OAKLAND CITY UNIVERSITY

EDUC 678 Curriculum and Assessment Leadership (Key Assessment Course)

Term: Fall 2019
Time: 1-5pm CST or EST
Location: Building Name and Room #

Professor Contact Information

Dr. Carl Underwood
School of Education – Graduate Studies
Assistant Superintendent of Business Operations
E-mail: carl.underwood@evsck12.com
Phone: (812) 480-3998
Preferred Method of Contact: E-mail

Course Description

This course focuses on curriculum decision making. Students explore curriculum development as a social process, issues and trends, theories and techniques of curriculum leadership, and translations of curriculum designs into practice.

Prerequisite Studies

None.

Diversity in the Oakland City School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with NCATE Professional Standard 4 as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Course Objectives

The course is designed to gain curriculum decision making ability. Upon successful completion of this course students should be able to:

1. Acquire skills to emulate qualities of an effective curriculum leader
2. Communicate and discuss collaboration in curriculum leadership and design in the school
3. Evaluate curricular challenges and use strategies of inquiry to solve them effectively
4. Acquire curricular assessment skills.

Indiana Content Standards for Educators: School Leader – Building Level

Standard 1: Human Capital Management

School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement, including:

1.3 orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance

1.7 strategically assigning teachers and other staff to support school goals and maximize achievement for all students

Standard 2: Instructional Leadership

School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including:

2.2 planning, organizing, supervising, and supporting a rigorous instructional program based on research- supported best practices regarding curriculum, instruction, and assessment

2.4 establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities

2.5 ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students

Standard 3: Personal Behavior

School building leaders model personal behavior that sets the tone for all student and adult relationships in the school, including:

3.2 establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center

3.5 using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts

Standard 4: Building Relationships

School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:

4.1 establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence

4.2 skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)

4.3 using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change

4.4 working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students

4.5 demonstrating awareness of the public and political nature of the school building leader position, and deftly engaging the public in addressing controversial issues

Standard 5: Culture of Achievement

School building leaders develop a school-wide culture of achievement aligned to the school's vision of success for every student, including:

5.3 orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation

5.8 developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the school's goals for student growth and achievement

Standard 6: Organizational, Operational, and Resource Management

School building leaders' leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes, including:

6.2 using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization

6.5 managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness; student safety.

Educational Leadership Constituent Council (ELCC): Educational Leadership Standards 2011

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual students succeed.

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Instructional Design

Students will explore curriculum development through course readings, lectures and presentations, group discussions, independent research, and small group projects.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks

Sorenson, Richard D., Lloyd M. Goldsmith, Zulma Y. Mendex and Karen T. Maxwell. 2011. *The Principal: Creative Leadership for Excellence in Schools.* Corwin.

ISBN: 978-1412980807.

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
1	Introductions	Discuss Syllabus Discuss Chapter 1&2 in *How to Thrive as a Teacher Leader* Discuss Chapter 1&2 in *Developing More Curious Minds* Form groups for projects and decide on topic for project
2	Group Lead Discussions	Group #1 will lead discussion on Chapter 3 in *How to Thrive as a Teacher Leader* Group #2 will lead discussion on Chapter 4 in *How to Thrive as a Teacher Leader* Group #3 will lead discussion on Chapter 3 in *Developing More Curious Minds* Group #4 will lead discussion on Chapter 4 in *Developing More Curious Minds* Group #5 will lead discussion on Chapter 5 in *Developing More Curious Minds* Group #6 will lead discussion on Chapter 6 in *Developing More Curious Minds*
3		Group #7 will lead discussion on Chapter 5 in *How to Thrive as a Teacher Leader* Group #8 will lead discussion on Chapter 7 in *Developing More Curious Minds* Group #9 will lead discussion on Chapter 8 in *Developing More Curious Minds* Group #10 will lead discussion on Chapter 9 in *Developing More Curious Minds*

Unit	Lesson Title and Topics	Learning Activities Schedule
4	Group Lead Discussions	Group #11 will lead discussion on Chapter 6 in *How to Thrive as a Teacher Leader* Group #12 will lead discussion on Chapter 10 in *Developing More Curious Minds* Group #13 will lead discussion on Chapter 11 in *Developing More Curious Minds* Group #14 will lead discussion on Chapter 12 in *Developing More Curious*
5	Article Presentations Group Projects	Brief Presentation of Articles Groups Present Projects
6	Article Presentations Group Projects	Brief Presentation of Articles Groups Present Projects

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
Participation and Attendance	50 points
Annotated Article Reviews	100 points
Group Project	100 points

Participation and Attendance

Be prepared to discuss the textbook reading assignments as indicated in the syllabus as well as contribute to the overall daily class discussions.

