2. Software: MS Office, [Internet Browser](#), [Media Player](#), [Adobe Acrobat Reader](#).
3. If you use OpenOffice or Word Perfect products for your paper, please save your document in Rich Text Format: (File "Save As" Choose "Rich Text Format" as the file type).
4. Digital Camera with capabilities for documenting work. Some smart phones do have these capabilities.
5. Laptop or desktop computer is required. A smartphone and most tablets do not have adequate operating systems required for an online course.

**Expectations of Student Technology Skills:**

Success in this class requires that students possess the following technical skills:

1. Using the Learning Management system.
2. Creating and submitting files in commonly used word processing programs. This includes exporting google docs and pages files as word files before submitting.

Tutorials are available for students who feel they might lack these skills, though looking for a tutorial on YouTube will often provide as much training as is needed.

*Success might also require students to employ the following digital literacy skills: to be identified on a course by course basis, as needed*

## Class Time Expectations

All 3 credit hour courses are in eight weeks format. Total student engagement hours (37.5) are required for a 3 credit hour course. Student independent hours (75) are required for 3 credit hour course, total 112.5 hours. Individual time spent on each course is likely to exceed the time expectation specified above.

## Assignment Overview

### **Personal Introduction/ Discussion Forum Posting (Week 1)**

Post a brief introduction about yourself in the personal introduction forum and update your Moodle profile as well. This can be a photo of yourself or a photo of something that represents something about you. Be sure to include within your biography information (that you choose to share) which provides information about your career, your professional experiences, your background, and a general overview of what you hope to discover / use from the information gained in this course. Any experiences you have had with online learning and/or teaching would also be of interest. This is your opportunity to connect with the people with whom you will be learning and working for the next several weeks, so what information would be beneficial for them to know if you were in a traditional class face to face.

As we all know, sharing biographical information with others outside of this course is not acceptable. Please be sure to respect others' privacy as you would want them to protect/preserve your own in this world of technological freedom and accessibility. (50 points)

### **Personal Presentation (PowerPoint, Prezi, YouTube video, etc.) (Week 1)**

From your personal bio (above) and from your own professional experiences, design and upload a presentation that demonstrates your personality, your professional

aspirations, and any other information that might lend insight into you as a colleague within this class. Be creative with this assignment, using it as an opportunity to expand and explore yourself as a professional who will be learning and sharing within our collective professional environments. (50 points)

### **Chapter summary and interactive discussion/presentation (Weeks 1, 3-7)**

Each week assigned individuals (or collaborative partners/groups) will develop a content summary presentation over the chapter readings assigned for that week. The individual or collaborative group will design and upload a presentation utilizing an appropriate type of online and/or multimedia media format that is generalizable to the entire class (i.e. Prezi, power point, you tube video, or other type of generally used presentation media format).

The presentation should summarize and highlight major points of consideration /essential learning from the chapters, potential application in the field of practice, and three to five essential questions that could guide a professional discussion, either within our class or within any professional setting of educational experts.

(50 points each)

MO Superintendent Standards: 6 and 7.1

Each participant will read and reflect upon the content summary/chapter review presentations posted by other collaborative groups. The expectation is to respond to, react to, or expand upon at least two (2) colleagues' responses using the essential (guiding) questions as a basis for response with opportunity for expanding the discussion into application of practice within the field. The responses should be substantive with demonstrated understanding of the content presented.

### **Adult-Centered Hierarchy Model (Week 2)**

Design and upload a summary analysis of the Adult-Centered Hierarchy Model and the potential impact on district level curriculum development. Include concepts related to Systems Thinking (Senge) and how outside forces influence curriculum decisions within a school district. (50 points)

### **Curriculum Current Topic Research Presentation (Week 3 – 8)**

Identify four topics in the area of curriculum design and/or leadership for your collaborative research project. Post in Week 2: Discussion Forum – Research Interest by Friday at 11:55 p.m. CST. .

Based on the areas of interest, collaboration partners will be assigned and notification of your partner assignment will be made by the following Wednesday. The collaboration group will research, summarize, and design a research analysis of the topic.

The presentation will be designed to share with professional colleagues in the course. The purpose and intent of the presentation will be to identify current topics in the field, summarize valuable information for professional practice, and share that information in a manner which would allow others to a) utilize the information immediately, b) find the original research to study further, or c) to investigate other areas related to the original work presented (or best practice – a combination of all three goals).

### **ASCD Webinar – Curricular Impact (Week 3)**

View the archived webinar from ASCD.org – Heidi Hayes Jacobs: 21st Century Teaching and Learning within the Common Core. (50 points)

([www.youtube.com/watch?v=xvOnha7XnaQ](http://www.youtube.com/watch?v=xvOnha7XnaQ))

### **MSIP APR Summary Data / Curriculum Issue Analysis (Week 4)**

Compose a Power Point or Prezi presentation summarizing your district's MSIP APR summary data. Identify potential curriculum issues that should be addressed using the IBD reports. District/Building data should be compared to state data for a more accurate picture of performance. Be sure to design the presentation for a defined audience and indicate clearly for which audience the materials are prepared -- teachers, parents, students, Board of Education, community at large, etc. Work with your instructor and/or colleagues through discussion forum: APR Data. (200 points)

### **Resource Sharing (Book Review) (Week 5)**

Each collaboration group (as assigned by instructor in week 2/3) will analyze a relevant curriculum resource (book, or other approved material(s) that could be used as a support for a district's curriculum development process. Each group will create and upload a Power Point (or other appropriate media format) presentation including voice-over presenting the selected curriculum resource review (i.e. book review). Each

presentation should summarize the major points of application and the value/use/ importance as used for improvement of instructional practices within your district(s) (100 points).

MO Superintendent Standards: 7.1

### **Curriculum Revision/Textbook Adoption Schedule Analysis (Week 6)**

Locate your district's curriculum revision schedule and textbook adoption schedule. Evaluate the current status of these two schedules providing suggestions for improvement and improved proficiency in relation to any Grade Level Assessment (GLA). (50 points)

### **Board of Education Technology Policy – Analysis (Week 7)**

Locate, review, and upload an analysis of your District's Board of Education policies related to the use of **technology** in your district (classroom, building, or district level). Identify and summarize constraints or latitude (freedom) to integrate technological programming in either instruction or equipment. Consider if the policies support 21st Century learning? (50 points)

### **Research Project**

Each research project should include multiple sources that should be reported in appropriate bibliographical (APA) form. The topics should be pertinent to the field of curriculum development. A written report of 4-5 pages in length should be completed outlining current thinking about the topic and its impact on student learning. Sources should be less than three years old. The report should also include implications for practitioners.

Topics could include, but are not limited to: current trends in education, grading practices, technology-driven classrooms, 21st Century learning, brain-based research, learner-centered education, reflective practice, constructivism, differentiated instruction, multiple intelligences, etc. (Weeks 2-8) (200 points)

MO Superintendent Standards: 1-7

Individual/Partner	Points
1. Online Presence-Online Rubric	50
2. Personal Introduction / Bio-Bio rubric	50
3. Personal PPT / Presentation-Personal Presentation Rubric	50
4. Chapter Reflection/Responses-Discussion Forum Posting Rubric 50 pts. each	300
5. Adult Center Hierarchy Model Analysis-Disc. Forum Posting Rubric	50
6. ASCD Webinar Review/Response-Disc. Forum Posting Rubric	50
7. MSIP APR Review-MSIP APR Rubric	200
8. Resource Sharing/Book Review Presentation-Resource Sharing Rubric	100
9. Curriculum Revision/Textbook Adoption Schedule Analysis-Discussion Forum Posting Rubric	50
10. Board of Education Technology Policy Analysis-Discussion Forum Posting Rubric	50
11. Curriculum Current Topic Research Presentation-Research Paper Rubric	200
12. Research Presentation Group Curriculum Current Topic Research	100
13. Group Presentation Resource Sharing	100
	<b>TOTAL</b>
	<b>1,350</b>

## Grading Scale

90% - 100% A

80% - 89% B

70% - 79% C

69% - below F

All work is to be done individually

## ADA Guidelines

Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The office is on the first floor of the Academic Building.

## Academic Integrity Policy

Plagiarism and Academic Integrity Policy—

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Students are expected to adhere to the highest standards of honesty in their behavior. The WWU online learning platform has integrated with Turnitin.com services. The majority of assignments will be routed to the Turnitin.com system to verify sources. Both instructor and students will be able to see the result. The following are examples of dishonest behavior and violations of the principle of academic integrity. These are examples and do not exhaust all conduct that could constitute violations of this academic integrity policy. Students are expected to refrain from:

1. Engaging in any academic work that is the product of joint effort, either inside or outside the classroom, not authorized by the instructor.
2. Plagiarism of any sort. You commit plagiarism by taking someone else's ideas, works, or other types of work product and presenting them as your own. You

can avoid plagiarism by using proper methods of documentation and acknowledgement.

3. Cheating on an examination. You must not receive or provide any unauthorized assistance during an examination. During an examination you may use only materials authorized by the instructor.
4. Fabricate or falsify data or records. It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports, or other circumstances; fabricate source material in a bibliography or “work cited” list; or provide false information on a resume or other document in connection with academic efforts.
5. Attempting to gain an unfair advantage concerning academic work, including but not limited to:
  - a. unauthorized removal or defacing of material from a university room or service area.
  - b. unauthorized use of equipment and or technology, i.e., advanced calculators, computers, etc.
6. Engaging in other forms of deceit or dishonesty. For example, do not submit the same work for more than one course without explicitly obtaining permission from all instructors. Do not request any academic benefit, including an extension of time, a better grade, or a recommendation, from an instructor when the request is based on false information or deception. Do not engage in any other form of academic misconduct not covered here. If you are ever in doubt, ask the instructor for guidance.

## Policies

### **How End of Course Survey Will Be Directed:**

William Woods University values your feedback regarding this course and online learning. To ensure continual improvement of online courses, materials, and instruction, the Course Evaluation is a required activity. Your course evaluation responses **are anonymous**, and will not be viewed by the instructor until the term is completed. Any question relates to how the end of course survey is conducted; please contact the office of distance education at [Online@WilliamWoods.edu](mailto:Online@WilliamWoods.edu).

**Changes in Syllabus:**

This syllabus may be revised at the discretion of the instructor without prior notification or consent of the students. The syllabus presents an approximate expectation of course progress. Any changes will be announced in class.

**Student Assignments Retained:**

From time to time, student assignments or projects will be retained by the instructor/university for the purpose of academic learning or assessment. In every case, should the assignment or project be shared, the student's name and all identifying information about that student will be removed from the assignment or project.

**Student Data Privacy Protections:**

For information on Academic Policies and Procedures please refer to the [Academic Catalog](#).

## Detailed Weekly Activities & Assignments

### Week 1:

**Week 1 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W1.1:** Students will define and characterize the differences between the various types of curriculum.
- W1.2:** Students will assess their own values as they relate to curriculum and the purpose of schooling.
- W1.3:** Students will identify the three types of learning in each field of study.

**Week 1 Introductions:**

Introduce to the *Concepts of Curriculum Leadership*, concepts of curriculum, and what curriculum looks like in one's own district.

**Week 1 Lecture Materials:**

Required student reviewing text book and colleagues' introductions

## **Week 1 Supplemental Resources:**

APA Formatting and Resource Guidance

### **Week 1 Lesson Activities**

#### **A. Individual**

1. Student Introductions: W 1.2
  - a. Upload a photo to your Moodle profile. This can be a photo of yourself or a photo that represents something about you (1 I)
  - b. Enter a bio in your profile. To access your profile, click on your name in the bottom right-hand corner of this window, then select Edit Profile (.5 I)
  - c. Create a Power Point (minimum 3 slides) about a hobby or interest and post to Moodle. You are welcome to comment about postings made by other class participants (1.5 I)
  - d. Review and write a welcome response to at least two of your colleagues. (1 E)
2. Personal Introduction Posting: Post a brief introduction about yourself in the personal introduction forum. Include information about the organization for which your work, a general overview of your professional background, current experience, and future goals. (1 I) W 1.2
3. Review the introductions of other class members and begin considering potential research topics for a collaborative research project. Your research partner will be assigned by the instructor. (1 E) W 1.2
4. Acquire the required text.
5. Read chapter 1 of Curriculum Leadership and compose a 750 (+ or -) word summary the types of curricula are practiced in your school district and post to the discussion forum titled "Week 1: Curriculum Types." Post on Friday by 11:55 p.m. CST. (3 I) W 1.1, 1.2, and 1.3
6. Read each posting and respond to a minimum of two postings by Sunday at 11:55 p.m.CST. (2 E) W 1.1, 1.2, and 1.3

#### **B. Partner**

1. No assignment.

## Week 2:

### **Week 2 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W2.1:** Students will identify and understand the key trends that transcended each major period of curriculum development.
- W2.2:** Students will identify the role of leadership in the nature, function and development of curriculum theory.
- W2.3:** Students will identify and understand the major classifications in curriculum theory.
- W2.4:** Students will understand how technology has impacted curriculum change.

- W2.5:** Students will recognize the different roles of federal, state and local governments in curriculum and the impact they have on its development.
- W2.6:** Students will identify the forces acting on districts and the impact those forces have on curriculum development.

### **Week 2 Introductions:**

The history, theory, and politics of curriculum development and leadership.

### **Week 2 Lecture Materials:**

Required textbook, video, link for your district's Board of Education policies

### **Week 2 Supplemental Resources:**

APA Formatting and Resource Guidance

### **Week 2 Lesson Activities**

#### A. Individual

1. Read chapters 2, 3 and 4 in Curriculum Leadership and respond to questions posted by the instructor. (3 I) W 2.1, 2.2, and 2.3
2. Link relevant Board of Education policies related to curriculum for discussion to be used in Week 3. (1 I) W 2.5
3. Research and summarize the "Adult-Centered Hierarchy Model." (5 I)
4. Design a summary analysis of approximately 1,500 words or less highlighting the significance of the "Adult-Centered Hierarchy Model" and its impacts on district curriculum development. Include information on how Systems Thinking applies to schools (reference Peter Senge). Include outside forces influencing curriculum decisions in a school district. Post for colleagues review and comments in Week 3. (5 E) W 2.2 and 2.4
5. Select a curriculum resource (professional text/book review) by Week 3 to review and present in a Power Point or Prezi format for use in Week 5. (1 I) W 2.6

#### B. Partner

1. Identify four topics in the area of curriculum design and/or leadership for your collaborative research project and post in Week 2: Discussion Forum – Research Interest by Friday at 11:55 p.m. CST. . Based on the areas of interest, collaboration partners will be assigned and notified of your partner assignment by the following Wednesday. (1 I) W 2.6
2. Reminder: Group A will design and post a Power Point or Prezi presentation summarizing Chapter 5 and 6 content no later than Friday at 11:55 p.m. CST. (2 E)

## Week 3:

### **Week 3 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W3.1:** Students will understand and comprehend the importance of well-planned curriculum.
- W3.2:** Students will acquire skills for managing groups who are charged with reaching agreement on curriculum issues.
- W3.3:** Students will recognize the stages in designing and planning curriculum and know the key participants, purposes, tasks and expected results at each stage.
- W3.4:** Students will understand why data-driven decisions are key to successful curriculum change and closing the achievement gap.
- W3.5:** Students will understand the significance of Professional Learning Communities and how this process can lead to a change in the culture of a school/district.

### **Week 3 Introductions:**

Curriculum design, analysis, planning, and improvement.

### **Week 3 Lecture Materials:**

Textbook, Professional Learning Communities (PLC), ASCD webinar, local district polices, and the Missouri Department of Elementary and Secondary Education {DESE} website – [www.dese.mo.gov](http://www.dese.mo.gov)

### **Week 3 Supplemental Resources:**

APA Formatting and Resource Guidance

### **Week 3 Lesson Activities**

#### A. Individual

1. Read chapters 5 and 6 in Curriculum Leadership. (2 I) W 3.3 and 3.4
2. Group A will present the material in a Power Point or Prezi presentation posted by no later than Friday at 11:55 p.m. CST. (2 E) W 3.3 and 3.4
3. Students will respond to summary questions via discussion forum Week 3 chapter summaries no later than Monday at 11:55 p.m. CST. (2 E) W 3.3 and 3.4
4. View the archived webinar from [ascd.org](http://ascd.org) focusing on a current curricular topic. Students create and post three- to five significant points that could impact your curriculum development and leadership within your school district. Give specific examples of how these significant points look in your world.

[www.youtube.com/watch?v=xvOnha7XnaQ](http://www.youtube.com/watch?v=xvOnha7XnaQ) (Heidi Hayes Jacobs: “21<sup>st</sup> Century Teaching and Learning within the Common Core.”) (5 I) W 3.1, 3.4, and 3.5

5. Respond to at least two of your colleagues’ postings offering suggestions or ideas to increase effectiveness. (2 E) W 3.1, 3.4, and 3.5

B. Partner

1. Reminder: Begin research for your research project and begin to plan your paper and presentation. (4 I and 2 E)
2. Reminder: Continue to work on your curriculum resource book presentation due in Weeks 5, 6, and 7. (2 I)

## Week 4:

### **Week 4 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W4.1:** Students will understand the teacher-centered process in the curriculum development process.
- W4.2:** Students will understand the purposes and components of curriculum mapping and design.
- W4.3:** Students will understand the importance of student outcomes and know how to use formative evaluation to improve curriculum.
- W4.4:** Students will understand the process for developing new courses.
- W4.5:** Students will be able to differentiate between the technological and naturalistic processes of curriculum planning.

### **Week 4 Introductions:**

Improving the field of study and course and unit development

### **Week 4 Lecture Materials:**

Textbook, PowerPoints, DESE website

### **Week 4 Supplemental Resources:**

APA Formatting and Resource Guidance, Build Your Own Curriculum (BYOC)  
Districts links

### **Week 4 Lesson Activities**

A. Individual

1. Read chapters 7 and 8 in Curriculum Leadership.(2 I) W 4.2, 4.3, and 4.4

2. Group B will present the material in a Power Point or Prezi presentation posted by no later than Friday at 11:55 p.m. CST.(2 E) W 4.2, 4.3, and 4.4
  3. Students will respond to summary questions via discussion forum Week 4 chapter summaries no later than Monday at 11:55 p.m. CST.(2 E) W 4.2, 4.3, and 4.4
  4. Compose a Power Point or Prezi presentation summarizing your district's MSIP APR summary data and identify potential curriculum issues that should be addressed using the IBD reports. District/Building data should be compared to state data for a more accurate picture of performance. Work with your instructor and/or colleagues through discussion forum: APR Data. (5 I and 5 E) W4.1 and 4.5
  5. Post APR presentation no later than Friday at 11:55 p.m. CST. (1 I) W4.1 and 4.5
  6. Respond to a minimum of two colleagues' presentations offering feedback for clarity and improvement. (2 E) W4.1 and 4.5
- B. Partner
1. Reminder: Continue work with your collaborative partner on the research paper and presentation. (4 I and 2 E)

## Week 5:

### **Week 5 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W5.1:** Students will understand the components of current approaches to supervising the taught curriculum.
- W5.2:** Students will identify issues and problems with curriculum supervision.
- W5.3:** Students will understand the importance of differentiated professional development.
- W5.4:** Students will identify their responsibilities as leaders in the textbook and resource adoption process.
- W5.5:** Students will understand how to develop a curriculum development cycle and program elements.

### **Week 5 Introductions:**

Curriculum supervision, development and implementation

### **Week 5 Lecture Materials:**

Textbook, District Policy and Procedure for new course approval either within your own district or a district within Missouri

## **Week 5 Supplemental Resources:**

APA Formatting and Resource Guidance, Smarter-Balanced Assessment Consortium (SBAC), Missouri Learning Standards (CCSS)

## **Week 5 Lesson Activities**

### A. Individual

1. Read chapters 9 and 10 in Curriculum Leadership.(2 I) W 5.1, 5.2, 5.3, 5.4, and 5.5
2. Group C will present the material in a Power Point or Prezi presentation posted by no later than Friday at 11:55 p.m. CST.(2 E) W 5.1, 5.2, 5.3, 5.4, and 5.5
3. Students will respond to summary questions via discussion forum Week 5 chapter summaries no later than Monday at 11:55 p.m. CST.(2 E) W 5.1, 5.2, 5.3, 5.4, and 5.5
4. Create and upload a Power Point presentation with voice-over presenting your curriculum resource review (i.e. book review) summarizing the major points of application or importance for instructional practices in your district. (5 I) W 5.1 and 5.2
5. Post abstract and a link to your book review no later than Friday at 11:55 p.m. CST. (1 I) W 5.1, 5.2, and 5.3
6. Post a reaction or response to at least two of your colleagues' book reviews offering suggestions for improvement or application to Week 5: Discussion Forum – Book Review by Sunday at 11:55 p.m. CST. (4 E) W 5.1, 5.2, and 5.3

### B. Partner

1. Reminder: Continue work with your collaborative partner on the research paper and presentation. (4 I and 2 E)

## Week 6:

### **Week 6 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W6.1:** Students will understand the components for curriculum alignment.
- W6.2:** Students will know what is necessary for developing instructional planning aides.
- W6.3:** Students will gain understanding of the importance of an alignment project planning guide.
- W6.4:** Students will identify effective curriculum evaluation models and the criteria to develop a curriculum evaluation model.

**W6.5:** Students will identify and apply the five phase process of evaluating a field of study.

**Week 6 Introductions:**

Curriculum analysis, alignment and evaluation

**Week 6 Lecture Materials:**

Textbook, SBAC, and Missouri Learning Standards

**Week 6 Supplemental Resources:**

APA Formatting and Resource Guidance

**Week 6 Lesson Activities**

A. Individual

1. Read chapters 11 and 12 in Curriculum Leadership. (2 I) W 6.1 and 6.5
2. Group D will present the material in a Power Point or Prezi presentation posted by no later than Friday at 11:55 p.m. CST.(2 E) W 6.1 and 6.5
3. Students will respond to summary questions via discussion forum Week 6 chapter summaries no later than Sunday at 11:55 p.m. CST.(2 E) W 6.1 and 6.5
4. Locate your district's curriculum revision schedule and textbook adoption schedule. Evaluate the current status of these two schedules providing suggestions for improvement and improved proficiency in relation to any Grade Level Assessment (GLA). Post to the Discussion Forum: Week 6: Schedule Review by Friday at 11:55 p.m. CST. (4 I) W 6.2, 6.3 and 6.4
5. Post a reaction or response to at least two of your colleagues' schedule reviews offering suggestions for improvement or application to Week 6: Discussion Forum – Schedule Review by Sunday at 11:55 p.m. CST. (2 E) W 6.2, 6.3 and 6.4

B. Partner

1. Reminder: First half of the collaboration groups will present their research presentation in Week 7 and the second half in Week 8. (4 I and 2 E)

Week 7:

**Week 7 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

**W7.1:** Identify trends and issues involved with core subject areas.

- W7.2:** Identify how technology is affecting curriculum implementation in subject areas.
- W7.3:** Understand how brain-based research impacts curriculum planning in subject areas.
- W7.4:** Understand the changes in our schools related to the use of technology.
- W7.5:** Understand the importance of implementing individualized instruction as well as the types of individualized programs.