Regular class attendance is expected. Because of the nature of class sessions and required interactions, there are no excused absences. In case of an emergency, make-up work will be required. (50 points)

Applicable Standards for Assignment
Conceptual Framework: 1.1, 2.2, 3.1, and 3.3
IDOE: 2.1, 2.4, 2.5, 3.1, 3.4, 4.4, 5.3, and 6.1
ELCC: 1.1, 4.1, 4.2, 4.4, 5.1, 5.4, 5.5, and 7.2

Assignments

1. **Annotated Reviews of Articles** -Read and be prepared to discuss two scholarly articles on curriculum leadership and design.

Guidelines:
- Use a title page (see *APA Manual*)
- Explanation of article (Key concepts)
- Identification, analysis and evaluation of strengths and weaknesses
- How information can contribute to building level leadership

Learning Outcome 1: Evaluate curricular challenges and use strategies of inquiry to solve them effectively.

Applicable Standards for Assignment
Conceptual Framework: 1.2, 2.2, 3.1, 3.2, and 3.3 **IDOE:** 2.1, 2.4, 2.5, 3.1, 3.4, 4.4, 5.3, and 6.1 **ELCC:** 1.1, 4.1, 4.2, 4.4, 5.1, 5.4, and 5.5

2. **Group Project** —Students will divide into groups of two or three. Each group will pick from one of the following two projects:
    a) Choose a concept to be taught in a specific content or grade level. The students will work together to create a unit plan with lesson plans incorporating methodology presented in John Barell's text, *Developing More Curious Minds*.
    b) Explain through group presentation how you would more effectively lead your school's improvement plan process. This presentation should outline your school's goals, strategies, and activities, and your use of the tools described in *How to Thrive as a Teacher Leader* by John G. Gabriel.

Learning Outcome 1: Acquire and evaluate skills of an effective curriculum leader

Learning Outcome 2: Acquire curricular assessment skills.

Each group will collaborate by using knowledge from each individual's school improvement process. The main reason for this assignment is to discover and explain individual leadership roles that the individual would like to develop while working on the school's improvement plan.

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	**Grade**	**Value**	**Definition**
219+	A	4.0	Superior
188-218	A-	3.7	Excellent
157-187	B+	3.3	High Average
126-156	B	3.0	Average
95-125	B-	2.7	Low Average
64-94	C+	2.3	Below Average, Counting as Graduate Credit
33-63	C	2.0	Below Average, Counting as Graduate Credit
00-32	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

ARTICLE REVIEW Rubric (for both articles)

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Points
Title of the article was stated					

Source information completeness were Identified					
Author(s) information completeness were Identified					
Publication name, issue and date were Identified					
Standard(s) to which this article relates were Identified					
Subject/Main Ideas/concepts of the article were Identified					
Points that seemed new or insightful to you were Identified					
What questions, concerns, difficulties did this article raise					
Relevance to the course materials, other observations and comments were given					
Were the writing mechanics followed					
				Total Score	
				Total Possible	100
				Percent	

Group 1 Project: Choose a concept to be taught in a specific content or grade level. The students will work together to create a unit plan with lesson plans incorporating methodology presented in John Barell's *Developing More Curious Minds.*

Group 2 Projeact Explain through group presentation how you would more effectively lead your school's improvement plan process. This presentation should outline your school's goals, strategies, and activities, and your use of the tools described in *How to Thrive as a Teacher Leader* by John G. Gabriel.

The main reason for this assignment is to discover and explain individual leadership roles that the individual would like to develop while working on the school's improvement plan.