### **Week 7 Introductions:**

Current trends in the curriculum

### **Week 7 Lecture Materials:**

Textbook

### **Week 7 Supplemental Resources:**

APA Formatting and Resource Guidance

### **Week 7 Lesson Activities**

#### A. Individual

1. Read chapters 13, 14 and 15 in Curriculum Leadership. (3 I) W 7.2, 7.3, 7.4. and 7.5
2. Group E will present the material in a Power Point or Prezi presentation posted by no later than Friday at 11:55 p.m. CST.(3 E) W 7.2, 7.3, 7.4. and 7.5
3. Students will respond to summary questions via discussion forum Week 7 chapter summaries no later than Sunday at 11:55 p.m. CST.(3 E) W 7.1, 7.2, 7.3, 7.4. and 7.5
4. Locate and review district Board of Education policies related to the use of technology in your district (classroom, building, or district level). (1 I) W 7.1 and 7.2
5. Identify and summarize constraints or latitude (freedom) to integrate technological programming in either instruction or equipment. Consider if the policies support 21st Century learning? (1 I) W 7.1 and 7.2
6. Post a reaction or response to at least two of your colleagues' technology policy posts offering suggestions for improvement or application to Week 7: Discussion Forum – Technology Policy by Sunday at 11:55 p.m. CST. (2 E) W 7.1 and 7.2

#### B. Partner

1. First half of collaborative partnerships will upload their research presentation. (3 I and 1 E) W 8.1

2. Same group: Submit research paper to the instructor. (1 I and 4 E) W 8.1
- C. Individual
1. Reviewing research presentations, submit questions and/or suggestions for improvement or additional research. (2 E) W 8.1

## Week 8:

### **Week 8 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

**W8.1:** Understand and identify research in the area of curriculum leadership.

### **Week 8 Introductions:**

Internalizing and applying information based on research reports

### **Week 8 Supplemental Resources:**

APA Formatting and Resource Guidance

### **Week 8 Lesson Activities**

- A. Partner
1. Second half of collaborative partnerships will upload their research presentation. (3 I and 1 E) W8.1
  2. Same group: Submit research paper to the instructor. (1 I and 4 E) W8.1
- B. Individual
1. Reviewing research presentations, submit questions and/or suggestions for improvement or additional research. (2 E) W8.1



---

WILLIAM WOODS  
UNIVERSITY

---

---

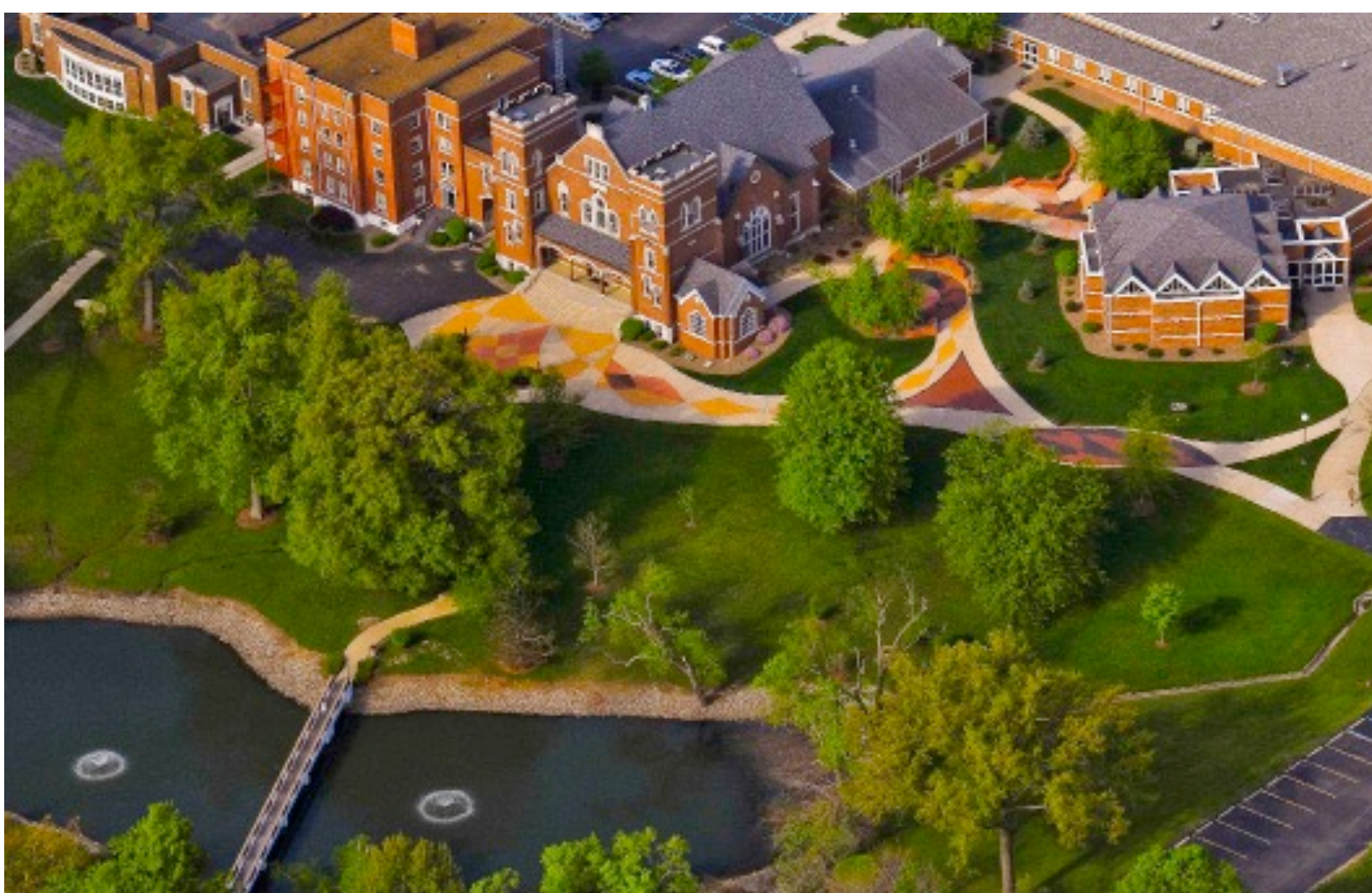
## MISSION STATEMENT

*William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.*

William Woods University | One University Avenue | Fulton, MO 65251

1.800.995.3159 | [WilliamWoods.edu](http://WilliamWoods.edu)

# EDU645 Application of Learning Frameworks



WILLIAM WOODS UNIVERSITY  
Online Course Syllabus



---

WILLIAM WOODS  
UNIVERSITY

---

**A NOTE TO LEARNERS AND FACULTY FACILITATORS**

The syllabus for this course has been developed to provide a consistency of learning outcomes for all students in the program. The faculty facilitator has the right to modify, but not alter substantially, the syllabus in order to better meet the needs of the class and/or to better utilize the particular expertise of the facilitator. Any decision to modify the syllabus is to be mutually agreed upon by the learners and the facilitator. Any substantial alteration of the syllabus must receive prior approval of the Program Director.

Syllabus revision completed February 2017

# Contact Information

## **Instructor information:**

Available on the course webpage and you will receive an electronic intro letter from the instructor with his/her contact information (email address, phone number, and/or Skype account) on your [WWU email account](#).

## **Special Instructions:**

The instructor will respond to any electronic communication within 24 hours on weekdays and 48 hours on the weekend.

## **Technical Support/Helpdesk:**

**24/7 live** support information contact the Help Desk at:

[helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu), 573-592-4224 or 800-995-3159 then option 4 for IT.

## **How to Get Started:**

Review the material in the “General” section of the course page. There and in the syllabus you are reading now, you will find all weekly activities and an assignment breakdown of the kind of work you’ll be doing in this class and how different assignments will be weighted to determine your final grade. The course page also includes a link labeled “Textbook” which includes information on what texts will be used in this class with directions on how to purchase it or them. The textbook is also listed later in this syllabus. The “How to Get Started” module might also find other helpful information, including rubrics used in the course and other features specific to this course.

# Learner Support

## **Academic Success Center**

The University has developed the Academic Success Center to help students succeed in their classes. While the Center has a physical address on the main campus of William Woods University in Fulton, MO, many of the same resources can also be accessed by students taking WWU classes online. These include schedule adjustment, advice and help communicating with instructors, and tutoring opportunities. To arrange a way to access these services, contact Academic Support Center Coordinator, at 573-592-1145 or [academicsupport@williamwoods.edu](mailto:academicsupport@williamwoods.edu).

## **Student Disability Services**

William Woods University is committed to granting reasonable accommodations to its rules, policies, or services to afford students with disabilities equal access to an education. Students must self-identify the disability or disabilities to request academic or nonacademic accommodations. Students can submit a request for accommodations by emailing [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The Director of Student Disability Services will then review the request for reasonable academic and nonacademic accommodations to assure that there will be no discrimination based on disability. The process may take up to 30 days from receipt of third-party documentation to substantiate the disability or disabilities.

## **Hoonuit**

All students at WWU have access to Hoonuit, a curated collection of online resources for student success. The site includes resources exploring broad academic subject areas as well as specific and targeted tutorials designed to help you practice academic skills. It also includes resources on navigating the platform that William Woods uses to host its online classes.

Hoonuit is accessed through OwlNet. Once logged into OwlNet, the Hoonuit link is on the far right in the green box, under courses and groups. The log in is your email user name and password. If you have any questions or concerns you can contact the UIT helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

## **SmartThinking**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [advising@williamwoods.edu](mailto:advising@williamwoods.edu).

# Textbook & Purchasing Your Books

## **Required Textbook:**

DuFour, Richard, Marzano, Robert J. (2011). *Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement*, Bloomington, IN, Solution Tree Press, ISBN 978-1935542667. Also available in a Kindle Edition: ASIN: B006H9JA72.

Dweck, Carol S (2006). *Mindset: The New Psychology of Success*, New York: Ballantine Books, ISBN 978-0-345-47232-8. Also available in a Kindle Edition: ISBN 0345472322.

Peery, Angela (2011). *The Data Team Experience: A Guide for Effective Meetings*, Englewood, CO, Lead + Learn Press, ISBN 978-1-935588-02-3. Also available in a Kindle Edition: ASIN: B005CVHG4U.

## **Where to Buy Textbook:**

- [William Woods University Virtual Bookstore](#)

# Course/Degree Requirements 3 Credit Hours

## **Course Description:**

This course is designed to assist future Curriculum Leaders in gaining knowledge and understanding of developing and implementing a collaborative work culture for continuous effective review and revision of curriculum. Focus is on job embedded Professional Development with regard to culture change and sustainability. An emphasis will also be on developing and fostering high performing collaborative teams to enhance student learning and outcomes. Topics will include: Professional Learning Communities, Data Teams, Collaborative Work Initiatives, Culture Audit, Mindset, and Team Building for collaboration.

## **Degree/Major Objectives/Requirements:**

## **Education Specialist Program Objectives:**

**Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

**Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

**Objective 4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

**Objective 5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Objective 6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

**Course Objectives:**

- C1: Understand strategies and methods for key trends in curriculum changes. [P1, P2, P4, P5]
- C2: Understand and identify the changes in curriculum development as a result of the 21st Century learner. [P1, P2, P4, P5]
- C3: Have a clear knowledge of his or her personal values regarding the goals and focus of education. [P1, P2, P3, P4, P5]
- C4: Understand the interrelationship of curriculum, instruction, and assessment. [P1, P2, P3, P4, P5, P6]
- C5: Demonstrate techniques to facilitate collaborative groups in open dialogue and consensus building. [P3, P6]
- C6: Know a variety of forms of reflective inquiry and use these forms to make wise curriculum decisions. [P2]
- C7: Understand the role of school culture in curriculum development and change. [P1, P2, P4, P5]
- C8: Recognize the roles of federal, state and local governments in curriculum development, which impact curriculum design and instructional control. [P1, P2, P5]

- C9: Utilize appropriate strategies for curriculum development and evaluation. [P1, P2, P4, P5]
- C10: Understand political implications of curriculum reform and identify strategies for communication and conflict resolution. [P1, P2, P5]

Missouri Superintendent Standards	EDU635	EDU610	EDU605	EDU603	EDU645	EDU655	EDU673	EDU680	EDU690	EDU696
1. Examine Obstacles and Challenges	X	X	X	X	X	X	X		X	X
2. Professional Development	X		X	X	X		X		X	X
3. Monitor, Evaluate and Develop Professional Learning	X		X	X	X	X	X	X	X	X
4. Identify, Analyze and Evaluate Curriculum and Instruction	X	X	X	X	X	X	X		X	X
5. Apply Research to Instruction and Curriculum	X	X	X	X	X	X	X	X	X	X
6. Demonstrate Professional Leadership Skills	X	X	X	X	X	X	X	X	X	X

**Website Address of the Online Learning Platform:**

<http://williamwoods.brightspace.com>

**Minimum System Requirement:**

1. Reliable Internet connection. Recommendation: Cable or DSL.
2. Software: MS Office, [Internet Browser](#), [Media Player](#), [Adobe Acrobat Reader](#).
3. If you use OpenOffice or Word Perfect products for your paper, please save your document in Rich Text Format: (File "Save As" Choose "Rich Text Format" as the file type).
4. Digital Camera with capabilities for documenting work. Some smart phones do have these capabilities.
5. Laptop or desktop computer is required. A smartphone and most tablets do not have adequate operating systems required for an online course.

**Expectations of Student Technology Skills:**

Success in this class requires that students possess the following technical skills:

1. Using the Learning Management system.
2. Creating and submitting files in commonly used word processing programs. This includes exporting google docs and pages files as word files before submitting.

Tutorials are available for students who feel they might lack these skills, though looking for a tutorial on YouTube will often provide as much training as is needed.

*Success might also require students to employ the following digital literacy skills: to be identified on a course by course basis, as needed*

## Class Time Expectations

All 3 credit hour courses are in eight weeks format. Total student engagement hours (37.5) are required for a 3 credit hour course. Student independent hours (75) are required for 3 credit hour course, total 112.5 hours. Individual time spent on each course is likely to exceed the time expectation specified above.

## Assignment Overview

### **19 Weekly Forum Posting at 50 points each = 950 points possible**

**Main Posting:** After reading the assigned materials and synthesizing the information develop a forum posting that addresses the following questions.

Posting should be of sufficient length to adequately cover the topic with a minimum of 200 words. Main posting must be submitted no later than 11:55 PM Central Time on the 5th class day for the week. Review the appropriate Scoring Rubric for detailed requirements.

**Reflection/Response:** After reviewing the postings of your classmates, respond to/reflect on at least two of the postings made by others. Responses provide further synthesis of the material, additional insight into the content, and/or add something significant to the understanding of the content/concept. (Deductions will be made for unsupported reflective comments or comments that are mainly statements of opinion. Generic comments such as “I agree” or “Nicely stated” without any support are not considered adequate.) Responses must be posted no later than 11:55 PM Central Time of the last class day for the week.

While you are welcome to continue the discussion throughout the course, submissions submitted after the deadline will not normally be scored.

### **Final Project – 100 points possible**

Following the outline of assignments week-by-week, you will develop a final project based on the selection of an area of improvement that needs to be implemented to change the achievement of learners. Additionally, a school culture audit will be conducted and these findings will be included in this final project. The scoring guide should be referenced to view the specific areas that will be assessed.

**Total course points: 1050 points possible**

## Grading Scale

90% - 100% A

80% - 89% B

70% - 79% C

69% - below F

All work is to be done individually unless an assignment specifically provides other instructions.

**Missing or Late assignment:** Late assignments may be assessed a deduction of 10% per week. Assignments not submitted by the final course date will receive a zero.

## ADA Guidelines

Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The office is on the first floor of the Academic Building.

# Academic Integrity Policy

## Plagiarism and Academic Integrity Policy—

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Students are expected to adhere to the highest standards of honesty in their behavior. The WWU online learning platform has integrated with Turnitin.com services. The majority of assignments will be routed to the Turnitin.com system to verify sources. Both instructor and students will be able to see the result. The following are examples of dishonest behavior and violations of the principle of academic integrity. These are examples and do not exhaust all conduct that could constitute violations of this academic integrity policy. Students are expected to refrain from:

1. Engaging in any academic work that is the product of joint effort, either inside or outside the classroom, not authorized by the instructor.
2. Plagiarism of any sort. You commit plagiarism by taking someone else's ideas, works, or other types of work product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement.
3. Cheating on an examination. You must not receive or provide any unauthorized assistance during an examination. During an examination you may use only materials authorized by the instructor.
4. Fabricate or falsify data or records. It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports, or other circumstances; fabricate source material in a bibliography or "work cited" list; or provide false information on a resume or other document in connection with academic efforts.
5. Attempting to gain an unfair advantage concerning academic work, including but not limited to:
  - a. unauthorized removal or defacing of material from a university room or service area.
  - b. unauthorized use of equipment and or technology, i.e., advanced calculators, computers, etc.
6. Engaging in other forms of deceit or dishonesty. For example, do not submit the same work for more than one course without explicitly obtaining permission from all instructors. Do not request any academic benefit, including an extension of time, a better grade, or a recommendation, from an instructor when the request is based on false information or deception. Do not engage in any other form of

academic misconduct not covered here. If you are ever in doubt, ask the instructor for guidance.

## Policies

### **How End of Course Survey Will Be Directed:**

William Woods University values your feedback regarding this course and online learning. To ensure continual improvement of online courses, materials, and instruction, the Course Evaluation is a required activity. Your course evaluation responses **are anonymous**, and will not be viewed by the instructor until the term is completed. Any question relates to how the end of course survey is conducted; please contact the office of distance education at [Online@WilliamWoods.edu](mailto:Online@WilliamWoods.edu).

### **Changes in Syllabus:**

This syllabus may be revised at the discretion of the instructor without prior notification or consent of the students. The syllabus presents an approximate expectation of course progress. Any changes will be announced in class.

### **Student Assignments Retained:**

From time to time, student assignments or projects will be retained by the instructor/university for the purpose of academic learning or assessment. In every case, should the assignment or project be shared, the student's name and all identifying information about that student will be removed from the assignment or project.

### **Student Data Privacy Protections:**

**For information on Academic Policies and Procedures please refer to the [Academic Catalog](#).**

## Detailed Weekly Activities & Assignments

### Week 1:

#### **Week 1 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W1.1:** Identify the importance of school culture and core values C1 C2
- W1.2:** Draw conclusions about a growth mindset C5
- W1.3:** Develop an awareness of how a growth mindset impacts the culture of a learning environment C5

### **Week 1 Introductions:**

Learners will be introduced to the presence of school culture and core values. The importance of attention to these vital attributes will be reviewed and discussed. Additionally, the concept of mindset and its impact on school culture and the belief system of individual educators.

### **Week 1 Lesson**

1. Complete week 1 discussion forum #1 class introduction W1.1(4 hours engagement)
2. Read Chapters 1 and 2 of *Mindset*. W.1.2 (4 hours independent)
3. Take *Mindset* quiz that can be found at <http://mindsetonline.com/testyourmindset/step1.php> and watch one video of educator/student interviews at [www.mindsetworks.com/webnav/experiences.com](http://www.mindsetworks.com/webnav/experiences.com) W1.2, W1.3 (4 hours engagement)
4. Complete Culture audit [www.ksde.org/LinkClick.aspx?fileticket=58DLIjUOThQ%3D&tal.com](http://www.ksde.org/LinkClick.aspx?fileticket=58DLIjUOThQ%3D&tal.com) W1.2, W1.3 (1 hour engagement)
5. Complete week 1 discussion forum #2 (Mindset) W1.2, W1.3 (4 hour engagement)
6. Review final project expectations, timeline, and resources. Begin brainstorming a possible school that you could start to collect information on W1.2, W1.2, W1.3 (1 hour engagement)

### Week 2:

#### **Week 2 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W2.1:** Identify the components of a Professional Learning Community C1 C2
- W2.2:** Develop an awareness how professional learning communities can impact the culture of the learning environment C1 C2 C5

## **Week 2 Introductions:**

Learners will be introduced to the concept of Professional Learning Communities. The process and structure of Professional Learning Communities will be discussed and analyzed. The learners will also understand the impact Professional Learning Communities has on the culture of the learning environment.

## **Week 2 Lesson Activities**

1. Read Chapters 3 and 4 from *Mindset*. (4 hours independent) W2.2
2. Read Chapter 4 from *Professional Learning Communities* (independent 3 hours) W2.1, W2.2
3. View PLC PowerPoint (2 hours engagement) W.2.1
4. Respond to week 2 Discussion Forum #1. W2.1, W2.2 (4 hours engagement)
5. Respond to week 2 Discussion Forum #2. W2.1, W2.2 (4 hours engagement)

## Week 3:

### **Week 3 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

**W3.1:** Utilize and Interpreting Data from the Culture Audit C1 C2 C5

**W3.2:** Utilizing the Data from the culture audit to effectively plan for PLC structures and processes C1, C2, C5

### **Week 3 Introductions:**

Learners will interpret their results from their culture audit. They will use these interpretations to make three recommendations on actions that need to be implemented for effective PLC structures and processes.

## **Week 3 Lesson Activities**

1. Read Chapters 1, 2, and 3 in *Leading and Learning* W3.1, W3.1 (4 hours independent)
2. Read Chapters 7 from *Mindset* W3.1(2 hours independent)
3. Read the following article W3.2 (1 hour independent)  
[www.allthingsplcinfo/pdf/articles/DuFourwhatisaprofessionallearningcommunity.pdf](http://www.allthingsplcinfo/pdf/articles/DuFourwhatisaprofessionallearningcommunity.pdf)
4. Respond to week 3 Discussion Forum #1 W3.1 W3.2 (4 hours engagement)
5. Respond to week 3 Discussion Forum #2 W3.1 W3.2(4 hours engagement)

## Week 4:

### **Week 4 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

**W4.1:** Identify the components of data teams C4

**W4.2:** Understanding the interdependence of each component of each Data Team process C4

### **Week 4 Introductions:**

Learners will understand the components of data teams as well as the process of an effective data team. The interdependence of each component of the data team process will also be a focus.

### **Week 4 Lesson Activities**

1. Read Chapters 1, 2, 3, and 7 from *The Data Teams Experience* W4.1 W4.2 (4 hours independent)
2. View Data Teams PowerPoint W4.1 and W4.2 (2 hours engagement)
3. Respond to week 4 Discussion forum #1 W4.1 W4.2 (4 hours engagement)
4. Respond to week 4 Discussion forum #2 W4.1 W4.2 (4 hours engagement)
5. Respond to week 4 Discussion forum #3 W4.1 W4.2 (4 hours engagement)
6. Respond to week 4 Discussion forum#4 W4.1 W4.2(4 hours engagement)

## Week 5:

### **Week 5 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

**W5.1:** Understanding and able to identify high-quality data C4

**W5.2:** Understanding the concept of balanced assessments to determine effective teaching strategies based on the data team process C4

### **Week 5 Introductions:**

Learners will understand the importance of utilizing high-quality data in the process of data teams. This week will focus on the selection of what assessments should be utilized for the purpose of formative and summative assessment review. Following this selection, effective teaching strategies will be determined based on the findings from the data review conversation.

## Week 5 Lesson Activities

1. Read Chapters 5 and 6 from *The Data Teams Experience* W5.1 (independent 4 hours)
2. Read article on learning strategies and assessment from [www.nyscoss.org/img/uploads/file/assessment\\_manifesto\\_article\\_-\\_rick\\_stiggins.pdf](http://www.nyscoss.org/img/uploads/file/assessment_manifesto_article_-_rick_stiggins.pdf) W5.2 (engagement 2 hours)
3. Respond to week 5 Discussion Forum #1 W5.1 W5.2 (engagement 4 hours)
4. Respond to week 5 Discussion Forum #2 W5.1 W5.2 (engagement 4 hours)
5. Respond to week 5 Discussion Forum #3 W5.1 W5.2 (engagement 2 hours)

## Week 6:

### Week 6 Learner Outcomes/Objectives:

Upon completion of this section, each student will:

**W6.1:** Utilizing the data team process to identify strengths and areas for growth C4 C5

**W6.2:** Develop an implementation guideline for changes to address needs in curriculum C2

### Week 6 Introductions:

Learners will take their previous learnings about the Data Teams process and learn how to identify strengths and areas for growth to improve student achievement. There will be emphasis on the connection between data team findings and the identified curricular needs.

## Week 6 Lesson Activities

1. Read Chapters 5, 7, and 8 from *Leading and Learning* W6.2 (4 hours independent)
2. Read article about curriculum design W6.2 (2 hours engagement) <http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx>
3. Respond to Week 6 Discussion Forum #1 W6.1 W6.2 (4 hours engagement)
4. Respond to Week 6 Discussion Forum #2 W6.1 W6.2 (4 hours engagement)

## Week 7:

### **Week 7 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W7.1:** Understand the different types of job embedded professional development C3
- W7.2:** Utilizing the data team process to connect the identified teaching strategies and curriculum areas for growth to job embedded professional development C3 C4
- W7.3:** Develop a plan for implementation of job embedded professional development to address instructional and curriculum needs identified by the data team process C3 C4

### **Week 7 Introductions:**

Learners will understand the different types of job embedded professional development. There will also be emphasis on connecting previous learning about professional learning communities, data teams, and curriculum changes to high-quality professional development. Learners will develop a plan for professional development that will address the identified needs through the data team process.

### **Week 7 Lesson Activities**

1. Read Chapters 1 and 9 in *Leading and Learning* W7.2 W7.3(4 hours independent)
2. Read article about job-embedded professional development at <http://learningforward.org/docs/pdf/jobembeddedpdbrief.pdf?sfvrsn=0> W7.1 W7.3(2 hours engagement)
3. Respond to week 7 discussion forum #1 W7.1 W7.2 W7.3(4 hours engagement)
4. Utilize the Professional Development Planning Tool to assist you with your final project W7.1 W7.2 (2 hours engagement)
5. Respond to week 7 discussion forum #2 W7.1 W7.2 W.3(4 hours engagement)

### Week 8:

#### **Week 8 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W8.1:** Development of protocols for monitoring results curriculum, instruction, and culture through the use of Professional Learning Communities and Data Team Process C1 C2 C3 C4
- W8.2:** Development of protocols for evaluating results of curriculum, instruction, and culture through the use of Professional Learning Communities and the Data Team Process C1 C2 C3 C4

**Week 8 Introductions:**

Learners will understand and develop protocols for monitoring and evaluating curriculum, instruction, and culture through the use of Professional Learning Communities and the Data Teams Process. An emphasis will be placed on sustainability in these areas.

**Week 8 Lesson Activities**

1. Students will read Chapters 4, 8, and appendix from *The Data Teams Experience* W8.1 W8.2 (4 hours independent)
2. Respond to week 8 Discussion Forum #1 W8.1 W8.2 (4 hours engagement)
3. Respond to week 8 Discussion Forum #2 W8.1 W8.2 (4 hours engagement)



---

WILLIAM WOODS  
UNIVERSITY

---

---

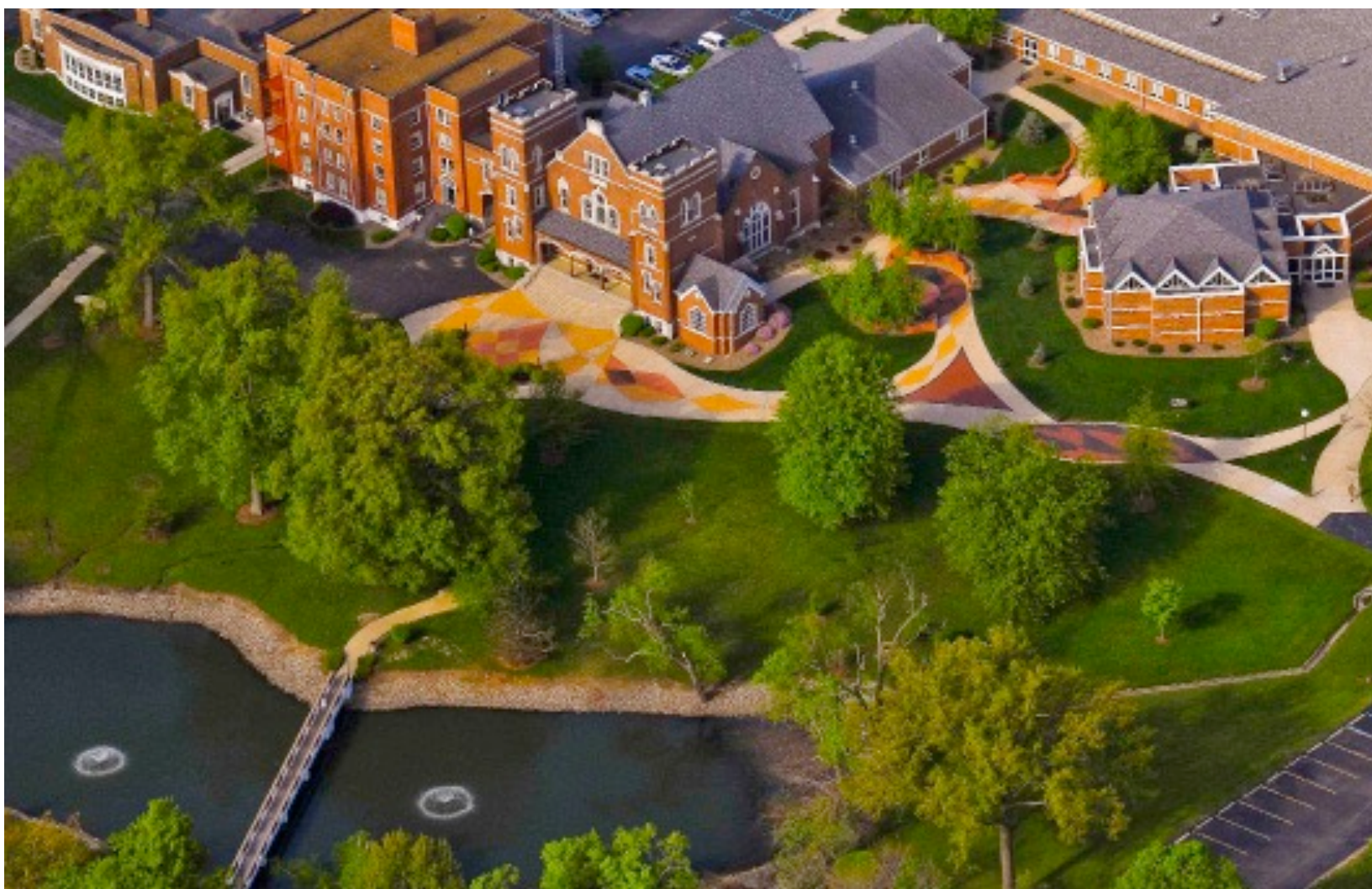
## MISSION STATEMENT

*William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.*

William Woods University | One University Avenue | Fulton, MO 65251

1.800.995.3159 | [WilliamWoods.edu](http://WilliamWoods.edu)

# EDU696 Curriculum Leadership Practicum



WILLIAM WOODS UNIVERSITY  
Online Course Syllabus



---

WILLIAM WOODS  
UNIVERSITY

---

**A NOTE TO LEARNERS AND FACULTY FACILITATORS**

The syllabus for this course has been developed to provide a consistency of learning outcomes for all students in the program. The faculty facilitator has the right to modify, but not alter substantially, the syllabus in order to better meet the needs of the class and/or to better utilize the particular expertise of the facilitator. Any decision to modify the syllabus is to be mutually agreed upon by the learners and the facilitator. Any substantial alteration of the syllabus must receive prior approval of the Program Director.

Syllabus revision completed February 2020

# Contact Information

## **Instructor information:**

Available on the course webpage and you will receive an electronic intro letter from the instructor with his/her contact information (email address, phone number, and/or Skype account) on your [WWU email account](#).

## **Special Instructions:**

The instructor will respond to any electronic communication within 24 hours on weekdays and 48 hours on the weekend.

## **Technical Support/Helpdesk:**

**24/7 live** support information contact the Help Desk at:

[helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu), 573-592-4224 or 800-995-3159 then option 4 for IT.

## **How to Get Started:**

Review the material in the “General” section of the course page. There and in the syllabus you are reading now, you will find all weekly activities and an assignment breakdown of the kind of work you’ll be doing in this class and how different assignments will be weighted to determine your final grade. The course page also includes a link labeled “Textbook” which includes information on what texts will be used in this class with directions on how to purchase it or them. The textbook is also listed later in this syllabus. The “How to Get Started” module might also find other helpful information, including rubrics used in the course and other features specific to this course.

# Learner Support

## **Academic Success Center**

The University has developed the Academic Success Center to help students succeed in their classes. While the Center has a physical address on the main campus of William Woods University in Fulton, MO, many of the same resources can also be accessed by students taking WWU classes online. These include schedule adjustment, advice and help communicating with instructors, and tutoring opportunities. To arrange a way to access these services, contact Academic Support Center Coordinator, at 573-592-1145 or [academicsupport@williamwoods.edu](mailto:academicsupport@williamwoods.edu).

## **Student Disability Services**

William Woods University is committed to granting reasonable accommodations to its rules, policies, or services to afford students with disabilities equal access to an education. Students must self-identify the disability or disabilities to request academic or nonacademic accommodations. Students can submit a request for accommodations by emailing [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The Director of Student Disability Services will then review the request for reasonable academic and nonacademic accommodations to assure that there will be no discrimination based on disability. The process may take up to 30 days from receipt of third-party documentation to substantiate the disability or disabilities.

## **Hoonuit**

All students at WWU have access to Hoonuit, a curated collection of online resources for student success. The site includes resources exploring broad academic subject areas as well as specific and targeted tutorials designed to help you practice academic skills. It also includes resources on navigating the platform that William Woods uses to host its online classes.

Hoonuit is accessed through OwlNet. Once logged into OwlNet, the Hoonuit link is on the far right in the green box, under courses and groups. The log in is your email user name and password. If you have any questions or concerns you can contact the UIT helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

## **SmartThinking**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [advising@williamwoods.edu](mailto:advising@williamwoods.edu).

# Textbook & Purchasing Your Books

## **Required Textbook:**

Textbooks from previous coursework in program can be used for reference (including *APA Manual*)

## **On-line Resources:**

Department of Elementary and Secondary School Improvement website:

[www.dese.state.gov](http://www.dese.state.gov))

MSIP - Comprehensive School Improvement Plan Guidance Handbook 2017

[https://dese.mo.gov/sites/default/files/MSIP5-CSIP\\_Guidance.pdf](https://dese.mo.gov/sites/default/files/MSIP5-CSIP_Guidance.pdf)

MSIP Comprehensive Guide to School Improvement Program 2019

[https://dese.mo.gov/sites/default/files/MSIP5\\_2019\\_Comprehensive\\_Guide%2011-15-2019\\_1.pdf](https://dese.mo.gov/sites/default/files/MSIP5_2019_Comprehensive_Guide%2011-15-2019_1.pdf)

Comprehensive School Improvement Plan (CSIP) Resources

<https://dese.mo.gov/quality-schools/mo-school-improvement-program/msip-5>

[https://dese.mo.gov/sites/default/files/MSIP5-CSIP\\_Guidance.pdf](https://dese.mo.gov/sites/default/files/MSIP5-CSIP_Guidance.pdf)

Missouri Curriculum Framework

<https://dese.mo.gov/sites/default/files/curr-framework-developing-curriculum.pdf>

*Understanding by Design Framework by Jay McTighe and Grant Wiggins*

[http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

## **Where to Buy Textbook:**

- [William Woods University Virtual Bookstore](#)

# Course/Degree Requirements 3 Credit Hours

## **Course Description:**

This capstone course is designed to provide the student with application and reflective opportunities using those attitudes, skills, and behaviors learned in previous Ed.S program courses. Further, the course will embed additional field practice to prepare the student for the effective curricular design and instructional leadership skills necessary for success at the central school district administrative office and building levels. During the practicum, while the student completes the required assignments, they will

simultaneously be completing activities that can be counted toward completion of the 24 total field experience hours required for the Ed.S. Program.

The student will be in the “field” observing, interviewing and gathering information from instructional staff in a school building and from the administrative staff at the central office of a school district. With the guidance of the university facilitator for EDU696, the student will be exposed to, and produce, assignments involving concepts of administrative management of instructional programs and the development and monitoring of a school or district written curricula with student assessment.

The final curriculum project (which will be developed during this course via several sub-assignments) will be submitted at the end of this eight-week course. This final project is a requirement for graduation and will apply previous learning and skills developed throughout this Ed.S. Program for Instructional Leadership.

### **Program Objectives:**

- P1: Students will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.
- P2: Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
- P3: Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
- P4: Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
- P5: Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
- P6: Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

### **Course Objectives:**

- C1: Demonstrate an understanding of the scope of curriculum leadership within a school district.
- C2: Explain instructional curriculum and materials used to educate tomorrow’s

citizens to reflect compliance with current laws, the district's goals, values and basic guiding principles through which the district educates its community's children.

- C3: Demonstrate the skills and knowledge needed to effectively analyze, develop, and apply basic educational models and principals of learning to the development of quality written instructional curriculum.
- C4: Demonstrate an understanding of the practical and current perception of what tasks, duties and responsibilities are inherent in curricular initiatives and instructional delivery at several levels and points of delivery.
- C5: Demonstrate knowledge of the attitudes, knowledge base, performance skills, and behaviors of successful instructional leaders.
- C6: Demonstrate an understanding of the continuous school improvement process (CSIP).
- C7: Demonstrate the ability to evaluate curriculum that is content-accurate, targeted towards the learning of all students, aligned with necessary educational standards, be constructed using sound pedagogical methods, and apply best instructional practices for the delivery of the curriculum.

**Website Address of the Online Learning Platform:**

<http://williamwoods.brightspace.com>

**Minimum System Requirement:**

1. Reliable Internet connection. Recommendation: Cable or DSL.
2. Software: MS Office, [Internet Browser](#), [Media Player](#), [Adobe Acrobat Reader](#).
3. If you use OpenOffice or Word Perfect products for your paper, please save your document in Rich Text Format: (File "Save As" Choose "Rich Text Format" as the file type).
4. Digital Camera with capabilities for documenting work. Some smart phones do have these capabilities.
5. Laptop or desktop computer is required. A smartphone and most tablets do not have adequate operating systems required for an online course.

**Expectations of Student Technology Skills:**

Success in this class requires that students possess the following technical skills:

1. Using the Learning Management system.

2. Creating and submitting files in commonly used word processing programs. This includes exporting google docs and pages files as word files before submitting.

Tutorials are available for students who feel they might lack these skills, though looking for a tutorial on YouTube will often provide as much training as is needed.

*Success might also require students to employ the following digital literacy skills: to be identified on a course by course basis, as needed*

## Class Time Expectations

All 3 credit hour courses are in eight weeks format. Total student engagement hours (37.5) are required for a 3 credit hour course. Student independent hours (75) are required for 3 credit hour course, total 112.5 hours. Individual time spent on each course is likely to exceed the time expectation specified above.

## Assignment Overview

### **1. Field Experience Documented on Contact Log - 50 pts (C1, C2, C3, C4, C5, C6, C7)**

By the completion of the course, students are expected to have completed 24 hours of documented field experience activities. These field experiences must directly parallel those job tasks, responsibilities and duties normally performed by a district-level curriculum administrator. Each activity (of no longer length than 4 total hours to be logged under any one standard) must relate/align with one of the Program Objectives and/or additional NBPTS core proposition standards and documented on a Contact Log. On this log, students must identify which Program Objective each activity aligns. (See sample *Field Experience Contact Log* in the Appendix)

Additional specific details on the accumulation and documentation of the field experience are as follows:

- A minimum of 4 hours of activity must be completed and logged/aligned to each of the six Program Objectives so that the total minimum of 24 hours is somewhat “equally” disbursed among the six standards (i.e. so that one Program Objective does not have 12 hours of experience, while another Program Objective has only two hours).
- Any single field experience activity aligned to any one Program Objective cannot exceed 4 hours. However, if one experience has more than 4 hours,

you may “divide” the additional hours under other standards so as not to “lose” those hours of effort.

- The field experiences must simulate or replicate those duties of curriculum administration that are targeted at the district (not just building) level, or for the entire student population of the district (not just one grade or grade level). See the Appendix for some suggestions for appropriate field experience activities.
- Coursework assignments, field activities and/or products completed previously (within the last 18 months at any time, day or night) may be “counted”/used for field experience—whether as part of the effort done by the individual student to successfully complete a course, or products/hours spent “on the job” during the student’s day relating to instructional leadership--IF the tasks or products replicate activities and product production that a district level curriculum administrator would normally perform.

### **Onsite Field Experience Supervisor – 10 pts and Field Experience Supervisor Evaluation Form 20 pts (C1)**

- The first activity that must be done is to select an individual (in your district or at another school/district, public or private) to serve as your Onsite Field Experience Supervisor. This person MUST have obtained either an Ed.S. or Doctorate degree and have MISSOURI/DESE administrative certification (Principal, Superintendent, Special Education Administrator, Career Director).
- Presently, Missouri does not have a specific certification for district level curriculum leadership. Based usually on district student population size, some districts only require teaching certification, while larger districts will require either administrative (principalship) or superintendent certifications to apply for and hold a position of districtwide curriculum leadership. However, to gain the richest and most appropriate experience during the internship/field experience, it is urged that the student select person who has extensive curriculum leadership experience, preferably at the central administrative level, to be their onsite supervisors. One individual with such experience/certification as explained above may “supervise/mentor” several students at one time.
- Once selected, have the onsite supervisor complete and sign the *Onsite Field Experience Acceptance Agreement* (See the Appendix). Make a copy of this agreement to keep for your professional records send a copy to your course instructor.(Upload to OwlNet)
- As you complete each field experience activity, keep a contact log (See sample in Appendix) to record the description of the activity, when it was completed (month, year) and how many field experience hours were used in the total experience.
- The field experience CONTACT LOG must be submitted to the field experience onsite supervisor for “verification” when the 24 hours have been

completed and documented on the Contact Log.

- Any format may be used to “log”/document field experience hours. The sample in the Appendix uses a six-column format, but that is optional. Whichever format is used, the following information must be documented for each completed field activity: descriptive title of the experience (i.e. not just “staff meeting”, but “presented information at staff meeting”), number of hours, location of activity (school, district offices, etc.) and month/year activity completed.

(NOTE: It is recommended that the student complete as many of the total 24 hours of required field experience as possible before beginning this capstone course. This will ease the student work/assignment completion burden so that, with almost all of the 24 hours completed, the student can begin the reflection process required at the end of this course.)

- It is recommended that the student also keep a copy of their completed Contact Log for their personal use in interviewing for curriculum leadership positions as the log provides documentation of much application and “practice” experience in performing curriculum leadership duties.
- At this point, the Onsite Supervisor will complete the field experience evaluation on the student. Then, the student will submit the following three forms in OwlNet at the last class session, to be archived by the University:
  - 1) A signed *Onsite Field Experience Supervisor Acceptance Agreement*
  - 2) A completed *Field Experience Evaluation Form*, signed by both the onsite Supervisor and the student, and
  - 3) A *Field Experience Contact Log* documenting a minimum of 24 hours of completed activity\*(\*NOTE: All of the above forms must be submitted by the student to their Course instructor. It is strongly recommended that a copy be kept of all the contents submitted for the student’s future use).
- A minimum of 6 hours (with no more than 4 hours for any one activity) must be completed and aligned to each Program and Course Objectives area (with related NBPTS standards addressed as appropriate).

## **2. Curriculum Leader Interview and Written Summary – 100 pts (C1, C4, C5)**

Conduct an in-depth interview is to be conducted with (preferably) the district Superintendent, or another district-level administrator (e.g. Assistant Superintendent, Director, Coordinator). Sample interview questions in the appendix are available to guide you. A summary of the interview that includes answers to all questions asked is to be developed and submitted in OwlNet by Friday of Week 5.

The summary should not exceed four double-spaced and word processed pages and should re-state each question asked, followed by the interviewee answer. A summative conclusion that reflects on the learning from the interview answers should end the writing.

This activity may count the number of hours spent interviewing as field experience hours, as well as class assignment points.

An Interview Verification Form (see Appendix), signed by the interviewee should be included with the Interview Summary.

### **3. District Curriculum Leader-- Job Shadowing and Job Tasks List – 80 pts (C1, C4, C5)**

The student is to make arrangements to “job shadow” and observe a district-level administrator who provides Curriculum Leadership (preferably at the central administrative office). This individual to be job shadowed may be the same individual who is interviewed. The observation/job-shadow timeframe should total at least 6 hours and be accomplished at a minimum of 2 consecutive hours/job shadow “visit”; with a half-day preferred.

Following the job shadowing experience, the student identifies and list all the tasks, responsibilities and various job duties they observed or identified through the time spent with the curriculum leader. This list (which will serve as reflection over the activity) must be placed in OwlNet in word processed format as well as the Job Shadow-Observation Verification Form (See Appendix for form) by Friday of Week 4.

Once again, the hours expended to complete this activity may be counted as field experience hours as well as be used to award course learning activity points.

If a district is so small as to not have one individual who has curriculum leadership responsibilities at the district level, the student can use any neighboring district or nonpublic school or district that does employ such a person. However, it is generally not acceptable to use a person having only building level curriculum responsibilities. If this is the only feasible person to job shadow, prior approval must be obtained from the EDU 696 instructor.

(NOTE: So that the student will not have to take time from their contracted day to shadow, arrangements might be made to shadow a district-level administrator in a neighboring district on a day when the student’s own district is not holding classes, or arrange to shadow late afternoon—i.e. from 3:00 until 5:00 p.m. for one week after building schools have ended their days.)

The Job Shadow-Observation Verification form (See Appendix) must be signed by the administrator being “shadowed” and attached to the job task/duty list. Both will be submitted at the end of the practicum in OwlNet. The person being “shadowed” may have the student perform some tasks during the period, and the student may also ask the administrator to “describe a typical day/week” on the job and then list those tasks and duties.

### **4. Capstone Reflection Paper - 200 pts (C1, C2, C3, C4, C5, C6, C7)**

- Once all 24 hours of required field experiences have been completed and logged, the student will write a reflection paper (minimum of 4 pages, double-spaced) using the *Reflection Guide* in the Appendix. One Reflection Paper (one paper incorporating all six program objectives) will be written and submitted in Week 8.
- The Capstone Reflection Paper’s content will reflect over the entire program as well as the field experiences aligned under each program objective and explain how the experience(s) helped the student achieve the specific objective for effective district leadership.
- The content of the Reflection Paper will be evaluated by the EDU 696 facilitator (See *Course Scoring Rubric* in the Appendix). Edit for correct grammar and punctuation, and evidence of accurate proofreading (no typos, fragmented sentences or omitted words, etc.)

## 5. Curriculum Development Final Project – 250 pts (C2, C3, C7)

General Directions for the final project of curriculum development: Each student will select a content area from the following:

English/Language Arts	Foreign Language	Reading Skill Development
Mathematics	Social Studies	Science
Physical Education	Health	Visual & Performing Arts
Career Technical Education		

After selection, the student will develop the following curricular products using the same selected content area.

Each of the numbered sub-assignments will result in the final project, which will be turned in as one assignment on OwlNet. (200 points)

**Step 1: (25 points)** Identify 3-5 General Goals for Graduates (following DESE definitions) for the content area selected: Each goal must address primary learning outcomes that educators would expect a student to achieve after learning in the selected content area for 12 years of instructional learning in their district. Indicate the Missouri Show-Me Knowledge Standards to which they relate/align.

**Step 2: (25 points)** Using the selected content area, develop a *Curricular Scope and Sequence* for learning from grades K-12. The scope and sequence must identify major content topics (to be introduced through instruction in grades K-6) and course titles (for learning in stand-alone courses from middle school through graduation, grades 7-12) that would cover each of the goals you have chosen in #1. The courses do not have to be required, but all electives courses need to be identified by an asterisk (\*) after their course title.

**Step 3 (25 points)** Next, select a grade level from below and identify the *Missouri*

*Learner Standards* for one of the goals chosen for that level from the Curricular Scope and Sequence created in #2 above:

Primary grades—K-3

Elementary—grades 4-6

Middle School—grades 7-8

Secondary/High School—grades 9-12

**Step 4: (50 points) Write a Unit Plan over a specific theme within the selected content area at a specific grade level within the grade level scope and sequence above that covers a minimum of a two-week time period. Identify the exact course and/or grade from the level for which the Unit will be taught. Any format may be used for the Unit Plan, but the content must identify the topics to be introduced and the estimated number of minutes allocated to “teach” each topic. The Plan must also include 3-5 unit goals/learner outcomes and include a description of how each of the goals/outcomes in the unit will be assessed.**

If the unit will require that the learner develop a product or performance event through the unit’s major learning activities, then a description of the product/performance event must be included.

On the other hand, if the unit’s student learning will be evaluated through a formal assessment, then a description and rubric/scoring guide must be developed. To obtain maximum “points” for this sub-assignment, both types of learning assessment (product production and formal project or test) must be included in the Unit Plan.

**Step 5: (50 each = 100 points) Develop two entailed Lesson Plans** to be used in the first days of instruction for the unit. Any format may be used, but in each lesson plan the following must be identified:

- Learning Objectives/Outcomes for each lesson (written in behavioral/observable wording using action verbs and demonstrable activities that would reflect knowledge acquired)
- Alignment with the appropriate Missouri Show-Me Standards (knowledge or process)
- Time estimates for each part of the lesson and related text, workbook and instructional materials needed to teach the planned lesson(s)
- Essential questions that will be answered through the lesson(s)
- Identification of the related learner standards.
- Descriptions of the student learning activities in each lesson
- Identification of “outside” class related activities (homework) for each lesson
- Description of all assessment and evaluative activities (both formal and informal) that will be included, plus a scoring guide/rubric for the formal assessment or activity, and
- Identify activities, assessments or in-class discussion or extra enrichment

activities that would be used to parallel the curriculum of the Unit for gifted and at-risk students.

- In parenthesis, indicate within the lessons the activities that would target major student learning styles (i.e. auditory, kinesthetic, visual).

**Step 6: Reflection: (25 points)** Discuss in 1 page double spaced, the process you, as a curriculum leader, would use to develop this curriculum, monitor implementation, and assess intended learning.

**Step 7: Final Curriculum Project Upload due no later than 11:55 PM Central Time on SUNDAY of the assigned week.** All steps pulled together in one document. Review for accuracy and grammar/spelling.

#### **6. Discussion Posts – 20 pts x 4=80 pts(C1, C3, C4, C5, C6)**

Discussion posts are worth 20 points each. Discussion posts should be approximately 300wds. **Main postings must be submitted no later than 11:55 PM Central Time on FRIDAY of the assigned week.** Failure to submit the main post by the established deadline may result in a 50-100%% reduction in your main posting score for lack of timely participation.

The post should not contain grammatical errors and address every aspect of the question or questions presented in the weekly assignment. Not addressing the discussion post stem in its entirety will result in a deduction of points. Up to four points may be deducted if the post does not reference course material (except discussion one); up to six points may be deducted if it is not complete or thorough (does not answer the questions/stem entirely or meet the length requirements for the discussion); and two points may be deducted for structural or grammatical errors. Students cannot lose more than 10 points.

#### **7. Discussion Responses 10 x 2 x4=80 pts (C1, C3, C4, C5, C6)**

Discussion responses are worth 10 points each (Total 20 points). To complete a discussion response, students must respond to two initial discussion posts. Each reply should be approximately 150wds. **Responses must be posted no later than 11:55 PM Central Time on SUNDAY of the assigned week.** Failure to post responses by the established deadline may result in a 50-100% reduction in your response posting score for lack of timely participation.

The post should not contain grammatical errors, and it should add a new an insightful perspective to the discussion. The reply should reference course material and/or field experiences (except discussion response one) and provide new and insightful information. Five points will be deducted if a student only responds to a single post. Up to six points may be deducted if the reply is not complete or thorough (does not meet the length requirement or provide insightful or new

information). Up to two points may be deducted for structural or grammatical errors. Up to four points may be deducted if the reply does not reference course information (discussion one is exempt). Students cannot lose more than 8 points.

**8. Communication Post/ Live Chat with Instructor – 3x20=60 pts (C1, C3, C4, C5)**

Student will set up and conduct a live chat with their instructor by **Friday of Week 2 and 4**. During the Week 2 chat, identify your on-site supervisor and their position within the district and discuss planned field experiences. This will be a good time to brainstorm other opportunities and clarify any concerns or clarifications needed with this course.

During the Week 4 chat, discuss your FE and include interesting opportunities and challenges that you have had throughout this experience. This will also be a good time to clarify any questions or clarifications needed in completing your Final Curriculum Project and Capstone Reflection Paper.