ELCC Standards	Highly Effective 3.25, 3.5, 3.75, 4	Effective 2.25, 2.5, 2.75. 3	Improvement Necessary 1.25, 1.5, 1.75, 2	Ineffective .25, .5, .75, 1
Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (ELCC 2.1) Address in your plan a method of monitoring school programs, curriculum instructional practices, and various activities to ensure recognition, collaboration and incorporation of diversity.	A <u>thorough</u> Instructional Design Plan <u>comprehensively detailing</u> the following: : collaborate with others to accomplish school improvement goals; :monitor school programs and activities to ensure personalized learning opportunities; :recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; :facilitate the use of appropriate content-	A <u>complete and correct</u> Instructional Design Plan by <u>detailing</u> the following: :monitor school programs and activities to ensure personalized learning opportunities; :recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; :facilitate the use of appropriate content-based learning materials and learning strategies;	A <u>partial</u> Instructional Design Plan by addressed <u>some</u> the following: :monitor school programs and activities; : little indication of recognition, celebration, and incorporation of diversity in programs, curriculum, and instructional practices; : little indication of facilitate the use of appropriate content-based learning materials	There are <u>misunderstandings</u> of the Instructional Design Plan and the <u>inability to relate and create</u> the following: :monitor school programs and activities; : little indication of recognition, celebration, and incorporation of diversity in programs, curriculum, and instructional practices; : little indication of facilitate the use of appropriate content-based learning materials

	based learning materials and learning strategies;			
Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (ELCC 2.1)

Address in your plan the collaborative facilitation of appropriate content materials and learning and evaluation strategies for the curriculum and show the intentional and expected incorporation of cultural competence within the programs, curriculum, and instructional practices. | **A thorough Instructional Design Plan comprehensively detailing the following:**

: collaborate with others to accomplish

school improvement goals;

:incorporates detailed cultural competence in

development of programs, curriculum,

and instructional practices;

:monitor school programs and activities

to ensure personalized learning

opportunities;

:facilitate the use of appropriate content-based

learning materials and learning

strategies;

:promote trust, equity, fairness, and

respect among students, parents, and | **A complete and correct Instructional Design Plan by detailing the following:**

: collaborate with others to accomplish school improvement goals;

:incorporate cultural competence in

development of programs, curriculum,

and instructional practices;

:monitor school programs and activities to ensure personalized learning

opportunities;

:facilitate the use of appropriate content-based learning materials and learning strategies;

:promote trust, equity, fairness, and respect among students, parents, and school staff | **A partial Instructional Design Plan by addressed some the following:**

: collaborate with others to accomplish

school improvement goals;

:incorporates some cultural competence in

development of programs, curriculum,

and instructional practices;

:monitor school programs and activities

to ensure personalized learning

opportunities;

:facilitate the use of content-based

learning materials; | **There are misunderstandings of the Instructional Design Plan and the inability to relate and create the following:**

: collaborate with others to accomplish

school improvement goals;

:incorporates little cultural competence in

development of programs, curriculum,

and instructional practices;

:monitor school programs and activities

to ensure personalized learning

opportunities;

:facilitate the use of content-based

learning materials |

	school staff			
Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (ELCC 2.1)

Address in your plan the development of and facilitation of how faculty and staff are to promote trust, fairness and respect among students, parents and all school staff. | **A thorough Instructional Design Plan comprehensively detailing the following::** collaborate with others to accomplish

school improvement goals;

:incorporate cultural competence in

development of programs, curriculum,

and instructional practices;

:monitor school programs and activities to ensure personalized learning

opportunities;

:recognize, celebrate, and incorporate diversity in programs, curriculum, and

instructional practices;

:facilitate the use of appropriate content-based learning materials and learning strategies;

:detailed explanations of how administration will promote trust, equity, fairness, and respect among students, parents, and school staff | **A complete and correct Instructional Design Plan by detailing the following:**

: collaborate with others to accomplish

school improvement goals;

:monitor school programs and activities to ensure personalized learning

opportunities;

:recognize, celebrate, and incorporate diversity in programs, curriculum, and

instructional practices;

:facilitate the use of appropriate content-based learning materials and learning strategies;

: promote trust, equity, fairness, and respect among students, parents, and school staff. | **A partial Instructional Design Plan by addressed some the following:**

: collaborate with others to accomplish

school improvement goals;

:monitor school programs and activities to ensure personalized learning

opportunities;

:recognize, celebrate, and incorporate diversity in programs, curriculum, and

instructional practices;

:facilitate the use of appropriate content-based learning materials and learning strategies;

: promotion of trust, equity, fairness, and respect among students, parents, and school staff is mentioned. | **There are misunderstandings of the Instructional Design Plan and the inability to relate and create the following:**

: collaborate with others to accomplish

school improvement goals;

:monitor school programs and activities;

:recognize and celebrate diversity in programs, curriculum, and

instructional practices;

:facilitate the use of appropriate content-based learning materials;

:promotion of trust, equity, fairness, and

respect among students, parents, and school staff is not recognizable. |

Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.2) Addressed in the plan is, how decisions will be made that will provide realistic and quality curricular and instructional decisions; express ways faculty will collaborate to plan, implement, and evaluate curriculum. Design an evaluation system that, through multiple measures will provide details and evidence directly related to teacher performance and student outcomes. Determine how feedback will best be delivered based on this evidence.	**A thorough Instructional Design Plan comprehensively detailing the following::** :collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; : use evidence-centered research in making curricular and instructional decisions; :interpret information and communicate progress toward achievement; :design working evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	**A complete and correct Instructional Design Plan by detailing the following:** :collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; : use of minimal evidence-centered research in making curricular and instructional decisions; :interpret information and communicate progress toward achievement; :design evaluation systems and will address measures of teacher performance and student outcomes, and provide feedback based on evidence.	**A partial Instructional Design Plan by addressed some the following:** :plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; : use evidence-centered research in making curricular and instructional decisions; :interpret information and communicate progress toward achievement; :design evaluation systems and make school plans based on measures of teacher performance and student outcomes,.	**There are misunderstandings of the Instructional Design Plan and the inability to relate and create the following:** :plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; : make curricular and instructional decisions; :interpret information and communicate progress toward achievement; :
Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. (ELCC 2.3) Address in the instructional design are ways to determine how state required supervision interconnects with a	**A thorough Instructional Design Plan comprehensively detailing the following:** : Intentionally collaborate with faculty to plan, implement, and evaluate a coordinated,	**A complete and correct Instructional Design Plan by detailing the following:** : collaborate with faculty to plan, implement, and evaluate a coordinated,	**A partial Instructional Design Plan by addressed some the following:** : some collaboration with faculty to plan, implement, and evaluate a coordinated,	**There are misunderstandings of the Instructional Design Plan and the inability to relate and create the following:** : little collaborate with faculty to plan, implement, and evaluate a coordinated,

school designed evaluation system based on multiple measures of teacher performance and student outcomes that allow for functional feedback. Opportunities for school staff to emerge as leaders in this process are evident. How will decisions be made that will provide realistic and quality professional growth plans to increase the capacity of school faculty, staff, and leaders that reflect the on-going school instructional planning, the state expectations, and national professional development standards.	aligned, and articulated curriculum; : use evidence-centered research in making curricular and instructional decisions; :Detailed interpretation of information with communication of progress toward achievement; :clear and detailed design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence..	aligned, and articulated curriculum; : use evidence-centered research in making curricular and instructional decisions; :interpret information and communicate progress toward achievement; :design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	aligned, and articulated curriculum; : little use evidence-centered research in making curricular and instructional decisions; :minimal interpretations of information and minimal communication toward progress toward achievement; :design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	aligned, and articulated curriculum; : no evidence-centered research in making curricular and instructional decisions; : minimal interpretation information and communication of progress toward achievement; : minimal detailed design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence .
Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. (ELCC 2.4) Addressed in the plan are ways technology will be used to monitor instructional practices, student data and growth to best provide assistance in the teaching and learning process; utilization of various technologies to make improvements in	**A thorough Instructional Design Plan comprehensively detailing the following:** :use technologies for improved classroom instruction, student achievement, and continuous school improvement; :monitor instructional practices within	**A complete and correct Instructional Design Plan by detailing the following:** :use technologies for improved classroom instruction, student achievement, and continuous school improvement;	**A partial Instructional Design Plan by addressed some the following:** : the use technologies for some improved classroom instruction; : some suggestions of monitor instructional practices within the school and provide assistance to teachers;	**There are misunderstandings of the Instructional Design Plan and the inability to relate and create the following::** the use technologies for some improved classroom instruction; : some suggestions of monitor instructional practices within the school and provide assistance to teachers;

classroom instruction, student achievement, and school improvement;	the school and provide assistance to teachers; :use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting**.**	:use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting	:use technology and performance management systems are suggested to monitor, analyze, and evaluate school assessment data results for accountability reporting	
Total Points _____ Mean Score:_____				

Attachment

Candidate Disposition Audit
(To be completed by Instructor)