**9. Video Post - 30 pts (C1, C3, C4, C5)**

Students will upload by **Friday at 11:55 PM of Week 7**, a 5-7 minute video post of a mock interview for a position as Curriculum Director for a school district. Create 3 questions that might be asked during an interview for a curriculum leader, then answer these questions as if in an interview within your district.

**10. Video Feedback Discussion Post - 20 pts (C1, C3, C4, C5)**

By **Sunday, 11:55 PM of Week 7**, give feedback to 1 other student’s video interview post, commenting on the quality of the questions and their response as it relates to curriculum leadership. What were their strengths? What might they consider?

**Assessment Procedures Program:**

<u>Assignment</u>	<u>Course Objective</u>	<u>Point Value</u>
<b>Week One</b>		
Onsite Supervisor Acceptance Agreement	<b>C1</b>	10 points
Discussion Post (Introduction)	<b>C1, C5, C6</b>	20 points
Response Post	<b>C1, C5, C6</b>	20 points
<b>Week Two</b>		
Live chat with Instructor Update on FE	<b>C1-C7</b>	20 points
Discussion Post (MSIP/CSIP)	<b>C6</b>	20 points
Response Post	<b>C6</b>	20 points
<b>Week Three</b>		

Job Shadow Verification Form	<b>C1, C4, C5</b>	10 points
List of Job Tasks & Activities—from Job Shadow	<b>C1, C4, C5</b>	20 points
Job Shadow Experience Reflection	<b>C1, C4, C5</b>	50 points
<b>Week Four</b>		
Communication Post to Instructor - FE	<b>C1 – C7</b>	20 point
Discussion Post (Job Shadow)	<b>C1, C4, C5, C6</b>	20 points
Response Post	<b>C1, C4, C5, C6</b>	20 points
<b>Week Five</b>		
Curriculum Leader Interview Summary	<b>C1, C4, C5</b>	100 points
Discussion Post (Interview)	<b>C1, C4, C5</b>	20 points
Response Post	<b>C1, C4, C5</b>	20 points
<b>Week Six</b>		
Curriculum Development Project		
Steps 1-3 Standards/Scope and Sequence	<b>C2, C3, C7</b>	75 points
Communication Post to Instructor	<b>C1, 3, 4, 5</b>	20 points
<b>Week Seven</b>		
Curriculum Development Project		
Steps 4 Unit Plan	<b>C2, C3, C7</b>	50 points
Video Post	<b>C1, C3, C4, C5</b>	30 points
Video Feedback Post	<b>C1, C3, C4, C5</b>	20 points
<b>Week Eight</b>		
Final Curriculum Development Project		
Steps 5-7	<b>C2, C3, C7</b>	125 points
Reflection Paper over Field Experiences	<b>C1 – C7</b>	200 points
Field Experience Supervisor Evaluation Form	<b>C1, C4, C5</b>	20 points
Field Experience Contact Log	<b>C1 – C7</b>	50 points

## Grading Scale

90% - 100% A

80% - 89% B

70% - 79% C

69% - below F

All work is to be done individually

**Missing or Late assignment:**

Assignment refers to any homework, forum discussion, quiz, exam, scheduled activities...etc.

**Class Conduct and Participation Expectations:**

## ADA Guidelines

Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The office is on the first floor of the Academic Building.

## Academic Integrity Policy

Plagiarism and Academic Integrity Policy—

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Students are expected to adhere to the highest standards of honesty in their behavior. The WWU online learning platform has integrated with Turnitin.com services. The majority of assignments will be routed to the Turnitin.com system to verify sources. Both instructor and students will be able to see the result. The following are examples of dishonest behavior and violations of the principle of academic integrity. These are examples and do not exhaust all conduct that could constitute violations of this academic integrity policy. Students are expected to refrain from:

1. Engaging in any academic work that is the product of joint effort, either inside or outside the classroom, not authorized by the instructor.
2. Plagiarism of any sort. You commit plagiarism by taking someone else's ideas, works, or other types of work product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement.

3. Cheating on an examination. You must not receive or provide any unauthorized assistance during an examination. During an examination you may use only materials authorized by the instructor.
4. Fabricate or falsify data or records. It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports, or other circumstances; fabricate source material in a bibliography or “work cited” list; or provide false information on a resume or other document in connection with academic efforts.
5. Attempting to gain an unfair advantage concerning academic work, including but not limited to:
  - a. unauthorized removal or defacing of material from a university room or service area.
  - b. unauthorized use of equipment and or technology, i.e., advanced calculators, computers, etc.
6. Engaging in other forms of deceit or dishonesty. For example, do not submit the same work for more than one course without explicitly obtaining permission from all instructors. Do not request any academic benefit, including an extension of time, a better grade, or a recommendation, from an instructor when the request is based on false information or deception. Do not engage in any other form of academic misconduct not covered here. If you are ever in doubt, ask the instructor for guidance.

## Policies

### **How End of Course Survey Will Be Directed:**

William Woods University values your feedback regarding this course and online learning. To ensure continual improvement of online courses, materials, and instruction, the Course Evaluation is a required activity. Your course evaluation responses **are anonymous**, and will not be viewed by the instructor until the term is completed. Any question relates to how the end of course survey is conducted; please contact the office of distance education at [Online@WilliamWoods.edu](mailto:Online@WilliamWoods.edu).

### **Changes in Syllabus:**

This syllabus may be revised at the discretion of the instructor without prior notification or consent of the students. The syllabus presents an approximate expectation of course progress. Any changes will be announced in class.

**Student Assignments Retained:**

From time to time, student assignments or projects will be retained by the instructor/university for the purpose of academic learning or assessment. In every case, should the assignment or project be shared, the student's name and all identifying information about that student will be removed from the assignment or project.

**Student Data Privacy Protections:**

For information on Academic Policies and Procedures please refer to the [Academic Catalog](#).

## Detailed Weekly Activities & Assignments

### Week 1:

**Week 1 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W1.1:** Demonstrate an understanding of the scope of curriculum leadership within a school district. (C1) Sample Weekly Objective (Cx) Aligned to course objective
- W1.2:** Demonstrate knowledge of the attitudes, knowledge base, performance skills, and behaviors of successful instructional leaders. (C5)
- W1.3:** Demonstrate an understanding of the Missouri School Improvement Process (MSIP) and the process for continuous school improvement (CSIP). (C6)

**Week 1 Introductions:**

For week one, students become familiar with the course syllabus, expectations for field experiences, assignments, and resources on DESE website related to MSIP and school improvement (CSIP)

**Week 1 Lecture Materials:**

Read course syllabus and explore DESE website resources related to Missouri School Improvement (MSIP)

[https://dese.mo.gov/sites/default/files/MSIP5\\_2019\\_Comprehensive\\_Guide%2011-15-2019\\_1.pdf](https://dese.mo.gov/sites/default/files/MSIP5_2019_Comprehensive_Guide%2011-15-2019_1.pdf)

## Week 1 Lesson Activities

1. Read and review syllabus and review MSIP School Improvement resources on DESE website **(C6)**
2. Homework One (10 pts): Due Wednesday. Select on-site supervisor for additional field experience hours and submit acceptance agreement on OwlNet **(C1)**
3. Discussion One (20 pts): Due Wednesday. Please introduce yourself. Provide some background, as appropriate, about your experience in education, your current position, interests, hobbies, and what you think some of the critical responsibilities of the curriculum director in a school district. What are your goals and ambitions after completing this degree program? **(C1, C5)**
4. Response One (20 pts): Due Friday. Provide feedback to two classmates' initial posts by providing some feedback and support on their goals and ambitions. In addition, make a minimum of 1 comment regarding their thoughts on the responsibilities of the Curriculum Director in a school district. **(C1, C5)**

## Week 2:

### **Week 2 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W2.1:** Demonstrate an understanding of the scope of curriculum leadership within a school district. (C1) Sample Weekly Objective (Cx) Aligned to course objective
- W2.2:** Explain instructional curriculum and materials used to educate tomorrow's citizens to reflect compliance with current laws, the district's goals, values and basic guiding principles through which the district educates its community's children. (C2)
- W2.3:** Demonstrate the skills and knowledge needed to effectively analyze, develop, and apply basic educational models and principals of learning to the development of quality written instructional curriculum. (C3)
- W2.4:** Demonstrate an understanding of the practical and current perception of what tasks, duties and responsibilities are inherent in curricular initiatives and instructional delivery at several levels and points of delivery. (C4)
- W2.5:** Demonstrate knowledge of the attitudes, knowledge base, performance skills, and behaviors of successful instructional leaders. (C5)
- W2.6:** Demonstrate an understanding of the continuous school improvement process (CSIP). (C6)
- W2.7:** Demonstrate the ability to evaluate curriculum that is content-accurate, targeted towards the learning of all students, aligned with necessary educational standards, be constructed using sound pedagogical methods,

and apply best instructional practices for the delivery of the curriculum. (C7)

### **Week 2 Introductions:**

This week will allow you to review the six program objectives and National Board of Professional Teaching Standards (NBPTS) in the appendix.

You will also become familiar with DESE resources specifically the Missouri School Improvement Plan and expectations for Comprehensive School Improvement Plans for districts. You will also continue to log hours in your FE.

### **Week 2 Lecture Materials:**

Read and review National Board of Professional Teaching Standards (NBPTS) in the appendix, and review DESE website resources related to Missouri School Improvement (MSIP) and the development of a Comprehensive School Improvement Plan (CSIP)

[https://dese.mo.gov/sites/default/files/MSIP5\\_2019\\_Comprehensive\\_Guide%2011-15-2019\\_1.pdf](https://dese.mo.gov/sites/default/files/MSIP5_2019_Comprehensive_Guide%2011-15-2019_1.pdf)

<https://dese.mo.gov/quality-schools/mo-school-improvement-program/msip-5>

[https://dese.mo.gov/sites/default/files/MSIP5-CSIP\\_Guidance.pdf](https://dese.mo.gov/sites/default/files/MSIP5-CSIP_Guidance.pdf)

### **Week 2 Lesson**

1. Begin field experience and log clinical hours.
2. Review expectations of job shadow assignment and make time arrangements for experience
3. Review and examine the 6 program objectives and including National Board of Professional Teaching Standards (NBPTS), as knowledge of their content and meaning will be necessary for the student's successful completion of this Ed.S. Program.

Highlight the words in the standard or sub-standard that are of major importance or that describe the focus or intent of the complete standard or sub-standard.

Identify 3-4 activities that you believe a district wide curriculum leader would perform that relate to their "assigned" Program Objective.

(FOR EXAMPLE: When an assistant superintendent of curriculum and instruction attends a parent's meeting to report on district textbook adoptions or a revised curriculum, when the Assistant Supt. meets with building principals to report and review test score reports, and when they write a financial budget

estimate for the School Board to approve in order to order new textbooks or learning supplies/materials, etc.)

4. **Discussion Post: 1-2 page, Due Wednesday (20 points)** Describe both important aspects of the program objectives and include activities that the curriculum director would do to support the work in school districts. How will you apply the skills you've learned in the educational environment? Besides being a MSIP requirement, what is the purpose of the CSIP in a district?
5. **Discussion Response: Due Friday (20 points)** Provide feedback to two classmates week 2 posts by commenting, giving feedback, or asking clarifying questions regarding their highlighted aspects of the program objectives and activities of the curriculum director. Comment on their thoughts regarding the importance of the CSIP within a district.
6. **Live Chat: Due by Friday (20 points)** Conduct a live chat with your instructor discussing progress of FE experience and your assigned on-site supervisor. Clarify any expectation for capstone assignment.

## Week 3:

### **Week 3 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W3.1:** Demonstrate an understanding of the scope of curriculum leadership within a school district. (C1) Sample Weekly Objective (Cx) Aligned to course objective
- W3.2:** Demonstrate an understanding of the practical and current perception of what tasks, duties and responsibilities are inherent in curricular initiatives and instructional delivery at several levels and points of delivery. (C4)
- W3.3:** Demonstrate knowledge of the attitudes, knowledge base, performance skills, and behaviors of successful instructional leaders. (C5)

### **Week 3 Introductions:**

This week the student will arrange a live chat with the instructor to check on progress of FE experience and clarify any questions on capstone assignments. In addition, students will job shadow a district curriculum leader to gain perspective to their roles and responsibilities.

### **Week 3 Lecture Materials:**

This week requires no specific reading materials although the DESE school improvement sites might support your reflection of the experience.

### Week 3 Lesson Activities

1. Continue FE and update contact log due Week 8 (C1-C8)
2. Upload Job Shadow Observation Verification Form (See appendix) 10 points
3. Job Shadow: The student is to make arrangements to “job shadow” and observe a district-level administrator who provides Curriculum Leadership (preferably at the central administrative office). This individual to be job shadowed may be the same individual who is interviewed. The observation/job-shadow timeframe should total at least 6 hours and be accomplished at a minimum of 2 consecutive hours/job shadow “visit”; with a half-day preferred.
4. **Job Shadow Experience Reflection – 50 pts (C1, 4, 5) By Friday 11:55 PM**  
Identified list of job responsibilities, duties, and tasks: Following the job shadowing experience, the student identifies and list all the tasks, responsibilities and various job duties they observed or identified through the time spent with the curriculum leader. This list (which will serve as reflection over the activity) must be placed in OwlNet in word processed format.

Write a 1-2 page summary/reflection of your job shadow experience with an administrator responsible for C & I. Guiding questions: What did you learn about the responsibilities, tasks, and/or expectations? What surprised you? What might be challenging? What leadership skills are needed? From this experience, how do you feel that you are prepared to serve in this capacity within a school district. Add any other reflective insight that you have regarding this experience.

### Week 4:

#### **Week 4 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W4.1:** Demonstrate an understanding of the scope of curriculum leadership within a school district. (C1) Sample Weekly Objective (Cx) Aligned to course objective
- W4.2:** Explain instructional curriculum and materials used to educate tomorrow’s citizens to reflect compliance with current laws, the district’s goals, values and basic guiding principles through which the district educates its community’s children. (C2)
- W4.3:** Demonstrate the skills and knowledge needed to effectively analyze, develop, and apply basic educational models and principals of learning to the development of quality written instructional curriculum. (C3)
- W4.4:** Demonstrate an understanding of the practical and current perception of what tasks, duties and responsibilities are inherent in curricular initiatives and instructional delivery at several levels and points of delivery. (C4)
- W4.5:** Demonstrate knowledge of the attitudes, knowledge base, performance

- skills, and behaviors of successful instructional leaders. (C5)
- W4.6:** Demonstrate an understanding of the continuous school improvement process (CSIP). (C6)
- W4.7:** Demonstrate the ability to evaluate curriculum that is content-accurate, targeted towards the learning of all students, aligned with necessary educational standards, be constructed using sound pedagogical methods, and apply best instructional practices for the delivery of the curriculum. (C7)

#### **Week 4 Introductions:**

This week the student will job shadow and observe a district-level administrator who provides Curriculum Leadership. A list of all the tasks and responsibilities and various job duties will be identified. The students will also review MO Curriculum Framework that is part of Missouri School Improvement (MSIP) in preparation for the Final Curriculum Project.

#### **Week 4 Lecture Materials:**

Missouri Curriculum Framework

<https://dese.mo.gov/sites/default/files/curr-framework-developing-curriculum.pdf>

#### **Week 4 Lesson Activities**

1. Instructor Communication **Due by Friday (20 points)** Conduct a live chat or email communication with your instructor discussing progress of FE experience. This would also be a good time to clarify any questions regarding your final capstone reflection paper and/or curriculum project.
2. **Discussion Post: 1-2 page, Due Wednesday (20 points) W2.5 Discussion**  
In 1 page discuss highlights from your field experiences. Some guiding questions might be (What have you learned? What have been some of the best experiences for your growth? What surprised you? Challenged you?)
3. **Response: Due Friday (20 points)** Provide feedback to two classmates week 4 posts by commenting, giving feedback, or asking clarifying questions regarding their highlighted aspects of their field experiences
4. Review Missouri Curriculum Framework information on DESE site and Final Curriculum Project due in Weeks 6, 7, and 8.

## Week 5:

### **Week 5 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W5.1:** Demonstrate an understanding of the scope of curriculum leadership within a school district. (C1) Sample Weekly Objective (Cx) Aligned to course objective
- W5.2:** Demonstrate an understanding of the practical and current perception of what tasks, duties and responsibilities are inherent in curricular initiatives and instructional delivery at several levels and points of delivery. (C4)
- W5.3:** Demonstrate knowledge of the attitudes, knowledge base, performance skills, and behaviors of successful instructional leaders. (C5)

### **Week 5 Introductions:**

This week the student will conduct an interview with a district-level administrator who provides Curriculum Leadership. The students will also share their insight with other classmates in regards to the responsibilities of the curriculum leader within a school district.

### **Week 5 Lecture Materials:**

No specific reading materials are needed for this week's activities although reference to the DESE curriculum materials might be useful as a reference.

### **Week 5 Lesson Activities**

1. Conduct an interview with a district-level administrator responsible for curriculum leadership, and write a 2 page summary of this discussion (See sample interview questions in appendix). Not only include the administrator's responses but add your thoughts and reflection to this summary (100 points). **Due by Friday, 11:55 PM in Week 5**
2. **Discussion Post: Due Wednesday (20 points)** Describe highlights from your interview with the curriculum leader. What three things did you learn? What 2 things surprised you? What one thing would you like to know more about?
3. **Discussion Response: Due Friday (20 points)** Provide feedback to two classmates week 5 posts by commenting, giving feedback, or asking clarifying questions regarding their thoughts from their interview with the curriculum leader.

4. Work on Final Reflection paper due Week 8 (C1-C8)

## Week 6:

### **Week 6 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

**W6.1:** Sample Weekly Objective (Cx) Aligned to course objective

**W6.2:**

### **Week 6 Introductions:**

This week the student will develop begin to develop their comprehensive curriculum final project. This project is divided in several steps due in weeks 6-8. In addition, communication with their instructor will take place to discuss progress of FE.

### **Week 6 Lecture Materials:**

Developing Curriculum: Considerations and Applications A Resource for Missouri Educators and Administrators July 16

<https://dese.mo.gov/sites/default/files/curr-framework-developing-curriculum.pdf>

Understanding by Design Framework by Jay McTighe and Grant Wiggins

[http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

### **Week 6 Lesson Activities**

1. **Curriculum Development Final Project: Due Friday, Week 8** Students will develop a comprehensive curriculum project that identifies Goals for Graduates and includes scope and sequence, and a complete unit plan aligned with Missouri Learning Standards. Assessments and lesson plan will also be included in this project. (See details in Assignment Overview in this syllabus 200 points)

**Benchmark due dates for Curriculum Project: Due Week 6 by Friday: Steps 1-3 (75 points)**

2. **Instructor Communication Due by Friday (20 points)** Communication of at least 1 page to your instructor discussing progress of FE experience with details of your Field Experience and progress on capstone FE reflection paper. Include status of contact hours and highlight experiences that support your growth as a curriculum leader.

## Week 7:

### **Week 7 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W7.1:** Demonstrate an understanding of the scope of curriculum leadership within a school district. (C1) Sample Weekly Objective (Cx) Aligned to course objective
- W7.2:** Explain instructional curriculum and materials used to educate tomorrow's citizens to reflect compliance with current laws, the district's goals, values and basic guiding principles through which the district educates its community's children. (C2)
- W7.3:** Will demonstrate the skills and knowledge needed to effectively analyze, develop, and apply basic educational models and principals of learning to the development of quality written instructional curriculum. (C3)
- W7.4:** Demonstrate an understanding of the practical and current perception of what tasks, duties and responsibilities are inherent in curricular initiatives and instructional delivery at several levels and points of delivery. (C4)
- W7.5:** Demonstrate knowledge of the attitudes, knowledge base, performance skills, and behaviors of successful instructional leaders. (C5)
- W7.6:** Demonstrate the ability to evaluate curriculum that is content-accurate, targeted towards the learning of all students, aligned with necessary educational standards, be constructed using sound pedagogical methods, and apply best instructional practices for the delivery of the curriculum. (C7)

### **Week 7 Introductions:**

During Week 7, students will finish up their FE and Capstone Reflection Paper and Curriculum Project due Week 8. In addition, students will conduct a mock video of an interview for Curriculum Director Position within their district.

### **Week 7 Lecture Materials:**

Any of the DESE MSIP and School Improvement Sites would be useful for reference for these assignments.

MSIP Comprehensive Guide to School Improvement Program 2019

[https://dese.mo.gov/sites/default/files/MSIP5\\_2019\\_Comprehensive\\_Guide%2011-15-2019\\_1.pdf](https://dese.mo.gov/sites/default/files/MSIP5_2019_Comprehensive_Guide%2011-15-2019_1.pdf)

Developing Curriculum: Considerations and Applications A Resource for Missouri Educators and Administrators July 16

<https://dese.mo.gov/sites/default/files/curr-framework-developing-curriculum.pdf>

Understanding by Design Framework by Jay McTighe and Grant Wiggins

[http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

## **Week 7 Lesson Activities**

1. Review and begin work on **Final Capstone Reflection Paper** due Week 8
2. **Curriculum Development Final Project: Due Friday, Week 8** Students will develop a comprehensive curriculum project that identifies Goals for Graduates and includes scope and sequence, and a complete unit plan aligned with Missouri Learning Standards. Assessments and lesson plan will also be included in this project. (See details in Assignment Overview in this syllabus 200 points)

**Benchmark due dates for Curriculum Project: Due Week 7 by Friday: Step 4 (50 points) Unit Plan**

3. **Video Post - 30 pts (C1, C3, C4, C5)**

Students will upload by **Wednesday at 11:55 PM of Week 7**, a 5-7 minute video post of a mock interview for a position as Curriculum Director for a school district. Question 1: How has the coursework in this program strengthened your skills in the area of curriculum leadership?

Create 2 other questions that might be asked during an interview for a curriculum leader, then answer these questions as if in an interview within your district.

4. **Video Feedback Discussion Post - 20 pts (C1, C3, C4, C5)**

By **Friday, 11:55 PM of Week 7**, give feedback to 1 other student's video interview post, commenting on the quality of the questions and their response as it relates to curriculum leadership. What were their strengths? What might they consider?

## Week 8:

## **Week 8 Learner Outcomes/Objectives:**

Upon completion of this section, each student will:

- W8.1:** Demonstrate an understanding of the scope of curriculum leadership within a school district. (C1)
- W8.2:** Explain instructional curriculum and materials used to educate tomorrow's citizens to reflect compliance with current laws, the district's goals, values and basic guiding principles through which the district educates its community's children. (C2)
- W8.3:** Demonstrate the skills and knowledge needed to effectively analyze, develop, and apply basic educational models and principals of learning to the development of quality written instructional curriculum. (C3)
- W8.4:** Demonstrate an understanding of the practical and current perception of what tasks, duties and responsibilities are inherent in curricular initiatives and instructional delivery at several levels and points of delivery. (C4)
- W8.5:** Demonstrate knowledge of the attitudes, knowledge base, performance skills, and behaviors of successful instructional leaders. (C5)
- W8.6:** Demonstrate an understanding of the continuous school improvement process (CSIP). (C6)
- W8.7:** Demonstrate the ability to evaluate curriculum that is content-accurate, targeted towards the learning of all students, aligned with necessary educational standards, be constructed using sound pedagogical methods, and apply best instructional practices for the delivery of the curriculum. (C7)

## **Week 8 Introductions:**

For Week 8, students will be completing and turning in Final Capstone Reflection Log, supervisor evaluation, and contact log. In addition the Final Curriculum Development Final Project is due. Please review the Assignment Overview section of the syllabus for details. **This course ends on Friday at 11:55pm. All work must be submitted by that time.**

## **Week 8 Lecture Materials:**

Course syllabus is used for reference to details in this week's activities and assignments. Any of the DESE School Improvement sites would be useful for completion of these activities.

## **Week 8 Lesson Activities**

1. Due Friday: In OwlNet/Via, turn in your Field Experience Contact Log (50 points)
2. Due Friday: Upload On-site supervisor evaluation (25 points)

3. Due Friday: Upload Final Capstone Reflection Paper (200 points)
4. **Curriculum Development Final Project: Upload due no later than 11:55 PM FRIDAY of week 8. Steps 1-7** Students will develop a comprehensive curriculum project that identifies Goals for Graduates and includes scope and sequence, and a complete unit plan aligned with Missouri Learning Standards. Assessments and lesson plan will also be included in this project. (See details in Assignment Overview in this syllabus 200 points)

All steps pulled together in one document. Review for accuracy and grammar/spelling.

## **APPENDIX FOR EDU 696 SYLLABUS**

### **Suggestions for Possible Field Experiences\***

Each suggestion indicates alignment with either Program, Course Objectives or NBPTS standards.