Candidate _____   Date _____

Evaluator _____

SCORING GUIDE				
Not Applicable or Not Observed	Serious Concerns	Needs Improvement	Acceptable	Exemplary
NA	1	2	3	4
	Behaviors displayed are contrary to those expected	Expected behaviors are occasionally displayed	Expected behaviors are often displayed, but not consistently	Expected behaviors are consistently displayed
REGARD FOR OTHERS				
1.1 Empathy and Compassion: Ability to identify with the perspective of others and demonstrate a desire to relieve their distress.	Circle the Choice NA 1 2 3 4			

1.2 Rapport and Respect: Ability to develop appropriate relationships with others while showing regard for the needs, ideas, and experience of all involved.	NA	1	2	3	4
1.3 Passion: Demonstrates interest, enthusiasm, and optimism for the people, content, and responsibilities of the profession.	NA	1	2	3	4
COMMUNICATION					
2.1 Responsiveness: Attentive to the needs of others, while mindful of the best interests of all.	NA	1	2	3	4
2.2 Authenticity: Genuineness in interpersonal relationships and interactions with others.	NA	1	2	3	4
2.3 Collaborativeness: Active involvement in responsibly working other in planning, problems solving, and learning.	NA	1	2	3	4
CREATIVITY					
3.1 Flexibility: Adapts, adjusts, and modifies as needed; responds to needed change quickly; is comfortable with change.	NA	1	2	3	4
3.2 Inventiveness: Visualizes and implements novel ways; and varied practices.	NA	1	2	3	4
3.3 Resourcefulness: Utilizes resources in effective ways; is able to seek additional, alternative resources.	NA	1	2	3	4
3.4 Resilience: Endures stress and remains stable in chaotic circumstances; recovers poise, enabling progress.	NA	1	2	3	4
REFLECTION					
4.1 Reflectiveness: Evaluates larger goals in education; reflects on own growth and accountability.	NA	1	2	3	4
4.2 Initiative: Exhibits willingness to pursue solutions in a persistent effort to improve situations.	NA	1	2	3	4
4.3 Efficacy: Nurtures high expectations; demonstrates self-direction and confidence.	NA	1	2	3	4
PROFESSIONALISM					
5.1 Professionalism: Endeavors to meet the standards expected of an administrator: appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, and maturity.	NA	1	2	3	4
5.2 Work Ethic/Responsibility: Is cognizant of the importance of attendance; completes related tasks in a thorough, organized, timely, and efficient manner.	NA	1	2	3	4
5.3 Oral and Written Communication: Uses correct voice modulation, grammar, and clarify of delivery; uses correct format, spelling, and grammar.	NA	1	2	3	4
5.4 Cultural Competence: Appreciates and capitalizes on diversity; is aware of and acts to reduce own biases; employs culturally sensitive pedagogy.	NA	1	2	3	4
COMMENTS:					

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

Armstrong, D. G. (2003). *Curriculum today.* Upper Saddle River, NJ: Merrill
Prentice Hall.

Duke, D. (2004). *The challenges of educational change.* Boston, MA: Allyn and
Bacon.

English, F. W., & Steffy, B. (2001). *Deep curriculum alignment.* Lanham,
Maryland: Scarecrow Press.

English, F. W., & Frase, L. E. (2000). *Deciding what to teach and test.* Thousand
Oaks, CA: Corwin Press.

Erickson, H. L. (2002). *Concept-based curriculum and instruction.* Thousand
Oaks, CA: Corwin Press.

Glatthorn, A. A. (2000). *The principal as curriculum leader: Shaping what is
taught and tested* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Green, R. L. (2001). *Practicing the art of leadership: A problem-based approach
to implementing the ISLLC standards.* Upper Saddle River, NJ: Merrill Prentice Hall.

Henderson, J. G., & Hawthorne, R. D. (2000). *Transformative curriculum
leadership* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

Kimmelman, P. L., & Kroeze, D. J. (2002). *Achieving world-class schools:
Mastering school improvement using a genetic model.* Norwood, MA: Christopher-
Gordon Publishers.

Marsh, C. J., & Willis, G. (2003). *Curriculum: Alternative approaches, ongoing
issues* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

McNeil, J. D. (2003). *Curriculum: The teacher's initiative* (3rd ed.). Upper Saddle
River, NJ: Merrill Prentice Hall.

National Association of Secondary School Principals. (2004). *Breaking ranks II:
Strategies for leading high school reform.* Reston, VA: National Association of
Secondary School Principals.

National Association of Elementary School Principals. (2003). *K-12 principals
guide to no child left behind.* Alexandria, VA: National Association of Elementary
School Principals.

National Research Council, Committee on Developments in the Science of
Learning. (2000). *How people learn: Brain, mind, experience, and school: Expanded
edition.* Washington, DC: National Academy Press.

Solomon, P. G. (2003). *The curriculum bridge* (2nd ed.). Thousand Oaks, CA:
    Corwin Press.

Tyler, R. W. (1949). *Basis principles of curriculum and instruction.* Chicago, IL:
    The University of Chicago Press.

Ubben, G. C., Hughes, L. W., & Norris, C. J. (2004). *The principal: Creative
    leadership for excellence in schools* (5th ed.). Boston, MA: Allyn and Bacon.

ARTICLE REVIEW GUIDELINE

(ATTACH A COPY OF THE ARTICLE REVIEWED)

NAME: _____DATE:_____

TITLE OF THE ARTICLE:

_____

SOURCE:

_____

AUTHOR(S):

_____

PUBLICATION DATE:

_____

STANDARD(s) TO WHICH THIS ARLICLE RELATES:

_____

SUBJECT/MAIN IDEAS/CONCEPTS OF THE ARTICLE:

_____

IDENTIFY POINTS THAT SEEMED NEW OR INSIGHTFUL TO YOU:

WHAT QUESTIONS, CONCERNS, AND DIFFICULTIES DID THIS ARTICLE RAISE?

RELEVANCE TO COURSE MATERIAL, OTHER OBSERVATIONS AND COMMENTS:

Course Policies

The following polices apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.

- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter (@ocu47660). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:

  * Use correct spelling and grammar.

  * Some assignments require a specific form or format—use as directed.

  * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.

  * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.

  * Use your name, course number, and assignment name as the file name of a document when submitted electronically.

* Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.

- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

  Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

  Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

  For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;

- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs

1. Skills
   1.1 Technological Skills
   1.2 Pedagogical proficiency
2. Disposition
   2.1 Promotion of ethical and moral values
   2.2 Community service through positive leadership
   2.3 Lifelong learning and Collaboration
3. Knowledge
   3.1 Knowledge of Student
   3.2 Knowledge of Content
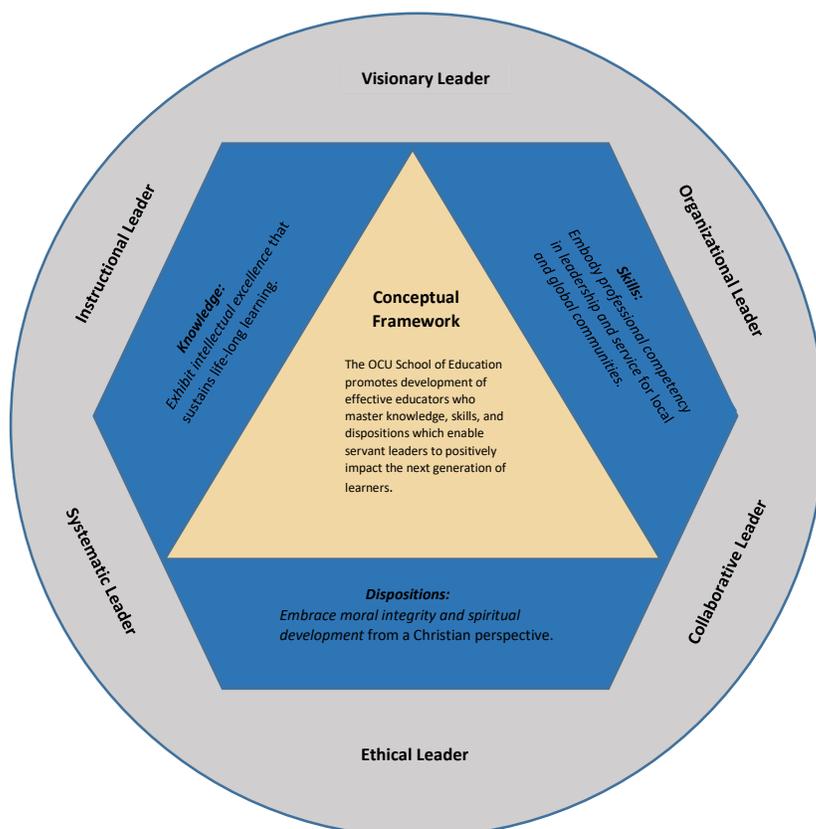
Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

Copyright

© Copyright Oakland City University

138 North Lucretia Street

Oakland City, Indiana 47660

(800) 737-5125