- Interview with a district level curriculum leader (i.e. an Assistant Supt. of Curriculum & Instruction, a Director of Curriculum, an Assessment and Instructional Coordinator)
- Development of new or revised instructional unit or lesson plans
- Identify instructional materials/supplies needed to supplement current textbook adoptions or extension activities in a given content area (i.e. supplies needed for the new Science curriculum/text adoption, calculators needed for a new offering in mathematics at the high school, manipulatives needed via kits for health or math curricula)
- Serve on the districtwide Curriculum Advisory Board and /or attend meetings of this committee.
- Chair the curriculum or book fair at a school's Back-to-School night or Title I Family Night, etc.
- Develop a timeline to use for a major content area's curriculum revision and/or new textbook adoption
- Develop an action plan (that identifies individual responsibilities) for all activities required for a new textbook or curriculum adoption (i.e. professional development, delivery to students, book checkout, manipulatives/supplies delivery)
- Reflect on field experiences from the perspective of "fair and ethical treatment" of all students to related activities or in-class case studies.
- Write minutes from actions taken at an IEP meeting that describe specific instructional, curricular or assessment accommodations taken.
- Identify how legislation (i.e. ADA, IDEA, OSHA, Safe Schools, ESSA) impact or influence the development of content and the instructional delivery of curriculum.
- Develop a lesson plan that has embedded parallel curriculum targeting enrichment or remediation activities in the classroom
- Write standards-based and behavioral objectives showing the alignment with the Missouri Learner Standards/CCSS.
- Analyze a test-score report (i.e. of MAP scores via a query/report) and provide suggestions for instructional curriculum to improve the weak performance areas by standard.
- Write and present a book review over a book or lengthy article related to curriculum and instructional leadership

PRACTICUM EXPERIENCE/ REFLECTION PAPER

Student \_\_\_\_\_ Date: \_\_\_\_\_ Name: \_\_\_\_\_

COHORT number: EDS # \_\_\_\_\_ Location: \_\_\_\_\_

Reflection over the following field experience categories or topics--(Descriptive "title")

\_\_\_\_\_

District \_\_\_\_\_ used \_\_\_\_\_ for \_\_\_\_\_ activity: \_\_\_\_\_

Total hours for these aligned field experiences: \_\_\_\_\_

Program Objective(s) addressed: # \_\_\_\_\_ [indicated by number]

NBPTS standard(s) addressed: {indicated by letter}

\_\_\_\_\_

Describe the field experiences that relate to the Program Objective identified above. Explain why these practicum activities helped you achieve the corresponding characteristic of effective school leaders as described by the standard above.

Directions: The reflection will begin with the form information above. Content might include reflection on the following questions: What are the curriculum and instruction ramifications of the issue(s) and data obtained or addressed through these activities? What strengths of mine were increased through completion of these field experiences? What did I accomplish or learn? What weaknesses of mine (learning gaps or needed areas of improvement) became apparent? What would I do differently if I were the Curriculum and Instructional Leader of this district?

## Sample Interview Questions

Select a limited number of questions from below or develop your own questions to ask the curriculum administrator.

1. Demographic data: How long have you been in this position, in this district, etc?
2. What education and/or experience have you received to prepare/qualify you for this position?
3. On a scale of 1-10 (with 10 being the highest), how would you rank the stress of your job? What is the thing that “stresses/frustrates” you the most?
4. Describe a normal day/week for this position. What is the task and responsibility of the greatest importance to you? What task/responsibility has the greatest impact on student achievement in your district? Why?
5. What process is used for long term and strategic administrative planning?
6. How is consensus and conflict resolution reached among central office administrators?
7. How are the district’s mission and your vision communicated to the district’s stakeholders and all personnel?
8. What are your core beliefs and philosophical foundations about your job responsibilities?
9. What are some barriers to student learning in this district? What is being done to address and/or prevent these?
10. How important do you feel professional development is in relation to student achievement?
11. How does the district insure continuous improvement? What, in your opinion is the most important goal in the district’s comprehensive school improvement plan? Why?
12. How are stakeholders involved in decisions effecting curriculum, instruction and school organization? Who “gets involved” in curricular issues that you don’t believe need to be involved?
13. What was the last professional book you read?
14. Do you have a personal professional library? How/when did you begin this collection?
15. What outreach or community business partnerships is this district currently engaged in?
16. What grants is the district currently awarded? Who wrote them, what are their target goals and what role do you play in their implementation?
17. Can all children learn and achieve the Missouri Learner Standards?
18. Do you participate in the political and policy-making context for the field of education outside this district?
19. How are student and staff accomplishments recognized and celebrated?
20. What is this district’s most worrisome issue?
21. What is the % of district students who have IEPs or are receiving special education services?
22. What is the district doing to close the achievement gap?

23. How do you persuade the community to adopt initiatives that you believe will benefit students?
24. What task, responsibility or issue causes you the greatest stress? How do you “cope with” or relieve this stress?
25. What is one thing you’ve learned that has been a surprise to you?
26. How would you describe your management style?
27. How would you describe the general personnel morale of the district?
28. In what areas have the greatest improvements been made during your tenure?
29. If you had it to do over again, what would you change?

## Interview Verification Form

I \_\_\_\_\_ hereby verify that

Interviewee name

\_\_\_\_\_ has interviewed me this

Student Interviewer name

\_\_\_\_\_ Day of \_\_\_\_\_ at \_\_\_\_\_  
Month /Year                      District name

\_\_\_\_\_  
Location address of interview

This interview took approximately \_\_\_\_\_ hours/minutes.

Student cohort # \_\_\_\_\_

-----  
*A Note of Thanks:*

Dear District Administrator:

The Ed.S. Faculty at William Woods University wishes to thank you for the time and effort you have taken with this cohort student to help them learn the important skills and dispositions needed for effective district leadership.

Observation/Job Shadow Verification Form

I hereby verify that \_\_\_\_\_

Student name

Has spent approximately \_\_\_\_\_ job shadowing and observing me

Hours/days

During my workday on \_\_\_\_\_, at \_\_\_\_\_

Date(s)

District name

\_\_\_\_\_

Location address of observation

Signed to verify:

\_\_\_\_\_

Name of person observed

\_\_\_\_\_

-----  
*A Note of Thanks:*

Dear District Administrator:

The Ed.S. Faculty at William Woods University wishes to thank you for the time and effort you have taken with this cohort student to help them learn the important skills and dispositions needed for effective district leadership.

Your assistance to them and your support for the development of future leaders in education is deeply appreciated. Thank you.

WILLIAM WOODS UNIVERSITY FIELD EXPERIENCE

*Student Field Experience Evaluation*

Student: \_\_\_\_\_ Cohort # \_\_\_\_\_

Field Experience Dates: \_\_\_\_\_ through \_\_\_\_\_

Field Experience Site Supervisor: \_\_\_\_\_

**To be completed by the Supervisor:**

Please use the chart below in evaluating the performance/demonstrated competence of the student who has completed the field experience under your supervision. Thank you for your cooperation. **Return this to the student.**

	Highest Competence					Lowest
<i>The aspiring district administrator has demonstrated the following competencies:</i>	5	4	3	2	1	Unable to Observe
A vision of high standards of learning						
A need to include all district stakeholders						
A willingness to continuously examine their own practices, assumptions and beliefs						
A sense of educational stewardship						
A belief that all students can learn						
Recognition that PD is an integral part of school improvement						
Awareness of benefits of student						

diversity						
Needed technological literacy for admin.						
Uses collaboration and communication with						
Community						
Making management decisions that enhance teaching and learning						
Using ethical frames of professionalism						
Strong written communication skills						
Uses appropriate oral communication						
Demonstrates integrity and fairness						
Holds a belief in the common good						
Accepts consequences for own behavior						
Brings ethical principles to decision-making						
Keeps confidences, yet balances the public's "right to know"						
Demonstrates knowledge and use of safe Practices and learning environments						
Understands the role of policy and change						
Reflects knowledge of current school law						

Date(s) of conferences with university supervisor: \_\_\_\_\_

Please comment on any other aspects of the student's field experience performance, dispositions or personal characteristics that relate to their preparation for district leadership:

Field Supervisor's Signature \_\_\_\_\_ date:  
\_\_\_\_\_

*My signature below verifies I have been afforded the opportunity to review this evaluation. It does not indicate agreement or disagreement with the comments contained herein.*

Student's Signature \_\_\_\_\_ date:  
\_\_\_\_\_

Student Comments: (Optional) Please attach additional pages as necessary.

**Instructional Leadership Ed.S. Program**  
**National Board of Professional Teaching Standards (NBPTS)**

The following five core propositions are to be used as a frame around which all work in the Ed.S. Instructional Leadership program coursework and learning are to be done.

Ed.S. students in Instructional Leadership emphasis track will be educational leaders who promote the success of all students for whom they are responsible by:

- A. **Demonstrating a commitment to learning** through
  - making knowledge accessible to all students;
  - acting on the belief that all students can learn; treating students equitably;
  - recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice;
  - adjusting their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.
- B. **Knowing the subjects they teach and how to teach** those subjects to students through
  - having a rich understanding of the subject(s) they teach;
  - knowing how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings;
  - and developing the critical and analytical capacities of their students.
- C. Being responsible for **managing and monitoring student learning** through
  - creating, enriching, maintaining and altering instructional settings to capture and sustain the interest of their students;
  - making the most effective use of time;
  - engaging students and adults to assist their teaching;
  - and enlisting their colleagues' knowledge and expertise to complement their own.
- D. **Thinking systematically** about their practice and learning from experience through
  - exemplifying the virtues they seek to inspire in students—curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences;
  - modeling the capacities that are prerequisites for intellectual growth (i.e. the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation).
- E. Being **members of learning communities** and contributing to the effectiveness of the school through
  - working collaboratively with other professionals on instructional policy, curriculum and staff development;
  - evaluating school progress and the allocation of school resources in light of their understanding of state and local educational objectives;

- being knowledgeable about specialized school and community resources that can be engaged for their students' benefit;
- and demonstrating skills at employing such resources, as needed

## FINAL CAPSTONE REFLECTION PAPER—Curriculum Director

**Reflect on your insights and leadership capacity in the area of curriculum and instruction. Below are guiding question for your reflection related to each course objectives. (Total paper 5-8 double-spaced)**

### **Introduction**

1. Now that you are at the culmination of your program, what are your overall thoughts regarding the entire program and the impact on your leadership in the area of curriculum and instruction?

### **Guiding questions related to each program objective (give specific examples)**

1. What are the main discoveries learned about my leadership in the area of curriculum and instruction? Insights, aha moments, etc. What do you know now that you did not know prior to this program?
2. What did you learn about yourself? What are your three strongest leadership skills related to this objective? Discuss your leadership capacity as it relates to this objective
3. What leadership skills challenge you related to this objective? What action steps will you put in place to improve the areas that challenge you?

### **Closure**

1. Describe your future plans as it relates to curriculum leadership. What do you feel most prepared for and what areas do you feel less confident about as you face your future role as a school leader? What is the most important thing you learned personally?

**Program Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policymaking and reform.

### **REFLECTION 1:**

**Program Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

### **REFLECTION 2:**

**Program Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

### **REFLECTION 3:**

**Program Objective 4** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

### **REFLECTION 4:**

**Program Objective 5** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

### **REFLECTION 5:**

**Program Objective 6** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

### **REFLECTION 6:**

EDU 696 Field Experience  
Activity Contact Log

Program Objective 1	Program Objective 2	Program Objective 3	Program Objective 4	Program Objective 5	Program Objective 6

Make a brief description of the activity that fits this objective and the number of hours spent on the activity

Example: Worked with the curriculum director to develop a timeline for revising the math curriculum (4 hours)

**Final Capstone Reflection Paper – Curriculum and Instruction Leadership**  
**Coursework Evaluation Criteria Rubric**  
**EDU 696**

<b>Criteria</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>
<b>Depth of Reflection</b>  ___/60	Response demonstrates an in-depth reflection on, and personalization of the concepts and/or strategies presented in the scope of the entire program. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided.  (60-54)	Response demonstrates a general reflection on, and personalization of the concepts and/or strategies presented for the scope of the entire program. Viewpoints and interpretations are supported. Appropriate examples are provided.  (54-42)	Response demonstrates a minimal reflection on, and personalization of the concepts and/or strategies presented in the scope of the entire program. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples are not provided or are irrelevant to the assignment.  41-below
<b>Required Components</b>  ___/15	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.  (15-13)	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.  (12-11)	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.  (10-below)
<b>Structure</b>  ___/15	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.  (15-13)	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.  (12-11)	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.  (10-below)
<b>Evidence and Practice</b>  ___/60	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall leadership practices are thoroughly detailed, as applicable.  (60-54)	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall leadership practices are presented, as applicable.  (54-42)	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall leadership practices are presented, as applicable.  41-below



---

WILLIAM WOODS  
UNIVERSITY

---

---

## MISSION STATEMENT

*William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.*

William Woods University | One University Avenue | Fulton, MO 65251

1.800.995.3159 | [WilliamWoods.edu](http://WilliamWoods.edu)

# EDU691 Supplemental Programs Supporting Instruction



WILLIAM WOODS UNIVERSITY  
Online Course Syllabus



---

WILLIAM WOODS  
UNIVERSITY

---

**A NOTE TO LEARNERS AND FACULTY FACILITATORS**

The syllabus for this course has been developed to provide a consistency of learning outcomes for all students in the program. The faculty facilitator has the right to modify, but not alter substantially, the syllabus in order to better meet the needs of the class and/or to better utilize the particular expertise of the facilitator. Any decision to modify the syllabus is to be mutually agreed upon by the learners and the facilitator. Any substantial alteration of the syllabus must receive prior approval of the Program Director.

Syllabus revision completed January 2020

# Contact Information

## **Instructor information**

Available on the course webpage and you will receive an electronic intro letter from the instructor with his/her contact information (email address, phone number, and/or Skype account) on your [WWU email account](#).

## **Special Instructions**

The instructor will respond to any electronic communication within 24 hours on weekdays and 48 hours on the weekend.

## **Technical Support/Helpdesk**

**24/7 live** support information located on the upper right-hand side of the course webpage or you may contact Help Desk at: 1-800-985-9781.

## **How to Get Started**

Review the material in the “General” section of the course page. There and in the syllabus, you are reading now, you will find all weekly activities and an assignment breakdown of the kind of work you’ll be doing in this class and how different assignments will be weighted to determine your final grade. The course page also includes a link labeled “Textbook” which includes information on what texts will be used in this class with directions on how to purchase it or them. The textbook is also listed later in this syllabus. The “How to Get Started” module might also find other helpful information, including rubrics used in the course and other features specific to this course.

# Learner Support

## **Academic Success Center**

The University has developed the Academic Success Center to help students succeed in their classes. While the Center has a physical address on the main campus of William Woods University in Fulton, MO, many of the same resources can also be accessed by students taking WWU classes online. These include schedule adjustment, advice and help communicating with instructors, and tutoring opportunities. To arrange a way to access these services, contact Academic Support Center Coordinator, at 573-592-1145 or [academicsupport@williamwoods.edu](mailto:academicsupport@williamwoods.edu).

## **Student Disability Services**

William Woods University is committed to granting reasonable accommodations to its rules, policies, or services to afford students with disabilities equal access to an education. Students must self-identify the disability or disabilities to request academic or nonacademic accommodations. Students can submit a request for accommodations by emailing [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The Director of Student Disability Services will then review the request for reasonable academic and nonacademic accommodations to assure that there will be no discrimination based on disability. The process may take up to 30 days from receipt of third-party documentation to substantiate the disability or disabilities.

## **Hoonuit**

All students at WWU have access to Hoonuit, a curated collection of online resources for student success. The site includes resources exploring broad academic subject areas as well as specific and targeted tutorials designed to help you practice academic skills. It also includes resources on navigating the platform that William Woods uses to host its online classes.

Hoonuit is accessed through OwlNet. Once logged into OwlNet, the Hoonuit link is on the far right in the green box, under courses and groups. The log in is your email user name and password. If you have any questions or concerns you can contact the UIT helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

## **SmartThinking**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [advising@williamwoods.edu](mailto:advising@williamwoods.edu).

# Textbook & Purchasing Your Books

**REQUIRED TEXTBOOK** None required

## **COURSE MATERIALS**

Due to the dynamic and changing nature of differentiated and supplemental federal and state program requirements and administrative responsibilities, the student will need to rely heavily on:

1. Materials supplied by the course facilitator
2. Internet sites within the Missouri Department of Elementary and Secondary Education (DESE) and the U. S. Department of Education
3. Current professional journals and ERIC Resources
4. Helpful websites including but not limited to:
  - **Missouri Department of Elementary and Secondary Education (DESE)**
  - <http://www.dese.mo.gov/> and <http://www.dese.mo.gov/divimprove/fedprog/>
  - **U.S. Department of Education**
  - **Title I – Elementary and Secondary Education Act**
  - **IDEA (2004) Special Education** <http://www.ed.gov/index.jhtml>
  - **ERIC Educational Resources Information Center** [www.eric.ed.gov](http://www.eric.ed.gov)
  - **ERIC Wizard** [www.searcheric.org](http://www.searcheric.org)
  - **National Center on Response to Intervention** <http://www.rti4success.org/>

# Course/Degree Requirements 3 Credit Hours

## **COURSE DESCRIPTION**

This course is designed to offer prospective curriculum leaders an introductory course in the study of the myriad of differentiated and supplemental state and federal programs. The history, purpose, procedures, requirements and financial implications of common programs impacting instruction will be examined. These programs are dynamic in nature and often reflect revisions and mandates annually as per the state and federal offices of education. Consequently, the course will be updated as changes evolve in the various programs studied. Additionally, the course facilitator may provide updated information regarding programs listed and/or new programs initiated.

Course content focuses on state and federal educational programs dating back to the historic 1965 Elementary and Secondary Education Act (ESEA). The Title I program within this Act has become the largest source of federal aid to elementary and secondary schools. This course will also examine current state supplemental programs from the Missouri Department of Elementary and Secondary Education (DESE) and other evidence-based programs.

Emphasis is placed on developing a broad-based understanding of the myriad of programs available to support the needs of students and schools. Often, these supplemental and differentiated programs directly impact the curriculum and instruction available in schools. Upon completion of this course, students will have gained the knowledge needed to assist in the effective administration of state and federal differentiated and supplemental programs.

In addition, this course will review and reflect on efforts DESE and Missouri school leaders are making to ensure our classrooms are led by effective educators who are equipped to support all students in becoming college and career ready. Students will become familiar with DESE's recently created plan to recruit, prepare and retain effective teachers for all public schoolchildren in the state, especially in high-poverty, high-minority or rural districts.

### **CURRICULUM LEADERSHIP PROGRAM OBJECTIVES**

P1: Students will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policymaking and reform.

P2: Students will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

P3: Students will monitor, evaluate, and develop professional learning to improve instructional practice, including the evaluation of learning outcomes and programs.

P4: Students will identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

P5: Students will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

P6: Students will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

### **COURSE OBJECTIVES**

After completing this course, the learner will be able to:

1. Analyze and explain the historical factors behind selected differentiated and supplemental programs and the importance of the non-supplant concept in such programs. (P1,6)
2. Explain the purpose of selected state and federal programs (P1,5,6).
3. Analyze, compare, contrast and discuss program requirements and/or funding mechanisms for selected state and federal programs. (P5,6)
4. Describe specific program requirements for the following programs: A+, Missouri Adult Education and Literacy, (GED), 21<sup>st</sup> Century Grants and Programs, Early Childhood Education, Pre School Education, Early Childhood Care Development Grants, Missouri Preschool Project, Parents as Teachers (PAT), Early Childhood Special Education (ECSE), Educational Surrogate Program, English as a Second Language (ESL) Food Services, Gifted, Homeless, Migrant, Missouri Option, School Governance and Transportation, Safe Schools, Vocational Rehabilitation and Technology Grants. (P1,3,4,5,6)
5. Describe specific program requirements for the following federal programs: Title I, IDEA, Perkins, Early Childhood Special Education (ECSE), First Steps, National School Lunch Program, and Response to Intervention (RtI). (P1,3,4,5,6)
6. Analyze and assess differentiated and supplemental program offerings, benefits and potential outcomes to effectively maximize student learning opportunities. (P3,6)
7. Describe how state and federal differentiated and supplemental programs differ and complement each other. (P4)
8. Explain DESE's recently created plan to recruit, prepare and retain effective teachers for all public schoolchildren in the state, especially in high-poverty, high-minority or rural districts and its potential impact on instruction and student achievement. (P1,3,4,5,6)

**Website Address of the Online Learning Platform:**

<http://williamwoods.brightspace.com>

**Minimum System Requirement:**

1. Reliable Internet connection. Recommendation: Cable or DSL.
2. Software: MS Office, [Internet Browser](#), [Media Player](#), [Adobe Acrobat Reader](#).
3. If you use OpenOffice or Word Perfect products for your paper, please save your document in Rich Text Format: (File "Save As" Choose "Rich Text Format" as the file type).
4. Digital Camera with capabilities for documenting work. Some smart phones do have these capabilities.

5. Laptop or desktop computer is required. A smartphone and most tablets do not have adequate operating systems required for an online course.

### **Expectations of Student Technology Skills:**

Success in this class requires that students possess the following technical skills:

1. Using the Learning Management system.
2. Creating and submitting files in commonly used word processing programs. This includes exporting google docs and pages files as word files before submitting.

Tutorials are available for students who feel they might lack these skills, though looking for a tutorial on YouTube will often provide as much training as is needed.

## Class Time Expectations

All 3 credit hour courses are in eight weeks format. Total student engagement hours (37.5) are required for a 3-credit hour course. Student independent hours (75) are required for 3 credit hour course, total 112.5 hours. Individual time spent on each course is likely to exceed the time expectation specified above.

## Assignment Overview

**1. Journal Post** Engage in content reflection and posting to the weekly prompt. **(15 pts. X 8 weeks =120 pts.)**

**2. Week 1 Personal Introduction Discussion Post/Response (Posting 40 pts.+ Response 20 pts.= 60 pts.)**

### **Main Posting:**

Create a brief biography of yourself and post it to the discussion forum. Address the items below and provide adequate supporting detail:

- A brief description of your background.
- The name of the organization for which you work
- A general overview of your current job
- Briefly describe one of your strongest skills or abilities.
- Briefly describe one of your hobbies or passions and indicate how that hobby or passion helps you as a professional.
- Briefly describe a current issue in education/training/ professional development that concerns/interest you and why.

Your discussion forum posting should be substantive and fully cover the items listed above with adequate supporting detail.

### **Response:**

Review the introductions of other class members and their profiles. Communicate with at least 2 people you do not know who have similar interests, abilities, hobbies, or

passions. **Then come back to your original introduction posting** and reply to that posting with the names of the individuals you contacted and a brief statement of interest, ability, hobby, or passion you share.

### **3. Discussion Post/Response Assignments (Main Post 20 pts.+ Response 10 pts.= 30 pts. X 9 = 270 pts.)**

#### **Main Posting:**

Your discussion posting should be focused on the assigned topic and be substantive, demonstrating an understanding and synthesis of the assigned materials for the week along with insight into application. Your main post should be a minimum of 300 words.

**Main postings must be submitted no later than 11:55 PM Central Time on FRIDAY of the assigned week.** Failure to submit the main post by the established deadline may result in a 50-100%% reduction in your main posting score for lack of timely participation.

#### **Reflection/Response:**

After reviewing the postings of your classmates, respond to/reflect on a minimum two of the postings made by others. Responses provide further synthesis of the material, additional insight into the content, and/or add something significant to the understanding of the content/concept and be a minimum of 100 words. (Deductions will be made for unsupported reflective comments or comments that are mainly statements of opinion. Generic comments such as “I agree” or “Nicely stated” without any support are not considered adequate.) **Responses must be posted no later than 11:55 PM Central Time on SUNDAY of the assigned week.** Failure to post responses by the established deadline may result in a 50-100% reduction in your response posting score for lack of timely participation.

### **4. Differentiated and Supplemental Program Comparison (30 pts. X 2 assignments = 60 pts.)**

### **5. Journal Article Review-Reflection-Reaction (50 pts. x 3 assignments =150 pts.)**

Each student will select journal or major newspaper articles focused on differentiated and supplemental program content of the week assigned. The article should be current (within the last three years). A written reflection, using the information provided at the end of the syllabus (3-4 double-spaced pages reflecting higher order taxonomies of thinking) of the article will be uploaded to the course.

**Note:** The student, when taking exception and/or supporting points in the article, should give reasons and/or rationale for support or opposition. The important facet of this assignment is the student’s **reflective-reaction** with respect to how the information, concepts, issues, suggestions in the article may be used or avoided, with justification for either, by the student as a curriculum leader. At all times, relation to the standards should be considered and noted at the beginning of the reflection. Again, the operative

words are “**Reflective-Reaction.**” **This assignment is not to be just a summary of the article.**

Students are urged to use the William Woods University online library resources to locate this article for reflection.

**6. Local Board Policy (60 pts.)** Each student will obtain a board policy from their local district that aligns with a specific state or federal law. Each student will review and summarize the policy information. The summary should be clear and concise, approximately 1-2 pages double spaced, and highlight all key information including the category of board policy (ex. student discipline), the state or federal law aligned to the policy, type of data collection/reporting required and the person/person(s) responsible for implementation. The report may include the accompanying administrative regulations governing the district-level policy. Students are required to cite the primary source law and explain how the policy implements and complies with the law.

**7. Federal Programs Director Interview (100 pts.)** Determine the federal programs that exist in your district and what each of the program entails. Determine how funding is allocated and what guidelines are used for each program. Summarize the interview in a narrative of 3-5 double-spaced pages concluding with an overall impression of the quality of the curriculum provided within each program.

**8. Early Childhood Director Interview (100 pts.)** Become familiar with the early childhood program offered in your district, including enrollment criteria, number of students served, curriculum used and operational schedule. Determine how funding is allocated and what guidelines are used. Summarize the interview in a narrative of 3-5 double-spaced pages concluding with an overall impression of the quality of the early childhood program and the appropriateness of the curriculum used. Submit paper to the course.

**9. Special Services Director Interview (100 pts.)** Become familiar with the special services offered in your district. Determine how funding is allocated and what guidelines are used. Summarize the interview in a narrative of 3-5 double-spaced pages concluding with an overall impression of the quality of the comprehensive special services program and specific recommendations to potentially strengthen the services provided. Submit paper to the course.

**10. Perkins Funding Comparison (40 pts.)** Identify **TWO** local school districts that receive Perkins funding. Contact the appropriate person in each district (by phone, email or in person) responsible for federal program compliance to obtain information related to the specific usage of Perkins funds in the district and state/federal reporting procedures. You may use your employment district as one of the two districts needed for this comparison. Prepare a detailed summary of the two district’s usage and reporting procedures for Perkins funds. This comparison assignment can be organized in narrative or graphic style and submitted to the course.

**11. Title 1 Funding Comparison (40 pts.)** Identify **TWO** local school districts that receive Title 1 funding. Contact the appropriate person in each district (by phone, email or in person) responsible for federal program compliance to obtain information related to the specific usage of Title 1 funds in the district and state/federal reporting procedures. You may use your employment district as one of the two districts needed for this comparison. Prepare a detailed summary of the two district’s usage and reporting procedures for Title 1 funds. This comparison assignment can be organized in narrative or graphic style and submitted to the course.

**12. Major Report (200 pts.)**

Prepare a written report of one major differentiated and supplemental program. Select from the programs listed on **Appendix A**.

The written report may include but should not be limited to:

- (1) Origin and specific need(s) the program is designed to address;
- (2) Summary description of the program;
- (3) Target population and participation rates;
- (4) Eligibility for participation;
- (5) Funding and financial components;
- (6) Specific program requirements; and
- (7) Special considerations

Major report topics are to be submitted for approved by the course facilitator prior to the end of Week 2. **This assignment is due Week 8.**

**Assignment Overview Chart**

<b>Assignment</b>	<b>Frequency</b>	<b>Points Per Assignment</b>	<b>Total Points</b>
Journal Post	Weekly (8)	15 pts.	120 pts.
Personal Introduction and Responses	Week 1	40 (post)+20 (responses)	60 pts.
Discussion Post and Responses	Weekly +1(9)	20 (post)+10 (response)	270 pts.
Diff. & Supp. Program Comparison	2- Weeks 3 &4	30 pts.	60 pts.
Journal Article Review-Reflect-React	3- Weeks 2,3&5	50 pts.	150 pts.
Local Board Policy Review	1- Week 3	60 pts.	60 pts.
Interview- Federal Programs Director	1- Week 2	100 pts.	100 pts.
Interview- Early Childhood Director	1- Week 5	100 pts.	100 pts.
Interview- Special Services Director	1- Week 6	100 pts.	100 pts.
Perkins Funds Comparison	1- Week 7	40 pts.	40 pts.
Title 1 Funds Comparison	1- Week 7	40 pts.	40 pts.
Major Report	1-Week 8	200 pts	200 pts.
<b>TOTAL</b>			<b>1300 points</b>

## Grading Scale

90% - 100% A

80% - 89% B

70% - 79% C

69% - below F

All work is to be done individually

## ADA Guidelines

Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The office is on the first floor of the Academic Building.

## Policies

### **How End of Course Survey Will Be Directed:**

William Woods University values your feedback regarding this course and online learning. To ensure continual improvement of online courses, materials, and instruction, the Course Evaluation is a required activity. Please note that you will **not** be able to complete your final course assignment, exam, or discussion forum until the Course Evaluation has been submitted. Your course evaluation responses **are anonymous** and will not be viewed by the instructor until the term is completed. Any question relates to how the end of course survey is conducted; please contact the office of distance education at [Online@WilliamWoods.edu](mailto:Online@WilliamWoods.edu).

### **Changes in Syllabus:**

This syllabus may be revised at the discretion of the instructor without prior notification or consent of the students. The syllabus presents an approximate expectation of course progress. Any changes will be announced in class.

### **Student Assignments Retained:**

From time to time, student assignments or projects will be retained by the instructor/university for the purpose of academic learning or assessment. In every case, should the assignment or project be shared, the student's name and all identifying information about that student will be removed from the assignment or project.

### **Student Data Privacy Protections:**

### **YouTube**

[YouTube subscribers utilize a Google account, which can collect a wide range of information. Google's privacy policy states](#) “When you create a Google Account, you provide us with personal information that includes your name and a password. You can also choose to add a phone number or payment information to your account. Even if you are not signed in to a Google Account, you might choose to provide us with information — like an email address to receive updates about our services. We also collect the content you create, upload, or receive from others when using our services. This includes things like email you write and receive photos and videos you save, docs and spreadsheets you create, and comments you make on YouTube videos.” The entire policy can be found here: <https://policies.google.com/privacy?hl=en-US>

According to the Your Content Section of YouTube's policies, “You retain all of your ownership rights in your Content. However, by submitting Content to YouTube, you hereby grant YouTube a worldwide, non-exclusive, royalty-free, sublicenseable and transferable license to use, reproduce, distribute, prepare derivative works of, display, and perform the Content in connection with the Service and YouTube's (and its successors' and affiliates') business, including without limitation for promoting and redistributing part or all of the Service (and derivative works thereof) in any media formats and through any media channels. You also hereby grant each user of the Service a non-exclusive license to access your Content through the Service, and to use, reproduce, distribute, display and perform such Content as permitted through the functionality of the Service and under these Terms of Service.” More information on the entire policy can be found here: <https://www.youtube.com/t/terms>

**For information on Academic Policies and Procedures please refer to the [Academic Catalog](#).**

## Detailed Weekly Activities & Assignments

### Week 1:

#### **Week 1 Learner Outcomes/Objectives:**

Upon completion of Week 1 assignments, each participant will be able to:

W1.1: Analyze and explain the historical factors behind differentiated and supplemental programs. (C1)

W1.2: Demonstrate a ‘working’ knowledge of what defines differentiated and supplement

- programs. (C1)
- W1.3: Delineate the importance of the “non-supplant” concept in differentiated and supplemental programs. (C1)
- W1.4: Explain the purpose of selected state and federal programs. (C2)
- W1.5: Demonstrate a working knowledge of DESE’s ongoing work to ensure equitable access to excellent educators and the importance of this work to classroom instruction and student achievement. (C 8)

### **Week 1 Introduction:**

In Week 1, students will become familiar with key legislation guiding the efforts of state departments of education to provide quality educational opportunities for children by extensively researching content available on the Missouri Department of Elementary and Secondary Education website. Students will also be introduced to the DESE, Department of Educational Quality’s efforts to ensure equitable access to excellent educators and the importance of these efforts to quality instruction. Equity/ equitable educational systems are a priority in our state so that all students have comparable access to quality instruction, opportunities and resources regardless of the support available through community.

### **Week 1 Lecture Materials:**

- The ABCs of ESEA, ESSA and No Child Left Behind  
<https://educationpost.org/the-abcs-of-esea-essa-and-no-child-left-behind/>
- Elementary and Secondary Education Act of 1965  
[http://wps.prenhall.com/wps/media/objects/531/544609/Documents\\_Library/esea\\_1965.htm](http://wps.prenhall.com/wps/media/objects/531/544609/Documents_Library/esea_1965.htm)
- ESSA Missouri Consolidated State Plan, March 2019, PDF
- DESE Ensure Equitable Access to Excellent Educators PDF, Educator Equity Plan  
<https://dese.mo.gov/sites/default/files/Educator-Equity-Plan-June2018.pdf>
- DESE Equity Indicators Dashboard  
<https://dese.mo.gov/sites/default/files/Equity-Indicators-Dashboard.pdf>
- Facing Limited Supply Article  
<https://dese.mo.gov/sites/default/files/Pattonville-Pipeline-Minority-Teachers.pdf>
- Grow Your Own Infographic  
<https://dese.mo.gov/sites/default/files/MODESEInfographic.pdf>

### **Week 1 Supplemental Resources:**

- [www.dese.mo.gov](http://www.dese.mo.gov)
- <http://www.ed.gov/index.jhtml>

## Week 1 Lesson Activities: (6E /8I)

1. Review the course requirements and syllabus. (1I)
2. Complete **Student Introduction Discussion Post and Response**. (3E/1I)
3. Read/review materials listed in the lecture materials section: (3I) W.1.1, W.1.2,W.1.3,W1.4,W.1.5)
  - The ABCs of ESEA, ESSA and No Child Left Behind  
<https://educationpost.org/the-abcs-of-esea-essa-and-no-child-left-behind/>
  - Elementary and Secondary Education Act of 1965  
[http://wps.prenhall.com/wps/media/objects/531/544609/Documents\\_Library/esea1965.htm](http://wps.prenhall.com/wps/media/objects/531/544609/Documents_Library/esea1965.htm)
  - ESSA Missouri Consolidated State Plan, March 2019, PDF
  - DESE Ensure Equitable Access to Excellent Educators PDF, Educator Equity Plan  
<https://dese.mo.gov/sites/default/files/Educator-Equity-Plan-June2018.pdf>
  - DESE Equity Indicators Dashboard  
<https://dese.mo.gov/sites/default/files/Equity-Indicators-Dashboard.pdf>
  - Facing Limited Supply Article  
<https://dese.mo.gov/sites/default/files/Pattonville-Pipeline-Minority-Teachers.pdf>
  - Grow Your Own Infographic  
<https://dese.mo.gov/sites/default/files/MODESEInfographic.pdf>
4. Review listing of Differentiated and Supplemental Programs available on Appendix A of this syllabus and select a topic of request for the **Major Report** Week 2 and complete by Week 8. (1I) (W.1.4)
5. **Journal Post:** Following your complete review of the equity focused lecture material, share your thoughts regarding the importance of this work and the potential impact for teaching and learning in your district. (1I) (W.1.5)
6. **Discussion Post/Response** for Week 1, students will summarize the key components of Every Student Succeeds Act (ESSA) and specifically explain how ESSA is benefitting students in their school district. Students will also share any ESSA associated challenges. Once complete, review the posts of classmates and respond to the posts two classmates. (3E/1I) (W.1.1, W.1.2, W.1.3)

## Week 2:

### Week 2 Learner Outcomes/Objectives:

Upon completion of Week 2 assignments, each participant will:

W2.1: Analyze and discuss the requirements and/or funding mechanisms for state and federal programs. (C3)

- W2.2: Explain the reason for funding differences between different school districts. (C3)
- W2.3: Explain why special programs are not the same for all districts. (C1,3)
- W2.4: Analyze and assess differentiated and supplemental program offerings, benefits and outcomes to effectively maximize student learning opportunities. (C6)

### **Week 2 Introduction:**

In Week 2, students will learn of the complexities of school finance and program implementation requirements. Students will also recognize the financial discrepancies among Missouri schools as identified by school district per pupil expenditures. Through an interview with the Federal Programs Administrator, students will gain insight to the implementation, monitoring and reporting of programs and the important considerations impacting these processes. Students will also gain deeper understanding the programs available in the district, the impact on curriculum and instruction and the benefits for students.

### **Week 2 Lecture Materials:**

- ESEA Finance and federal program information available on the DESE website at [www.dese.mo.gov](http://www.dese.mo.gov).
- Census data reports identified as Census Data by State and Census Data Comparison for 2019-2020 on the DESE website at [www.dese.mo.gov](http://www.dese.mo.gov).

### **Week 2 Supplemental Resources:**

- Financial reporting PDF documents:
  - o ESSA Fiscal Requirements
  - o Maintenance of Fiscal Effort (MOE) worksheet
  - o Supplemental NOT Supplant

### **Week 2 Lesson Activities: (9E /11I)**

1. Review all ESEA Finance and federal program information available on the DESE website at [www.dese.mo.gov](http://www.dese.mo.gov). **(1I)** (W.2.1)
2. Review the Census data reports identified as Census Data by State and Census Data Comparison for 2019-2020 on the DESE website, [www.dese.mo.gov](http://www.dese.mo.gov). **(1I)** (W.2.2)
3. Review school district annual budget, especially noting revenue and expenditures for federal and/or state supported differentiated and/or supplemental programs. **(1I)** (W.2.1, W.2.2, W.2.3)
4. **Federal Programs Administrator Interview:** Each student will schedule and conduct an interview (either in person or by phone) with their district Federal Programs Administrator to discuss the following topics: **(4E/1I)** (W.2.4)

- Obtain a working definition of differentiated and supplemental programs;
- Discuss the “dynamic” nature of differentiated and supplemental programs;
- Understand the necessity of reliance on utilizing materials and resources outside the normal course of procurement, including the use of outside “Resource Practitioners” currently serving in administrative positions, supervising and working with differentiated and supplemental programs;
- Understand the “non-supplant” concept with respect to special programming resource allocations and spending;
- Identify student demographics, including enrollment, building/grade span detail, free and reduced lunch percentage, and building/grade span detail; and
- Obtain or develop a full list of all supplemental and differentiated programs/initiatives used in the district (along with specific grade levels impacted) supported by state or federal monies.

Summarize information gained through the interview in a report of 2-3 pages double-spaced. Due Week 3

5. **Review-Reflection-Reaction:** Students will select from a journal or major newspaper an article focused on a differentiated and supplemental program from this week’s content, fiscal components and requirements of state and /or federal programs. For example, students may consider searching for articles in larger Missouri newspapers focused on supplemental reading programs funded with Title 1 dollars or state funded early childhood programs. Students may also consider funding, programmatic and reporting expectations of Every Student Succeeds Act. (ESSA). The article should be current (within the last three years). Due Week 3. **(2I)** (W.2.4)
6. **Journal Post:** Based on knowledge gained in your interview with the Federal Programs Administrator and your experience, what differentiated and supplemental programs are the most impactful in your district? In your opinion, which programs need to be revamped or reconsidered? **(2I)** (W.2.4)
7. **Discussion Post/Response #1:** Based on information gained from reading this week’s lecture materials, supplemental resources and review of federal programs and financial information on the DESE website, discuss in your post funding mechanisms, potential reasons for funding differences between schools, and differences in programs offered by schools. Then offer possible solutions to overcome the financial discrepancies faced by districts. Once complete, respond to the posts of two classmates. **(2.5E/1I)**
8. **Discussion Post/Response #2:** Reflect on your review of your district budget, share with classmates the district’s primary revenue sources, the percentage of the budget dedicated to faculty/staff salaries and benefits and the top expenditures outside of salaries and benefits. In your review of the budget, what did you find interesting or surprising? **(2.5E/1I)** (W.2.1, W.2.2)

9. **Major report topic student selection/instructor approval. (1I)** (W.2.1, W.2.2, W.2.3, W.2.4)

## Week 3:

### **Week 3 Learner Outcomes/Objectives:**

Upon completion of Week 3 assignments, each participant will:

- W3.1: Develop an understanding of specific federal and state funded programs intended to support the differentiated needs of students. (C4,5,6)
- W3.2: Compare and contrast specific differentiated and supplemental program offerings, key benefits and potential outcomes to effectively maximize student learning opportunities. (C6,7)
- W3.3: Explain the purpose of selected state and federal programs. (C2,4,5,7)
- W3.4: Discuss the major functions and responsibilities of the state and federal governments in education. (C1,2)
- W3.5: Describe how state and federal supported differentiated and supplemental programs differ and complement each other. (C7)

### **Week 3 Introduction:**

In Week 3, students will begin an introduction to a variety of differentiated and supplemental programs. Students will conduct a comprehensive review of each of the identified programs/grants on the DESE website then collect and record key information using the organizer template available in supplemental resources. Students will also review local board policy and identify a current policy that directly pertains to students, programs or services associated with one of this week's differentiated and/or supplemental programs. Students will explain how the policy complies with the school district's legal obligation. Finally, students will select a professional article to complete the first of three Read-React-Reflect assignments focused on differentiated and supplemental programs.

### **Week 3 Lecture Materials:**

- [www.dese.mo.gov](http://www.dese.mo.gov)

### **Week 3 Supplemental Resources:**

- Selected Differentiated and/or Supplemental Programs Informational Organizer

### **Week 3 Lesson Activities: (2E/I9)**

1. Conduct a comprehensive review of specific differentiated and supplemental programs on the DESE website, [www.dese.mo.gov](http://www.dese.mo.gov). The Quality Schools section

is an excellent place to start. This week's focus is on the following programs/grants: A+ Schools, Adult Education and Literacy, 21<sup>st</sup> Century Grants, and Gifted and Talented. **(2I)** (W.3.1, W.3.2, W.3.3, W.3.4, W.3.5)

2. Complete the **Selected Differentiated and Supplemental Programs Informational Organizer** (supplemental resources). **(1I)** (W.3.1, W.3.2, W.3.3, W.3.4, W.3.5)
3. **Local Board Policy Assignment:** Locate and review your current school district board policy manual. Identify a current policy that directly pertains to students, programs or services associated with one of this week's differentiated and/or supplemental programs and complies with a legal school district obligation. In 1-2 typed, double-spaced pages, summarize the content of the policy and the legal obligation and then explain how the implemented policy complies with the legal expectations. **(2I)** (W.3.1, W.3.2, W.3.3, W.3.4)
4. Read selected journal article and complete **Review-Reflection-Reaction assignment** focused on a specific differentiated or supplemental program due Week 4. (W.3.1, W.3.2, W.3.3, W.3.4, W.3.5) **(2I)**
5. **Journal Post:** Demonstrate your knowledge of the A+ Schools and Adult Education and Literacy programs, specifically discussing the benefit to families and communities? **(1I)** (W.3.1, W.3.2)
6. **Discussion Post/Response:** Based on information gained from reviewing information about the specific differentiated and supplemental programs on the DESE website and your knowledge of district programs, which of the programs studied this week are most beneficial for students in your district and why? Which programs could be added or revamped to be more impactful for students? Once posted, review responses of classmates and respond to two classmates with common programs with supporting detail or program suggestions. **(2E/1I)** (W.3.1, W.3.2, W.3.3, W.3.4, W.3.5)

## Week 4:

### **Week 4 Learner Outcomes/Objectives:**

Upon completion of Week 4 assignments, each participant will:

- W4.1: Develop an understanding of specific federal and state funded programs intended to support the differentiated needs of students. (C4,5,6)
- W4.2: Compare and contrast specific differentiated and supplemental program offerings, key benefits and potential outcomes to effectively maximize student learning opportunities. (C6,7)
- W4.3: Explain the purpose of selected state and federal programs. (C2,4,5,7)
- W4.4: Discuss the major functions and responsibilities of the state and federal

governments in education. (C1,2)

W4.5: Describe how state and federal supported differentiated and supplemental programs differ and complement each other. (C7)

**Week 4 Introduction:** In Week 4, students will continue an introduction to a variety of differentiated and supplemental programs designed to meet the very specific needs of students (Educational Surrogate, Migrant, EL, Missouri Option). Students will conduct a comprehensive review of each of the identified programs/grants on the DESE website then collect and record key information using the organizer template available in supplemental resources.

**Week 4 Lecture Materials:**

- [www.dese.mo.gov](http://www.dese.mo.gov)

**Week 4 Supplemental Resources:**

- Selected Differentiated and/or Supplemental Programs Informational Organizer
- 

**Week 4 Lesson Activities: (2E /7I)**

1. Conduct a comprehensive review of specific differentiated and supplemental programs on the DESE website, [www.dese.mo.gov](http://www.dese.mo.gov). The Quality Schools section is an excellent place to start. The focus this week is on the following programs: Educational Surrogate, Migrant, EL, and Missouri Option. **(2I)** (W.4.1, W.4.2, W.4.3, W.4.4, W.4.5)
2. Complete the **Selected Differentiated and Supplemental Programs Informational Organizer** (supplemental resources). **(1I)** (W.4.1, W.4.2, W.4.3, W.4.4, W.4.5)
3. **Journal Post:** In your opinion, which of the Week 3 and 4 programs offered in your district are most impactful for students? What evidence do you have to substantiate your opinion? **(1I)** (W.4.1, W.4.2, W.4.3, W.4.4, W.4.5)
4. **Discussion Post/Response:** Based on information gained from reviewing information about the specific differentiated and supplemental programs on the DESE website and your knowledge of district programs, which of the programs studied this week are most beneficial for students in your district and why? Which programs could be added or revamped to be more impactful for students? Once posted, review responses of classmates and respond to two classmates with common programs with supporting detail or program suggestions. **(2E/1I)** (W.4.1, W.4.2, W.4.3, W.4.4, W.4.5)
5. Begin work on the Week 8 **Major Report. (2I)**

## Week 5:

### **Week 5 Learner Outcomes/Objectives:**

Upon completion of the week 5 assignments, each participant will:

W5.1: Articulate the importance of early childhood education and intervention. (C2,4)

W5.2: Describe a variety of state and federally supported early childhood programs. (C2,4)

W5.3: Analyze differentiated and supplemental early childhood program offerings, benefits and potential outcomes to effectively maximize student learning opportunities. (C6)

W5.4: Describe how state and federal differentiated and supplemental programs differ and complement each other. (C7)

### **Week 5 Introduction:**

In Week 5, students will understand the importance of early learning and the commitment of the state of Missouri to provide children access to high quality early learning experiences. Providing parents, the knowledge and tools to successfully support child development is at the heart of the Parents as Teachers program, a comprehensive service that builds on the strength of family. Students will become familiar with the guiding principles, program criteria and research - based curriculum available to support children from birth to school age. Students will learn that high-quality early learning programs focus on all areas of early learning and development (social and emotional, language and literacy, math, science, motor, health and physical well-being, as well as positive attitudes and behaviors toward learning). Students will also learn the importance of teacher professional development. Students will also gain practical understanding of the purpose, programming, implementation and benefits of quality early learning programs by interviewing the Director of Early Childhood Education.

### **Week 5 Lecture Materials:**

- [www.dese.mo.gov](http://www.dese.mo.gov)
- DESE Missouri Early Learning Goals, Birth to Kindergarten Entry PDF
- DESE Early Childhood Child Care Development Fund Guideline PDF
- DESE Parents as Teachers (PAT) What Can Parents as Teachers do for Children, Families, Schools and Communities? PDF
- DESE First Steps to ECSE Comparison Chart PDF

### **Week 5 Lesson Activities: (5.5E/10I)**

1. Review the Early Learning information in the Quality Schools section of the DESE website, [www.dese.mo.gov](http://www.dese.mo.gov), specifically focusing on the following programs/grants: Early Childhood, Pre-School Education, Parents as Teachers

- (PAT), Early Childhood Special Education (ECSE), Early Childhood Care Development Grant, Missouri Preschool Project. **(2I)** (W.5.1, W.5.2, W.5.3, W.5.4)
2. On the DESE website, identify the DESE approved Early Childhood Program curricula, then in a web search review the strengths of each of the approved curricula. **(1I)** (W.5.1, W.5.2, W.5.3, W.5.4)
  3. Read the four PDF documents above related to early childhood programming in Missouri public schools. **(1I)** (W.5.2, W.5.3, W.5.4)
  4. **Interview the district Director for Early Childhood Education** and observe services at your district early childhood and/or ECSE facility. In your interview, obtain demographic information including enrollment numbers and faculty/staff numbers, as well as information about student transition procedures from First Steps to ECSE, the program curriculum, district involvement with Parents as Teachers, existing partnerships and district goals/ expectations for serving preschool age students. Summarize your interview/observation findings in a 2-3 page double-spaced paper due Week 7. **(3.5E/1I)** (W.5.1, W.5.2, W.5.3, W.5.4)
  5. Read selected journal article focused on early childhood education and complete **Review-Reflection-Reaction assignment** due Week 6. **(2I)** (W.5.2, W.5.3, W.5.4)
  6. **Journal Post:** Based on your interview and program observation, what are 5-7 things your district is doing well in the area of early childhood education? How could the existing program be enhanced? **(1I)** (W.5.3)
  7. **Discussion Post/Response:** Identify and briefly describe each of the DESE approved Early Childhood Program curricula, then share the curricula used by your district and the strengths of the selected program. Also, share other interesting information from your early childhood director interview and program observation. Respond to the posts of two classmates. **(2E/1I)**
  8. Continue work on the Week 8 **Major Report**. **(2I)**

## Week 6:

### **Week 6 Learner Outcomes/Objectives:**

Upon completion of Week 6 assignments, each participant will:

- W6.1: List and describe the six major components of IDEA (2004) -Special Education. (C2,3)
- W6.2: Explain the special education eligibility consideration process. (C3)
- W6.3: Describe the IDEA requirements for Response to Intervention (RTI) and how the required intervention impacts the student referral process. (C2,6,7)

- W6.4: Describe how the implementation of MTSS provides a structure for evidence-based instruction, intervention and supports. (C2,6,7)
- W6.5: Compare and contrast the teaching responsibilities of the special education and general education teacher. (C6)

### **Week 6 Introduction:**

Week 6 will provide the aspiring curriculum and instruction leader an overview of special education starting with the Individuals with Disabilities Education Act IDEA (2004). Through a review of the Special Education Profile, students will realize most students in Missouri, who receive special education services are served in the general education classroom for the majority of the school day. Serving students in the Least Restrictive Environment (LRE) emphasizes the need for all general education teachers to be educated in the content covered this week. Students will become familiar with the major components (guarantees) of special education, the process of considering students for service and the requirements of IDEA 2004 to employ intervention and the use of evidence-based practices prior to considering special education services. Within the intervention discussion, students will review specifically Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS).

### **Week 6 Lecture Materials:**

- [www.dese.mo.gov](http://www.dese.mo.gov)- Special Education, effective programs and compliance
- Six Core Principles of IDEA video- <https://www.youtube.com/watch?v=P--lJkVYItQ>
- Response to Intervention for Instructing All Students video- <https://www.youtube.com/watch?v=nkK1bT8ls0M>
- MTSS: What You Need To Know article- <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/mtss-what-you-need-to-know>
- DESE Missouri Special Education Profile, November 2019 PDF

### **Week 6 Supplemental Resources:**

- What is Special Education? article- <https://www.masters-in-special-education.com/what-is-special-education-2/>
- Special Education in the Least Restrictive Environment/Inclusion? article- <https://www.masters-in-special-education.com/special-education-in-the-least-restrictive-environment-inclusion/>
- Individuals with Disabilities Act article- <https://www.masters-in-special-education.com/individuals-with-disabilities-education-act/>
- National Center on Response to Intervention - <http://www.rti4success.org/>
- U.S. Department of Education- <http://www.ed.gov/index.jhtml>

### **Week 6 Lesson Activities: (5E/13I)**

1. Thoroughly review information in the Special Education department section of the DESE website, [www.dese.mo.gov](http://www.dese.mo.gov) (4I) (W.6.1, W.6.2, W.6.3, W.6.4, W.6.5)
2. Read/view materials listed in Lecture Materials. It is also recommended that you become familiar with the items listed in Supplemental Resources. (2I) (W.6.1, W.6.2, W.6.3, W.6.4, W.6.5)
3. **Special Services Director/Special Education Director Interview.** Based on your professional experience and understanding of IDEA, together with knowledge gained from this week's materials and resources, develop a list of 8-12 interview questions focused on district level special education goals, service delivery, Multi-tiered Systems of Support (MTSS) and Response to Intervention (RtI). Then, schedule a phone or in-person interview with the Special Services Director/Special Education Director using your interview questions to guide the interview. Once complete, synthesize information gained through the interview and course content in a 2-3 page double-spaced paper summarizing district goals and services and your recommendation for next steps to enhance services for district students. Use the Writing Rubric included in this syllabus to guide your work. (3E/1I) (W.6.1, W.6.2, W.6.3, W.6.4, W.6.5)
4. **Journal Post:** Based on your interview and this week's content information, what are 3-5 strengths of your district special education program? (1I) (W.6.1, W.6.2, W.6.3)
5. **Discussion Post/Response:** In a time when students need more support than ever and those served by special education continues to increase, how can we best equip general education teachers to meet the growing needs of students in their classrooms? What specific success and challenge has your district/building experienced? Respond to the posts of two classmates. (2E/1I) (W.6.4, W.6.5)
6. Continue work on the Week 8 **Major Report.** (4I)

### Week 7:

#### **Week 7 Learner Outcomes/Objectives:**

Upon completion of Week 7 assignments, each participant will:

- W5.1: Explain the purpose and importance of Title 1 educational services. (C2)
- W5.2: Describe specific Title 1 eligibility criteria and services. (C3,5)
- W5.3: Explain the purpose and importance of Perkins funding project. (C2)
- W5.4: Describe specific Perkins funding project components. (C3,5)

## Week 7 Introduction:

Two federal programs are the focus of Week 7, Title 1 and Perkins Act. Title 1 has a goal of improving the academic achievement of disadvantaged children, starting as young as the preschool years. While the Perkins Act (formerly known as the Carl D. Perkins Career and Technical Education Act) receives about \$22 million in Missouri to support career and technical education programs across the state. Students will become familiar with the eligibility and compliance criteria of both programs. Lesson activities this week require students to obtain and compare program and service information from area schools.

## Week 7 Lecture Materials:

- DESE Quality Schools/ESSA/ Title 1 materials: <https://dese.mo.gov/quality-schools/federal-programs/federal-legislation-guidance>
- DESE Title 1 Myths Presentation (26 minutes): <https://desemo.adobeconnect.com/a754202577/pbnch3h08bq1/?launcher=false&fcsContent=true&pbMode=normal&proto=true>
- DESE College and Career Readiness/ Perkins Materials: <https://dese.mo.gov/college-career-readiness/career-education/perkins-act>
- [Carl D. Perkins Career and Technical Education Improvement Act of 2006](#)
- [Q&A Regarding the Implementation of the Carl D. Perkins Career and Technical Education Act of 2006](#)

## Week 7 Supplemental Resources:

- <http://www.dese.mo.gov/divimprove/fedprog/>
- <http://www.ed.gov/index.jhtml>
- 

## Week 7 Lesson Activities: (6E /10I)

1. Review/View all items listed in Lecture Materials. **(3I)** (W.7.1, W.7.2, W.7.3, W.7.4)
2. **Title 1 Funding Comparison** Identify **TWO** local school districts that receive Title 1 funding. Contact the appropriate person in each district (by phone, email or in person) responsible for federal program compliance to obtain information related to the specific usage of Title 1 funds in the district and state/federal reporting procedures. You may use your employment district as one of the two districts needed for this comparison. Prepare a detailed summary of the two district's usage and reporting procedures for Title 1 funds. This comparison assignment can be organized in narrative or graphic style and submitted to the course. **(2E/1I)** (W.7.1, W.7.2)
3. **Perkins Funding** Identify **TWO** local school districts that receive Perkins funding. Contact the appropriate person in each district (by phone, email or in person) responsible for federal program compliance to obtain information related to the specific usage of Perkins funds in the district and state/federal reporting

procedures. You may use your employment district as one of the two districts needed for this comparison. Prepare a detailed summary of the two district's usage and reporting procedures for Perkins funds. This comparison assignment can be organized in narrative or graphic style and submitted to the course.

**(2E/1I)**

(W.7.3, W.7.4)

4. **Journal Post:** What Title 1 programming is especially effective in your district? What data did you use to determine effectiveness? What other programming options would you consider an effective use of Title 1 funds? **(1I)** (W.7.1, W.7.2)  
**Discussion Post/Response:** Based on information gained from reviewing information about the Perkins Act, discuss the importance of forming community/business partnerships and offer 2-3 ways to enhance your district's current partnership plan. Respond to the post of two classmates. **(2E/1I)** (W.7.3, W.7.4)
5. Continue work on the Week 8 **Major Report. (4I)**

## Week 8:

### **Week 8 Learner Outcomes/Objectives:**

Upon completion of Week 8 assignments, each participant will:

- W8.1: Describe specific program requirements for the following federal and state programs: Technology Grants, School Governance and Transportation, Safe Schools, Food Services, Vocational and Title VII-B Homeless. (C3,4)
- W8.2: Explain the purpose of selected state and federal programs. (C2)
- W8.3: Analyze and assess differentiated and supplemental program offerings, benefits and potential outcomes to effectively maximize student learning opportunities. (C6)
- W8.4: Assess cost effectiveness and liabilities in utilization of differentiated and supplemental programs. (C3)
- W8.5: Describe how state and federal differentiated and supplemental programs differ and complement each other. (C2,3,4,5,6,7)

### **Week 8 Introduction:**

Week 8 guides students to further research differentiated and supplemental program resources available on the DESE website. The website research this week focuses on Food and Nutrition, Safe Schools Act, School Transportation, Homeless Youth and Children, Vocational Rehabilitation and Technology Grants. The culminating goal of Week 8 research and activities is to understand supportive programs to ensure the health and safety of students in the learning environment as well as supporting specific post-secondary vocational and technical skill development.

## Week 8 Lecture Materials:

- [www.dese.mo.gov](http://www.dese.mo.gov)

On the **DESE website**, use the guidance below to locate and access key information related to this week's topics of: Food and Nutrition, Safe Schools Act, School Transportation, Homeless Youth and Children, Vocational Rehabilitation and Technology Grants.

### 1. Financial and Administrative Services

#### **Food and Nutrition**

Trainings

Civil Rights Letter to LEAs

Civil Rights presentation

### 2. Governmental Affairs

#### **Safe Schools Act**

Discipline

False

Bomb Threat

Medication, Possession and Self-Administration

School uniforms

Trespass, School Bus

### 3. School Transportation

FAQ

### 4. Quality Schools

Federal Programs

ESSA

#### **Homeless Children and Youth**

McKinney Vento definition of homeless

### 5. Adult Learning and Rehabilitation Services

#### **Vocational Rehabilitation**

FAQ

### 6. Technology Grants

PLTW

GTT

## Week 8 Supplemental Resources:

<http://www.ed.gov/index.jhtml>

## Week 8 Lesson Activities: (2E/7I)

1. Complete the DESE website review focused on the selected programs listed in Lecture Materials. **(3I)** (W.8.1, W.8.2, W.8.3, W.8.4, W.8.5)

2. **Journal Post:** After reviewing each of the federal and state programs included in the lecture materials for Week 8 on the DESE website, share 1-3 items of interest learned

about each program and how each of these items could be used to enhance your current educational environment. **(1I)** (W.8.1, W.8.2, W.8.3, W.8.5)

**3. Discussion Post/Response:** Each week of this course, you have been asked to obtain information through navigating the DESE website. In doing so, you have become very familiar with the information available on the DESE site and likely more resourceful in obtaining current educational information. In preparation for your Week 8 post, conduct an exploratory search of the DESE website to identify 3-5 specific links that that could be used to strengthen curriculum, enhance instruction and/or improve student achievement. Share each of the 3-5 links with a brief description of the importance of the content. Respond to two classmates who have identified links that you find interesting and useful in your current educational role. **(2E/1I)** (W.8.1, W.8.2, W.8.3, W.8.5) **Minimum word requirements for post and response are waived this week.**

**4. Submit completed Major Report (1I)**

The written report may include but should not be limited to:

- (1) Origin and specific need(s) the program is designed to address;
- (2) Summary description of the program;
- (3) Target population and participation rates;
- (4) Eligibility for participation;
- (5) Funding and financial components;
- (6) Specific program requirements; and
- (7) Special considerations

**5. Completion of the course/instructor evaluation. (1I)**

# Appendix A

## EDU 690 Differentiated and Supplemental Program Listing

### Priority Topics for Major Report

#### Title 1

#### Missouri Adult Education and Literacy

A+

GED

21<sup>st</sup> Century Grants and Programs

#### Early Childhood Education

Preschool Education

Early Childhood Care Development Grant

Missouri Preschool Project

Parents as Teachers

Early Childhood Special Education

Educational Surrogate Program

English as Second Language

Food Services/National School Lunch Program

Gifted Education

Homeless Children and Youth

Migrant

Missouri Option

School Governance and Transportation

Safe Schools Act

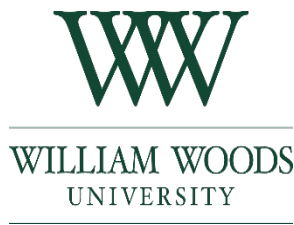
Vocational Rehabilitation

Vocational Education

Technology Grants

Individuals with Disabilities Education Act

First Steps



### **Article Review-Reflect-React Expectation**

Students and/or cohort groups will be required to read, review and present on professional articles throughout the course of the program. Students will self-select professional articles related to assigned topic. The objective will be to read and understand the information in the article and then to condense it into a brief and easy to understand written summary.

As an instructional leader, it is a common practice to take large amounts of information and reformat it to handouts, brochures or power point presentations for the faculty, board of education or parent and/or community groups. Article Review assignments are to be presented in the same manner.

INCLUDE ALL OF THE FOLLOWING IN THE ARTICLE REVIEW:

- Clearly cite all relevant information in APA format.
- State why you selected this particular article.
- What are the main points of the article?
- What Missouri Leaders Standard(s) does the article relate to?
- How does the information in the article relate to education today?
- How does the information in the article relate to what has been learned in class?
- Pros/Cons (What did you agree with...disagree with?)
- Reflect on what you learned from the article that you will utilize in the future.

## REVIEW-REFLECTION-REACTION RUBRIC

	Exemplary Performance	Proficient Performance	Developing Performance
<b>Relevance of Topic</b>	Topic selected demonstrates high relevance to subject matter. 15	Topic selected demonstrates limited relevance to subject matter. 12	Topic selected demonstrates incomplete relevance to subject matter. 8
<b>Analysis/ Application</b>	Review demonstrates high degree of comprehension and reflection. 15	Review demonstrates limited of comprehension and reflection. 12	Review demonstrates incomplete of comprehension and reflection. 8
<b>Citation</b>	Accurately cited in the desired APA Format. 5	Limited citation in the desired APA Format. 4	Incomplete citation in the desired APA Format. 2
<b>Summary</b>	Summary demonstrates high degree of comprehension regarding outside content. 15	Summary demonstrates limited regarding outside content. 12	Summary demonstrates incomplete of comprehension regarding outside content. 8

## MAJOR REPORT ASSIGNMENT RUBRIC

	Exemplary Performance	Proficient Performance	Developing Performance
<b>Fulfills Syllabus Requirements</b>	<p>Fulfills ALL syllabus requirements:</p> <p>(1) Origin and specific need(s) the program is designed to address;</p> <p>(2) Summary description of the program;</p> <p>(3) Target population and participation rates;</p> <p>(4) Eligibility for participation;</p> <p>(5) Funding and financial components;</p> <p>(6) Specific program requirements; and</p> <p>(7) Special considerations</p> <p>100</p>	<p>Fulfills MANY syllabus requirements:</p> <p>(1) Origin and specific need(s) the program is designed to address;</p> <p>(2) Summary description of the program;</p> <p>(3) Target population and participation rates;</p> <p>(4) Eligibility for participation;</p> <p>(5) Funding and financial components;</p> <p>(6) Specific program requirements; and</p> <p>(7) Special considerations</p> <p>80</p>	<p>Fulfills SOME syllabus requirements:</p> <p>(1) Origin and specific need(s) the program is designed to address;</p> <p>(2) Summary description of the program;</p> <p>(3) Target population and participation rates;</p> <p>(4) Eligibility for participation;</p> <p>(5) Funding and financial components;</p> <p>(6) Specific program requirements; and</p> <p>(7) Special considerations</p> <p>70</p>
<b>Critical Thinking and Depth Analysis</b>	<p>Displays strength in both critical thinking and depth of analysis.</p> <p>40</p>	<p>Displays strength in either/or but not both critical thinking and depth of analysis.</p> <p>32</p>	<p>Analysis is present but does not display strength in thinking or analysis.</p> <p>28</p>
<b>Clarity/ Organization of Writing</b>	<p>Paper has clear identifiable introduction, body of discussion and analysis, key findings/conclusions and closing. Writing is clear, descriptive and succinct.</p> <p>40</p>	<p>Paper is organized but most elements are clearly identifiable. Writing is descriptive but not clear.</p> <p>32</p>	<p>Paper has some organization but is lacking key elements of both organization and content. Writing is unclear and overly wordy.</p> <p>28</p>
<b>Mechanics</b>	<p>Errors consist of no more than five in grammar, capitalization, spelling, and punctuation.</p> <p>20</p>	<p>Errors consist of no more than 6-10 in grammar, capitalization, spelling, and punctuation.</p> <p>16</p>	<p>There are numerous errors in grammar, capitalization, spelling, and punctuation.</p> <p>14</p>



---

WILLIAM WOODS  
UNIVERSITY

---

---

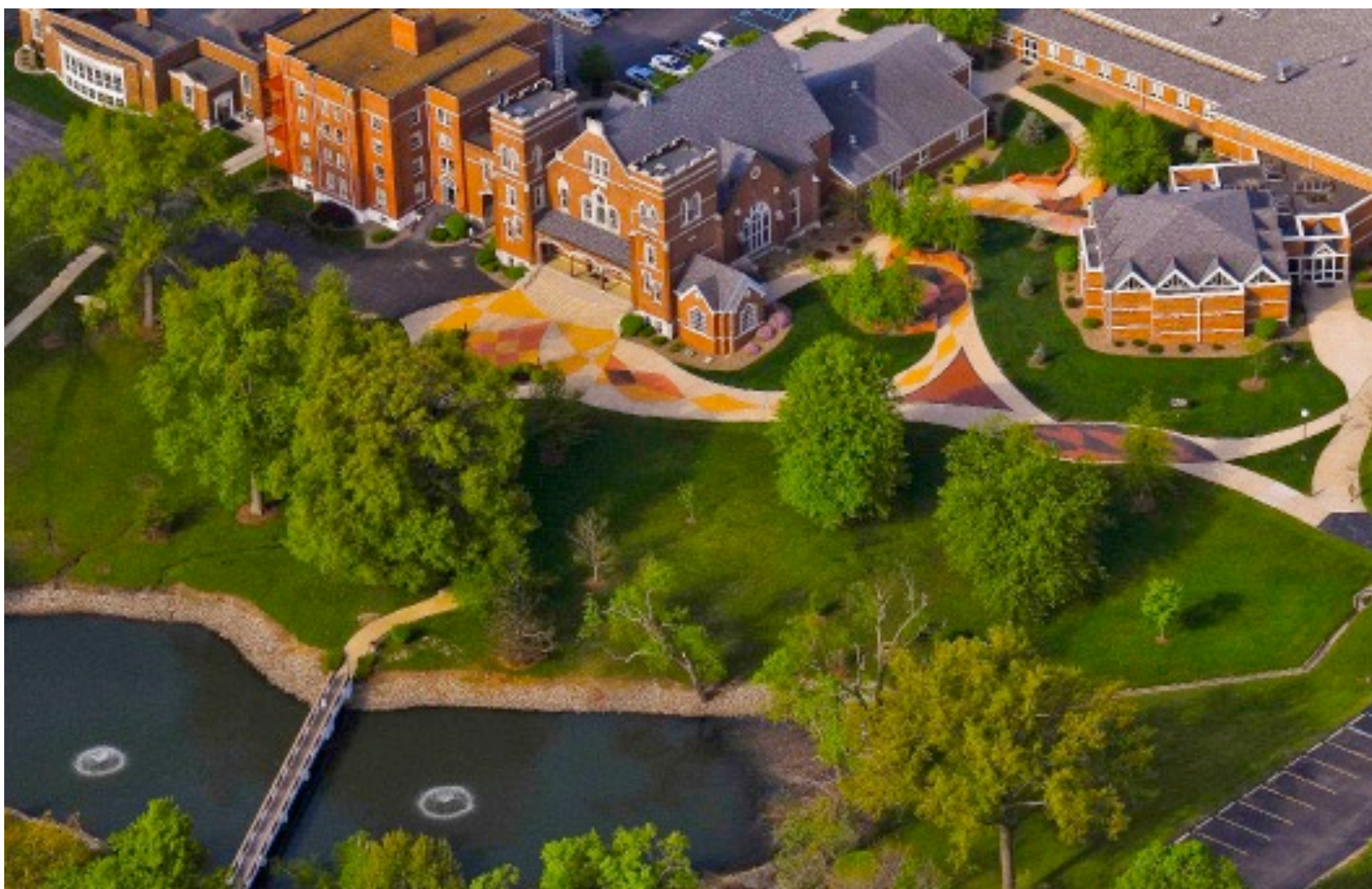
## MISSION STATEMENT

*William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.*

William Woods University | One University Avenue | Fulton, MO 65251

1.800.995.3159 | [WilliamWoods.edu](http://WilliamWoods.edu)

# EDU 655 Instruction and Assessment Development



WILLIAM WOODS UNIVERSITY  
Online Course Syllabus



---

WILLIAM WOODS  
UNIVERSITY

---

**A NOTE TO LEARNERS AND FACULTY FACILITATORS**

The syllabus for this course has been developed to provide a consistency of learning outcomes for all students in the program. The faculty facilitator has the right to modify, but not alter substantially, the syllabus in order to better meet the needs of the class and/or to better utilize the particular expertise of the facilitator. Any decision to modify the syllabus is to be mutually agreed upon by the learners and the facilitator. Any substantial alteration of the syllabus must receive prior approval of the Program Director.

Syllabus revision completed January 2022

# Contact Information

## **Instructor information:**

Click “classlist” on the ribbon to identify your instructor. You can easily contact them from this screen as well. Many instructors will send an electronic welcome letter as well, often posting it as an announcement. Review your notification settings by clicking on your name in the upper right-hand side of the course page to confirm the best way to receive class updates.

## **Special Instructions:**

The instructor will respond to any electronic communication within 24 hours on weekdays and 48 hours on the weekend.

## **Technical Support/Helpdesk:**

**24/7 live** support information contact the Help Desk at: [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu), 573-592-4224 or 800-995-3159 then option 4 for IT.

## **How to Get Started:**

Review the material in the “Course Information” section of this page. There, you will find the syllabus which will outline the organization of the class, a description of major assignments, and a schedule of assignments.

In the “Resources” section beneath, you’ll find a link labeled “Textbook,” which includes information on how to purchase the textbook(s). You might also find other helpful information, including information on how to contact your instructor, rubrics used in the course, and other documents specific to this course, like those explaining software requirements or other unique features of this course.

If this is your first class in Brightspace, you might want to review your profile and notifications. Click on your name in the upper right-hand corner of the page and choose profile. This will allow you to add a picture and some information about yourself.

Maybe more significant, select notifications and scroll down to choose how you'd like you hear about activity in the class. If you don't choose a way to be notified, you won't get announcements or updates when your work is graded and commented on. These updates can go to your WWU email or your phone, immediately on a scheduled basis. Please review the options and choose the one that's right for you.

There also is a Brightspace Pulse app that you can use.

# Learner Support

## **Academic Success Center**

The University has developed the Academic Success Center to help students succeed in their classes. While the Center has a physical address on the main campus of William Woods University in Fulton, MO, many of the same resources can also be accessed by students taking WWU classes online. These include schedule adjustment, advice and help communicating with instructors, and tutoring opportunities. To arrange a way to access these services, contact Academic Support Center Coordinator, at 573-592-1145 or [academicsupport@williamwoods.edu](mailto:academicsupport@williamwoods.edu).

## **Student Disability Services**

William Woods University is committed to granting reasonable accommodations to its rules, policies, or services to afford students with disabilities equal access to an education. Students must self-identify the disability or disabilities to request academic or nonacademic accommodations. Students can submit a request for accommodations by emailing [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The Director of Student Disability Services will then review the request for reasonable academic and nonacademic accommodations to assure that there will be no discrimination based on disability. The process may take up to 30 days from receipt of third-party documentation to substantiate the disability or disabilities.

## **Hoonuit**

All students at WWU have access to Hoonuit, a curated collection of online resources for student success. The site includes resources exploring broad academic subject areas and specific and targeted tutorials designed to help you practice academic skills. It also includes resources on navigating Brightspace, the platform William Woods uses to host its online classes.

Hoonuit can be accessed through Brightspace. If you're on your landing page (when you first login, or return there by clicking on the WWU logo in the top left), you'll see Hoonuit in the right hand column. To login, use your email username and password. If you have any questions or concerns, you can contact the UIT helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

## **SmartThinking**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, “Drop-in tutoring” and “Offline questions.” Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [advising@williamwoods.edu](mailto:advising@williamwoods.edu).

## Textbook & Purchasing Your Books

### **Required Textbook:**

Marzano, R. J. (2012). Formative assessment & standards-based grading. Bloomington, IN: Marzano Research Laboratory.

Hattie, J. (2012). Visible Learning for Teachers. London: Routledge.

Wiggins, G. & McTighe, J. (2011). The understanding by design guide to creating high- quality units. Alexandria, VA: Association of Supervision and Curriculum Development.

### **Where to Buy Textbook:**

- [William Woods University Virtual Bookstore](#)

## Course/Degree Requirements 3 Credit Hours

### **Course Description:**

This course presents a dual focus on the philosophical and practical aspects of curriculum construction. Students will develop instruction that delivers understanding of content through varied processes in several context and conceptual frameworks. Understanding of course content is developed through a variety of readings, presentations, projects, and class discussion. Key topics include developing curriculum aligned to Missouri's Show-Me Standards, the historical bases for traditional subject-area curricula, alternative curriculum standards, philosophical bases of curriculum development, social and cultural issues, and future trends.

## **Education Specialist Program Objectives:**

- P1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.
- P2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
- P3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
- P4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
- P5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
- P6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

## **Course Objectives:**

- C1:** Understand strategies and methods for key trends in curriculum changes. [P1, P2, P4, P5]
- C2:** Understand and identify the changes in curriculum development as a result of the 21st Century learner. [P1, P2, P4, P5]
- C3:** Have a clear knowledge of his or her personal values regarding the goals and focus of education. [P1, P2, P3, P4, P5]
- C4:** Understand the interrelationship of curriculum, instruction, and assessment. [P1, P2, P3, P4, P5, P6]
- C5:** Demonstrate techniques to facilitate collaborative groups in open dialogue and consensus building. [P3, P6]
- C6:** Know a variety of forms of reflective inquiry and use these forms to make wise curriculum decisions. [P2]

**C7:** Understand the role of school culture in curriculum development and change. [P1, P2, P4, P5]

**C8:** Recognize the roles of federal, state and local governments in curriculum development, which impact curriculum design and instructional control. [P1, P2, P5]

**C9:** Utilize appropriate strategies for curriculum development and evaluation. [P1, P2, P4, P5]

**C10:** Understand political implications of curriculum reform and identify strategies for communication and conflict resolution. [P1, P2, P5]

**Website Address of the Online Learning Platform:**

<http://williamwoods.brightspace.com>

**Minimum System Requirement:**

1. Reliable Internet connection. Recommendation: Cable or DSL.
2. Software: MS Office, [Internet Browser](#), [Media Player](#), [Adobe Acrobat Reader](#).
3. If you use OpenOffice or Word Perfect products for your paper, please save your document in Rich Text Format: (File "Save As" Choose "Rich Text Format" as the file type).
4. Digital Camera with capabilities for documenting work. Some smart phones do have these capabilities.
5. Laptop or desktop computer is required. A smartphone and most tablets do not have adequate operating systems required for an online course.

**Expectations of Student Technology Skills:**

Success in this class requires that students possess the following technical skills:

1. Using the Learning Management system.
2. Creating and submitting files in commonly used word processing programs. This includes exporting google docs and pages files as word files before submitting.

Tutorials are available for students who feel they might lack these skills, though looking for a tutorial on YouTube will often provide as much training as is needed.

*Success might also require students to employ the following digital literacy skills: to be identified on a course by course basis, as needed*

# Class Time Expectations

All 3 credit hour courses are in eight-week format. Total student engagement hours (37.5) are required for a 3 credit hour course. Student independent hours (75) are required for 3 credit hour course, total 112.5 hours. Individual time spent on each course is likely to exceed the time expectation specified above.

## Assignment Overview

<b><u>Individual Assignments</u></b>	<b><u>Points</u></b>
Discussion Board Forums 16 @ 30pts	480
Summary from Readings Assignment 2@25	50
Project Based Learning Assignment (VIA submission)	100
Summative Assessment - Unit of Instruction (VIA submission)	300
<b>Total</b>	<b>930</b>

### **Discussion Board Forums (16 at 30 points each)**

We will engage in weekly discussions throughout the course. Most weeks have two class discussions – and the specific expectations are outlined each week. However, there are some weeks with 3 discussions and some weeks with 1.

### **Summary from Readings (2 at 25 points each)**

You will individually complete weekly summaries of the text for TWO of the weeks this term (weeks 2 and 3). These summaries should be approximately 250 words and synthesize your learning from the various texts.

### **Project Based Learning Assignment (VIA – 100 points)**

During week five, you will develop a Project Based Learning (PBL) experience for your grade/subject area. Using the content in the course this far, select a content-specific Missouri Learning Standard that you teach and create one (1) unique project-based learning experience (defined grade level and/or skill) to be included in the course Summative Assessment/ Unit of Instruction. Be sure to include the formative assessment model(s) that will be used within this project.

### **Summative Assessment – Full Unit of Assessment (VIA – 300 points)**

We will begin the development of the Unit of Assessment in week 7, and it will be due week 8. Building on components of effective instruction and assessment as discussed

throughout the course, overhaul an upcoming unit you teach using standards-based unit of instruction. Be sure to incorporate standards-based instruction, project-based learning experiences, and a minimum of two (2) formative assessment designs (as demonstrated in Hattie (2012) and Marzano (2010) specifically addressing diverse student need and provide opportunity for differentiation.

## Grading Scale

90% - 100% A

80% - 89% B

70% - 79% C

69% - below F

All work is to be done individually

### **Missing or Late assignment:**

Discussion Boards all require at least two peer interactions. Your initial post is due by Thursday at 11:59 pm each week, and your peer interactions are due by Sunday at 11:59 pm.

All other assignments are due each week by Sunday night at 11:59 pm (unless otherwise directed).

### **Class Conduct and Participation Expectations:**

Students are expected to engage in the course at least every other day throughout the week. All discussion boards require an initial post by Thursday at 11:59 pm, and there are often experiences that will require you to have completed a task in your classroom before you can engage in the initial post.

To facilitate a robust discussion board experience, try to engage with your peer interactions as early in the week after your initial posting as possible.

## ADA Guidelines

Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or [ada@williamwoods.edu](mailto:ada@williamwoods.edu). The office is on the first floor of the Academic Building.

# Academic Integrity Policy

## Plagiarism and Academic Integrity Policy—

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Students are expected to adhere to the highest standards of honesty in their behavior. The WWU online learning platform has integrated with Turnitin.com services. The majority of assignments will be routed to the Turnitin.com system to verify sources. Both instructor and students will be able to see the result. The following are examples of dishonest behavior and violations of the principle of academic integrity. These are examples and do not exhaust all conduct that could constitute violations of this academic integrity policy. Students are expected to refrain from:

1. Engaging in any academic work that is the product of joint effort, either inside or outside the classroom, not authorized by the instructor.
2. Plagiarism of any sort. You commit plagiarism by taking someone else's ideas, works, or other types of work product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement.
3. Cheating on an examination. You must not receive or provide any unauthorized assistance during an examination. During an examination you may use only materials authorized by the instructor.
4. Fabricate or falsify data or records. It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports, or other circumstances; fabricate source material in a bibliography or "work cited" list; or provide false information on a resume or other document in connection with academic efforts.
5. Attempting to gain an unfair advantage concerning academic work, including but not limited to:
  - a. unauthorized removal or defacing of material from a university room or service area.
  - b. unauthorized use of equipment and or technology, i.e., advanced calculators, computers, etc.
6. Engaging in other forms of deceit or dishonesty. For example, do not submit the same work for more than one course without explicitly obtaining permission from all instructors. Do not request any academic benefit, including an extension of time, a better grade, or a recommendation, from an instructor when the request is based on false information or deception. Do not engage in any other form of

academic misconduct not covered here. If you are ever in doubt, ask the instructor for guidance.

## Policies

### **How End of Course Survey Will Be Directed:**

William Woods University values your feedback regarding this course and online learning. To ensure continual improvement of online courses, materials, and instruction, the Course Evaluation is a required activity. Your course evaluation responses **are anonymous**, and will not be viewed by the instructor until the term is completed. Any question relates to how the end of course survey is conducted; please contact the office of distance education at [Online@WilliamWoods.edu](mailto:Online@WilliamWoods.edu).

### **Changes in Syllabus:**

This syllabus may be revised at the discretion of the instructor without prior notification or consent of the students. The syllabus presents an approximate expectation of course progress. Any changes will be announced in class.

### **Student Assignments Retained:**

From time to time, student assignments or projects will be retained by the instructor/university for the purpose of academic learning or assessment. In every case, should the assignment or project be shared, the student's name and all identifying information about that student will be removed from the assignment or project.

### **Student Data Privacy Protections:**

**For information on Academic Policies and Procedures please refer to the [Academic Catalog](#).**

## Detailed Weekly Activities & Assignments

### Week 1:

#### **Week 1 Introductions:**

This week we are going to familiarize ourselves with the course, the assignments, and most importantly – each other! Make sure you have secured your textbooks as we will use them each week beginning this week. We have three discussions this week, including our personal introductions, and two focused on the content from this first week.

## **Week 1 Objectives:**

Upon completion of this section, each student will:

- W1.1:** Develop a professional online presence appropriate for sharing and publication. (C4)
- W1.2:** Engage in professional networking process to establish an effective online working relationship. (C3)
- W1.3:** Reflect on professional strengths and growth areas specifically for the content to be addressed in this course content. (C3; C4)
- W1.4:** Identify terms, concepts, and instructional strategies introduced within the reading assignment and apply to the classroom setting. (C1; C2; C4)

## **Week 1 Learning Resources:**

Textbook Readings: Hattie, Chapters 1 -3 (pp. 1 – 38)  
Wiggins/McTighe, Module A (pp. 1 – 12)

## **Week 1 Lesson Activities**

1. DISCUSSION BOARD 1.1 – Share three primary areas of interest (either personal or professional) that would describe ‘who you are’ with your classmates. Make sure to identify your perceived strengths and areas for growth in the area of curriculum design, development, and implementation. Identify your perceived strengths and areas for growth in the area of standards-based assessment. Provide a brief background of who you are and what your interest/goals are for this course and your interaction with your colleagues. Make sure to also interact with at least two of your peers. (1E/4I) (W1.1, W1.2, W1.3)
2. Read, reflect on, and be prepared to discuss the required readings for Week 1(2I) (W1.4)
3. DISCUSSION BOARD 1.2 – Create your own definition (from the readings and your research) of the three elements: multi-disciplinary, inter-disciplinary, and trans-disciplinary approaches. Post your definitions by Thursday at 11:59 pm. Respond and react to the similarities and differences between what your peers indicate and your definitions. (Peer interactions are due by Sunday at 11:59 pm Week 1) (1E/3I) (W1.4) 30 points
4. DISCUSSION BOARD 1.3 – Describe the conversations/areas of debate you typically hear in staff meetings, professional development, and/or the teachers’

lounge. If they are not about the impact of our teaching, describe what would be required in your school to shift those debates/discussions to the impact of teaching on students. Your initial posting is due by Thursday at 11:59 pm. Design your response in summary form with specific examples provided to demonstrate practical use in the classroom setting. (Peer interactions are due by Sunday at 11:59 pm Week 1) (1E/2I) (W1.4) 30 points

## Week 2:

### **Week 2 Introductions:**

This week we are going to dive into the research and theory about Backwards Design, preparing to develop lessons, Standards-Based Grading, and Formative Assessments. While these are all topics you may have some familiarity with, we are going to explore and apply to the work we are doing in our classrooms and schools right now.

### **Week 2 Objectives:**

Upon completion of this section, each student will:

- W2.1:** Develop a proposition (for or against) regarding standards-based grading practices. **(C1)**
- W2.2:** Identify the foundational theories underlying grading process. **(C5)**
- W2.3:** Locate and examine the basic constructs supporting the Backwards Design Template. **(C2; C7)**
- W2.4:** Locate, evaluate, and interpret grading practices, both traditional and standards based. **(C1; C5; C8)**
- W2.5:** Evaluate and interpret formative assessment structures and the use of such within instructional practice. **(C6)**

### **Week 2 Learning Resources:**

Textbook Readings: Hattie, Chapter 4 (pp. 39 – 76)  
Marzano, Chapter 1 (pp. 3 – 20)  
Wiggins/McTighe, Module B (pp. 13 – 32)

### **Week 2 Lesson Activities**

1. DISCUSSION BOARD 2.1 - **Before you begin the required readings**, develop an argument for (or against) standards-based instruction and assessment. (Post to the Discussion Forum 2.1 by Friday, 11:59 pm, Week 2. (2.5I)

2. Read, reflect on, and be prepared to discuss the required readings for Week 2 (3I) (W2.2, W2.3, W2.4, W2.5)
3. DISCUSSION BOARD 2.2 - **After completing the required readings**, identify THREE students you are currently teaching or have recently taught who do not seem to be “getting it” in the subject you teach or have taught. Developing a profile of their processes – their self-efficacy, self-handicapping, self-motivation, self-goals, self-dependence, self-discounting and distortion, self-perfectionism, and social comparison. (If you are currently an administrator, discuss this with one of your teachers in that subject area.) Choose ONE of the students for which any of these processes are not optimal, and devise an intervention plan based on our learning. Post to the Discussion Forum 2.2 by Thursday 11:59 pm. Complete your peer interactions building on their claims by Sunday at 11:59 pm Week 2. (2.5E/3I)
4. Look at your instructional calendar for the current classes you are teaching, and identify one subject/prep that you will be administering an exam in before Week 6 of this class. You will be using the feedback and result from that exam in Week 6 of this course, so make sure to retain thorough records of quantitative and qualitative feedback.
5. From the required readings, identify and summarize the general purposes for assessment. Submit your assignment as Assignment 2.1. Submit by Sunday at 11:59 pm. (2.5I) (W2.4) 25 points.

## Week 3:

### **Week 3 Introductions:**

This week, we are going to continue digging into our resources and begin the process of engaging the learner/starting the lesson, examining a design template for formative assessment, and begin the process of revising or developing a unit based on our new learning.

### **Week 3 Objectives:**

Upon completion of this section, each student will:

**W3.1:** Locate and evaluate sample formative assessment models. **(C6)**

**W3.2:** Identify methods and strategies to increase student engagement in learning processes. **(C3)**

**W3.3:** Demonstrate understanding and application of differentiated instruction. **(C4)**

### **Week 3 Learning Resources:**

Textbook Readings: Hattie, Chapters 5 (pp. 77 – 103)  
Marzano, Chapter 2 (pp. 21 – 38)  
Wiggins/McTighe, Module C (pp. 33 – 41)

### **Week 3 Lesson Activities**

1. Read and review required readings in preparation for class discussion (3I) (W3.2, W3.3)
2. DISCUSSION BOARD 3.1 - Locate a sample formative assessment from the classroom that you currently use or that your faculty currently use (if you are an administrator). Upload this sample formative assessment and included with the formative design, include explanation of what specifically what standard and skill that this assessment design measures. (Submit by Thursday, 11:59 pm, Week 3) Select two of your peer's formative assessment designs and analyze for strengths and potential areas of improvement. Post thoughts and ideas as your peer interaction by Sunday at 11:59 pm. (2E/4I) (W3.1) 30 points
3. From the required readings, identify and summarize the simultaneous general purposes for assessment. Submit your summaries as Assignment 3.1. (Submit by Sunday 11:59 pm, Week 2) (2.5 E) (W2.4) 25 points
4. Locate a unit of instruction (personal classroom, colleagues' classroom, or an online example) for use later in the course. Be certain to have reference location available (i.e. from where did the UoI come / and be prepared to cite that reference via formal APA notation if it is from an online source). (2 I) (W2.2, W2.3, W2.5)

### Week 4:

#### **Week 4 Introductions:**

This week, we are going to read and reflect on the improper uses of the 100-point scale and the ways in which standards-based grading can enhance student learning. Additionally, we are going to look more into the specifics of instruction and the improvement of the flow of the lesson to improve student learning.

## **Week 4 Objectives:**

Upon completion of this section, each student will:

- W4.1:** Select and evaluate a Unit of Instruction (UoI). **(C2)**
- W4.2:** Classify the elements within the UoI and if (or how) these elements apply to an integrated curriculum model. **(C1; C4)**
- W4.3:** Specify areas or methods to improve the UoI creating active and differentiated learning opportunities. **(C3; C4)**
- W4.4:** Classify the assessment methods and evaluate for effectiveness in promoting student learning and mastery. **(C5; C6)**

## **Week 4 Learning Resources:**

Textbook Readings: Hattie, Chapters 6 (pp. 103 – 128)  
Wiggins/McTighe, Module D and E (pp. 42 – 69)

## **Week 4 Lesson Activities**

1. Read and review required readings in preparation for class discussion (21) (W4.2, W4.3, W4.4)
2. DISCUSSION BOARD 4.1 – Select one of the meta-cognitive strategies listed on Hattie p. 117. Search online for additional information and additional examples of how to this strategy. Using what you have learned, use this strategy with at least one of your classes this week. For your discussion board posting, identify the strategy and example and describe how you employed it. Discuss what worked well, and what you will refine before trying it again. Your initial post should be submitted by Thursday at 11:59 pm. For your two peer interactions, discuss your experience with you peers identified strategy and example and provide feedback on changes they could make for next time. Post your summaries and respond to at least two (2) colleagues in designated Discussion Forum 4.1 for Week 4 (Submit by Sunday, 11:59 pm, Week 4) (2E/4I)) (W4.1, W4.2, W4.3, W4.4) 30 points
3. DISCUSSION BOARD 4.2 - Using the Unit of Instruction (UOI) selected in Week 3 and formative assessment(s) from that UOI, critique for areas of strengths and areas of improvement using the prescribed elements and information gained from the current and previous required readings. Summarize the effectiveness level of the UOI by listing three (3) areas of strength and three (3) areas for potential improvement. Your initial post should be submitted by Thursday at 11:59 pm. Post your summaries and respond to at least two (2) colleagues in designated Discussion Forum 4.2 for Week 4 (Submit by Sunday, 11:59 pm, Week 4) (2E/4I) (W4.1, W4.2, W4.3, W4.4) 30 points

- 4 Begin preparing for final project: Identify an upcoming Unit of Instruction you will be teaching (or that will be taught in your building) that needs revision so you can incorporate standards-based instruction, project-based learning experiences, and a minimum of two (2) formative assessment designs that would allow for differentiation (begin work Week 7, due Week 8 to be assessed for peer discussion and critique and instructor evaluation. (2I) (W4.1)

## Week 5:

### **Week 5 Introductions:**

This week we are going to dig deeper into the importance of specific elements of instruction – particularly those which come at the beginning of the lesson and the end of the lesson. While you may have some experience with developing essential questions, we are going to take your understanding up a level by learning how to directly tie those essential questions to assessments and the overall assessment development process.

### **Week 5 Objectives:**

Upon completion of this section, each student will:

**W5.1:** Investigate the purpose and process of curriculum mapping. **(C7)**

**W5.2:** Determine the relationship of curriculum mapping with standards-based grading practices. **(C1; C5; C7)**

**W5.3:** Locate and evaluate an existing curriculum map. **(C7)**

### **Week 5 Learning Resources:**

Textbook Readings: Wiggins/McTighe, Module F and G (pp. 70 – 101)

### **Week 5 Lesson Activities**

1. Read and review required readings in preparation for class discussion (2I) (W5.1, W5.2, W5.4)
2. DISCUSSION BOARD 5.1 From your professional knowledge and readings, define the purpose, content, and components of a well-designed curriculum map as it relates to standards-based instruction and assessment. Your initial post should be submitted by Thursday at 11:59 pm. Interact with at least two of your peers by

expanding on their reasoning. Your peer interactions should be completed by Sunday at 11:59 pm. (2E/3I) (W5.1, W5.2) 30 points

3. Using the information gained from #2 above, locate a curriculum map in your current district and evaluate according to the information learned above. (2I) (W5.3)
4. DISCUSSION BOARD 5.2 Based on your critical analysis of your District's curriculum design, does your selected/uploaded UoI tie directly and appropriately to your curriculum map (in a specific content and/or grade level)? Justify your response. Your initial post should be submitted by Thursday at 11:59 pm. Critically evaluate at least two of your peer responses by Sunday night at 11:59 pm. (2E/3I) (W5.2) 30 points
5. PROJECT BASED LEARNING ASSIGNMENT - Using the content in the course this far, select a content-specific Missouri Learning Standard that you teach and create one (1) unique project-based learning experience (defined grade level and/or skill) to be included in the course Summative Assessment/ Unit of Instruction. Be sure to include the formative assessment model(s) that will be used within this project. Upload via the KDB Assignment 5.1. (3I) (W5.4) 100 points

## Week 6:

### **Week 6 Introductions:**

This week we are going to examine a process for determining levels of understanding by measuring and tracking student progress. We will get the opportunity to practice with learning throughout the week in our own classrooms.

### **Week 6 Objectives:**

Upon completion of this section, each student will:

- W6.1:** Compare and contrast current classroom grading/assessment practices. **(C5)**
- W6.2:** Formulate the basis for current grading practices and contrast that rationale to standards-based grading giving both pro- and con- arguments for each. **(C1; C5; C8)**
- W6.3:** Redesign a traditional grading model into a standards-based grading model.

## **Week 6 Learning Resources:**

Textbook Readings: Hattie, Chapters 5 (pp. 77 – 103)  
Marzano, Chapter 7 (pp. 129 – 154)  
Wiggins/McTighe, Modules G and H (pp. 89 – 119)

## **Week 6 Lesson Activities**

- 1 Read and review required readings in preparation for class discussion (2 I) (W6.1)
- 2 DISCUSSION BOARD 6.1 – After reading the Hattie text for the week, locate your quantitative and qualitative feedback for the exam you identified in Week 2 of this course and have administered since then. Develop an initial posting where you detail what you have learned from interpreting the results. What would you do differently, and what would you re-teach? Based on your recent learning from the Hattie text, did the assessment serve its purpose in providing actionable feedback for both your students and you as the teacher? How will you change the assessment before its next administration? React to a minimum of two (2) of your colleagues' postings. (Postings should be completed by Sunday, 11:59 pm, Week 6). (3E/2I) (W6.1) 30 points
- 3 DISCUSSION BOARD 6.2 - Using Marzano's theories on the 'four approaches to record-keeping, reflect briefly on your current tracking methods and ways in which you (or your district) could potentially improve. (W6.1) Post your responses to a minimum of two (2) of your colleagues. (Postings should be completed by Sunday, 11:59 pm, Week 6). (2E/2.5I) (W6.1) 30 points
- 4 DISCUSSION BOARD 6.3 – Using one of Marzano's conversion tables, (Marzano (2010), pg. 107) take a traditionally scored/measured assignment/activity and adjust to a standard- based assessment design. (W6.2, W6.3) Post your conversion design to this discussion. In your initial post, make sure to explain your process and identify challenges that you experienced. React to a minimum of two (2) of your colleagues' postings identifying areas of strength, areas for potential improvement, or areas that could be adjusted to add depth and breadth to the assessment design. (Postings should be completed by Monday, 11:59 pm, Week 6) (3E/4I) (W6.2, W6.3) 30 points

## Week 7:

### **Week 7 Introductions:**

This week we are going to begin putting it all together – Effective Instructional and Assessment Practices through the critical revision or development of a unit of instruction that you will teach in the near future.

### **Week 7 Objectives:**

Upon completion of this section, each student will:

**W7.1:** Design a standards-based, cross-curricular unit of instruction. **(C2; C3; C4; C6)**

**W7.2:** Develop formative assessments to be included in a Unit of Instruction incorporating active learning models and differentiation for multi-level learners. **(C3; C4; C5; C6)**

### **Week 7 Learning Resources:**

Textbook Readings: Hattie, Chapter 8 (pp. 155 – 165)  
Marzano, Chapters 5 & 6 (pp. 81 – 128)

### **Week 7 Lesson Activities**

1. After reading the Hattie and Marzano texts, use your learning to develop and use a different type formative assessment for one of your classes that you will use this week. You can use a model outlined in one of the texts, or an outside one of your choice. (This should be done and executed before the first Discussion Board deadline.) (2I) (W7.2)

2. DISCUSSION BOARD 7.1 – Describe the implementation of your new formative assessment based on your learning from the texts this week. What did you do differently than you have done before? What worked well? What will you do different next time you use this approach? Your initial post should be done by Thursday at 11:59 pm. Respond to a minimum of two (2) of your colleagues' postings. (Peer responses should be completed by Sunday at 11:59 pm, Week 6). (2.5E/2I) (W7.2) 30 points

3. SUMMATIVE ASSESSMENT part 1 – You will begin working on your course summative assessment this week and it will be shared with your peers and due Week 8. Building on components of effective instruction and assessment as discussed throughout the course, overhaul an upcoming unit you teach using standards-based unit of instruction. Be sure to incorporate standards-based instruction, project-based

learning experiences, and a minimum of two (2) formative assessment designs (as demonstrated in Hattie (2012) and Marzano (2010) specifically addressing diverse student need and provide opportunity for differentiation. (2E/3I) (W7.1, W7.2) 300 points

## Week 8:

### **Week 8 Introductions:**

This week we will summarize of the elements of effective instruction and assessment design. This week we will also finalize our unit of instruction and engage in a discussion where we share our units, get feedback from our peers, and implement that feedback before the final submission.

### **Week 8 Objectives:**

Upon completion of this section, each student will:

**W8.1:** Select and critique samples of standards-based learning designs. **(C1; C2)**

**W8.2:** Identify, illustrate, and analyze formative assessment models. **(C6; C8)**

**W8.3:** Evaluate a Unit of Instruction incorporating all elements of effective instructional design. **(C2; C3; C4; C6)**

### **Week 8 Learning Resources:**

Textbook Readings: Hattie, Chapter 9 (pp. 169 – 194)

### **Week 8 Supplemental Resources:**

Marzano, Review text as needed

Wiggins/McTighe, Review text as needed

### **Week 8 Lesson Activities**

1. DISCUSSION BOARD 8.1 – Share creative, unique models of highly effective standards-based learning and /or assessments for colleagues to view (i.e. videos of creative assessment, models of student-guided assessment, student conferencing, high levels of student engagement, student-created lessons, common scoring discussions, common scoring processes used by teachers, samples of Marzano’s conversion methods, etc.) Upload them under Discussion Forum 8.1 (1E/1I) (W8.1) 30 points

2. DISCUSSION BOARD 8.2 – For your initial posting, Share your SUMMATIVE ASSESSMENT unit of study with your peers. Describe what you are most proud of and what you think needs the most work based on our learning throughout this

term. Finally, pose at least one specific question for your peers that you need additional help with to refine your assessment before submission. (1E/1I) (W8.1) 30 points

3. **SUMMATIVE ASSESSMENT part 2** – You will begin working on your course summative assessment this week and it will be shared with your peers and due Week 8. Building on components of effective instruction and assessment as discussed throughout the course, design a standards-based unit of instruction. Be sure to incorporate standards-based instruction, project-based learning experiences, and a minimum of two (2) formative assessment designs (as demonstrated in Hattie (2012) and Marzano (2010) specifically addressing diverse student need and provide opportunity for differentiation. Assignment 7.1 (3E) (W7.1, W7.2) 300 points



---

WILLIAM WOODS  
UNIVERSITY

---

## MISSION STATEMENT

*William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.*

William Woods University | One University Avenue | Fulton, MO 65251

1.800.995.3159 | [WilliamWoods.edu](http://WilliamWoods.edu)